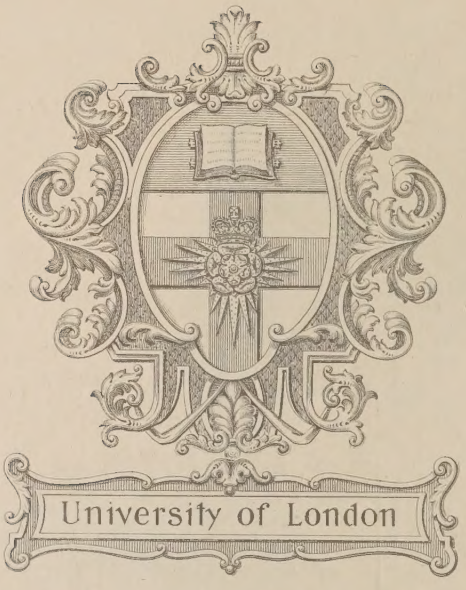
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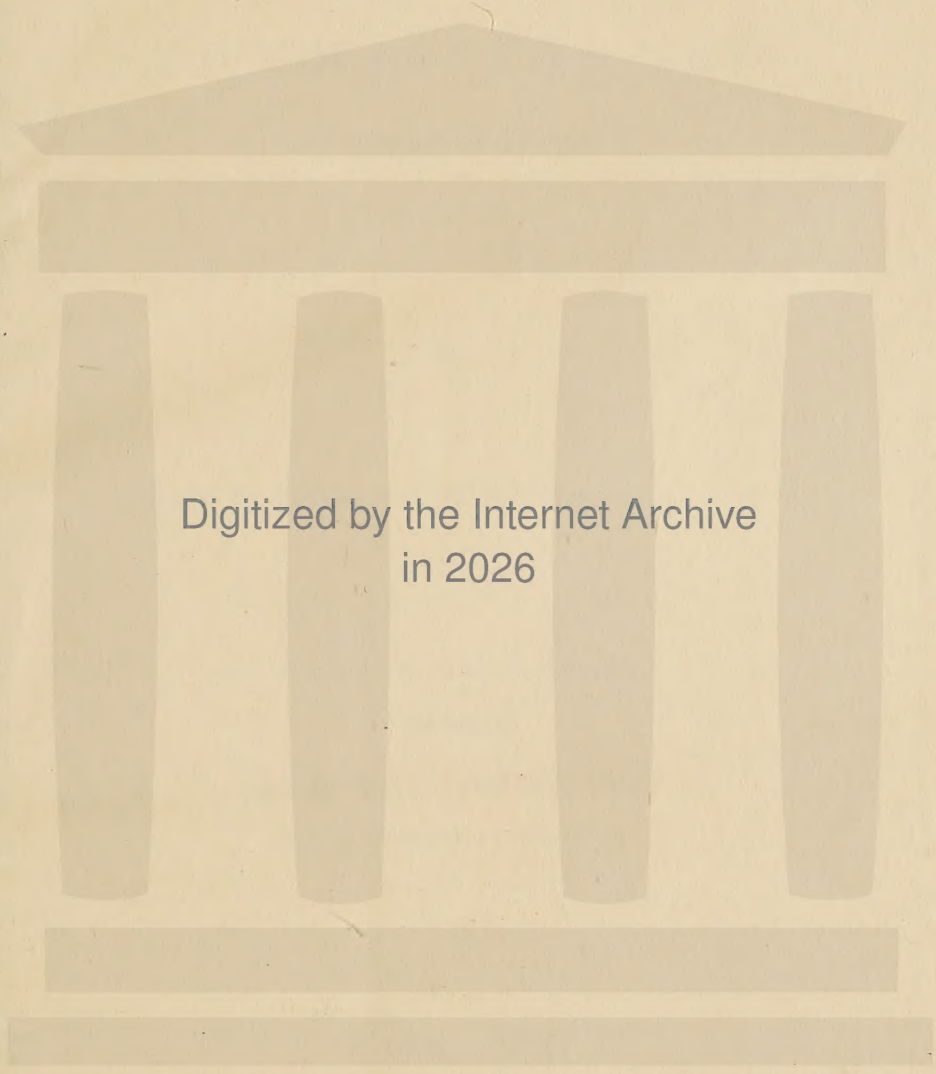

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REPORTS

FROM

COMMISSIONERS:

SIXTEEN VOLUMES.

—(5.)—

PUBLIC SCHOOLS AND COLLEGES (Vols. I. and II.)

Session

4 *February* —— 29 *July* 1864.

VOL. XX.

1864.

REPORTS FROM COMMISSIONERS:

1864.

SIXTEEN VOLUMES:—CONTENTS OF THE

FIFTH VOLUME.

N.B.—*THE* Figures *at the* beginning of the line, *correspond with the* N° *at the foot of each* Report; *and the* Figures *at the* end of the line, *refer to the* MS. Paging *of the Volumes arranged for The House of Commons.*

PUBLIC SCHOOLS AND COLLEGES:

[3288.] REPORT of Her Majesty's Commissioners appointed to inquire into the Revenues and Management of certain Colleges and Schools, and the Studies pursued and Instruction given therein; with an Appendix, and Evidence:—Vol. I. Report - - p. 1

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REPORT

OF

HER MAJESTY'S COMMISSIONERS

APPOINTED TO INQUIRE INTO

THE

REVENUES AND MANAGEMENT OF CERTAIN COLLEGES AND SCHOOLS,

AND THE

STUDIES PURSUED AND INSTRUCTION GIVEN THEREIN;

WITH

AN APPENDIX AND EVIDENCE.

REFORM CLUB
PALL MALL

VOL. I.

REPORT.

Presented to both Houses of Parliament by Command of Her Majesty.

LONDON:
PRINTED BY GEORGE EDWARD EYRE AND WILLIAM SPOTTISWOODE,
PRINTERS TO THE QUEEN'S MOST EXCELLENT MAJESTY.
FOR HER MAJESTY'S STATIONERY OFFICE.

1864.

[3288] I
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COMMISSION.

Victoria, by the Grace of God of the United Kingdom of Great Britain and Ireland, Queen, Defender of the Faith.

To Our right trusty and right well-beloved Cousin and Councillor, George William Frederick Earl of Clarendon, Knight of Our most noble Order of the Garter; Our right trusty and right well-beloved Cousin William Reginald Earl of Devon; Our right trusty and well-beloved George William Lord Lyttelton; Our trusty and well-beloved Edward Turner Boyd Twisleton, Esquire (commonly called the Honourable Edward Turner Boyd Twisleton); Our trusty and well-beloved Sir Stafford Henry Northcote, Baronet; Our trusty and well-beloved William Hepworth Thompson, Clerk, Master of Arts; and Our trusty and well-beloved Henry Halford Vaughan, Esquire, Master of Arts, greeting:

Whereas We have deemed it expedient, for divers good Causes and Considerations, that a Commission should forthwith issue for the Purpose of inquiring into the Nature and Application of the Endowments, Funds, and Revenues belonging to or received by the herein-after mentioned Colleges, Schools, and Foundations, namely, the College of the Blessed Mary of Eton, near Windsor (commonly called Eton College), Saint Mary College, Winchester (commonly called Winchester College), the Collegiate School of Saint Peter, Westminster, the Hospital founded in Charterhouse, in the County of Middlesex, commonly called Sutton's Hospital or the Charterhouse, Saint Paul's School in the City of London, the Merchant Taylors' School in the City of London, the Free Grammar School of John Lyon at Harrow-on-the-Hill, in the County of Middlesex, the School founded by Lawrence Sheriff, at Rugby, in the County of Warwick, the Free Grammar School of King Edward the Sixth at Shrewsbury; and also to inquire into the Administration and Management of the said Colleges, Schools, and Foundations, and into the System and Course of Studies respectively pursued therein, as well as into the Methods, Subjects, and Extent of the Instruction given to the Students of the said Colleges, Schools, and Foundations.

Now know ye, that We, reposing great Trust and Confidence in your Knowledge, Ability, and Discretion, have authorized and appointed and do by these Presents authorize and appoint you the said George William Frederick Earl of Clarendon, William Reginald Earl of Devon, George William Lord Lyttelton, Edward Turner Boyd Twisleton, Sir Stafford Henry Northcote, William Hepworth Thompson, and Henry Halford Vaughan, to be Our Commissioners for inquiring into the Nature and Application of the Endowments, Funds, and Revenues belonging to or received by the said Colleges, Schools, and Foundations; and also to inquire into the Administration and Management of the said Colleges, Schools, and Foundations, and into the System and Course of Studies respectively pursued therein, as well as into the Methods, Subjects, and Extent of the Instruction given to the Students of the said Colleges, Schools, and Foundations.

And for the better enabling you to carry these Our Royal Intentions into effect, We do by these Presents authorize and empower you, or any Three or more of you, to call before you or any Three or more of you such Persons as you may judge necessary, by whom you may be better informed of the Matters herein submitted for your Consideration, and also to call for and examine all such Books, Documents, Papers, and Records, as you shall judge likely to afford you the fullest Information on the Subject of this Our Commission, and to inquire of and concerning the Premises by all other lawful Ways and Means whatsoever.

And We do also give and grant unto you, or any Three or more of you, full Power and Authority, when the same shall appear to be requisite, to administer an Oath or Oaths to any Person or Persons whatsoever to be examined before you or any Three or more of you touching or concerning the Premises.

And it is Our further Will and Pleasure that you, or any Three or more of you, do report to Us in Writing under your Hands and Seals, as soon as the same can reasonably be done (using all Diligence), your several Proceedings by virtue of this Our Commission, together with your Opinions touching the several Matters hereby referred for your Consideration.

And We will and command, and by these Presents ordain, that this Our Commission shall continue in full Force and Virtue, and that you Our said Commissioners, or any Three or more of you, may from Time to Time proceed in the Execution thereof, and of every Matter and Thing therein contained, although the same be not continued from Time to Time by Adjournment.

And We do hereby require all and singular Our Justices of the Peace, Sheriffs, Mayors, Bailiffs, Constables, Officers, Ministers, and all other Our loving Subjects whatsoever, as well within Liberties as without, that they be assistant to you and each of you in the Execution of these Presents.

And for your further Assistance in the Execution of these Presents, We do hereby nominate and appoint Our trusty and well-beloved Mountague Bernard, Bachelor of Civil Law, to be Secretary to this Our Commission, and to attend you, whose Services and Assistance We require you to use from Time to Time as occasion may require.

In Witness whereof We have caused these Our Letters to be made Patent. Witness Ourself at Westminster, the 18th Day of July, in the Twenty-fifth Year of Our Reign.

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REPORT.

TO THE QUEEN'S MOST EXCELLENT MAJESTY.

Terms of the Commission.

Your Majesty was pleased, by Your Commission issued on the 18th July 1861, to direct us to inquire "into the nature and application of the Endowments, Funds, and "Revenues belonging to or received by" certain specified Colleges, Schools, and Foundations, "and into the administration and management of the said Colleges, Schools, and "Foundations, and into the system and course of studies respectively pursued therein, "as well as into the methods, subjects, and extent of the instruction given to the Students "of the said Colleges, Schools, and Foundations."

Having completed the task entrusted to us, we humbly submit to Your Majesty this Report.

Schools comprised in it.

The Colleges, Schools, and Foundations specified in Your Majesty's Commission are those which are commonly known as Eton College—Winchester College—the College of St. Peter, Westminster, or Westminster School—the Charterhouse School—St. Paul's, Merchant Taylors', Harrow, Rugby, and Shrewsbury Schools.

Course of Inquiry: Questions issued to Governing Bodies. Appendix M.

These nine Foundations, though differing in many respects from each other, have many features in common; and in each case the School, properly so called, is subject to some governing authority, charged with the care and legal ownership of such endowments as it possesses, and invested with powers, more or less extensive, of control. We commenced our investigation by addressing to the Governing Body of every School, or to its authorized representatives, a uniform series of printed Questions, so framed as to embrace more or less completely the whole field of inquiry, and so arranged as to follow the main lines marked out by Your Majesty's Commission. Of the Three Parts into which these questions were divided, the first related to the property and income of the several Schools; the second to the administration and management of them; the third to the system and course of study pursued in them, to the religious and moral training of the boys, their discipline and general education.

In the Letter accompanying these Questions we added that we should be happy to receive any information pertinent to our Inquiry, though not within the range of the Questions, and any recommendations or suggestions which the persons addressed might deem calculated to promote the efficiency and extend the usefulness of their several Foundations.

Copies sent to Masters.

Copies of the Questions were also sent to the Head Master, and through him to the Assistant Masters, of each School. The Head Master's attention was directed to certain specified Questions, which he was requested to answer in his own name; and he was further invited to furnish any statements or suggestions which he might think calculated to promote the objects of the inquiry.

The Answers returned to these Questions, including a considerable mass of tabulated matter relating to the property and income and to the organization and teaching of the Schools, are annexed, together with the Questions themselves, to this Report.

Commissioners have visited the Schools.

We deemed it our duty, after receiving these Answers, to visit personally each of the Schools, to inspect the class-rooms, boarding houses, play-grounds, &c., and to acquire on the spot such further information as might assist us to form a clear opinion on the various branches of our Inquiry.

We have orally examined a considerable number of witnesses. These may be divided into four classes;

Classification of Witnesses examined.

a. Persons officially connected with the Schools as members of the Governing Bodies, Trustees, or the like, Masters or Assistant Masters, or in other capacities;

b. Persons who had held positions of this kind, but had ceased to hold them;

c. Persons who had been educated at the several Schools, and had so recently quitted them that their recollections and knowledge were still fresh, whilst they had had time to test in some degree the results of their own training by subsequent thought and observation;

d. Persons (whether educated at Public Schools or not) eminent in Science or Literature, and qualified by observation or reflection to throw light upon the subject of a liberal education.

A few junior boys on the Foundation of certain schools were examined for special reasons, which will sufficiently appear from their evidence.

Proposed Examination of Boys. Appendix B.

With the view of enabling ourselves to form an opinion of the results of the teaching given by these Schools, as regards boys of not more than average industry and capacity and whose names would not, therefore, be found in lists of University honours and distinctions, we proposed to institute an Examination of a certain proportion of the boys actually receiving education there, such Examination to be of a simple kind, and conducted by Examiners of acknowledged competency. It was obvious, however, that a test of this nature could not be satisfactorily applied without the willing co-operation of the Head Master of each School. We found ourselves unable to obtain this general concurrence, two Head Masters only (those of Rugby and Shrewsbury) having signified to us, and that with some reluctance, their assent to the proposal, and we, therefore, thought it right to abandon it. The correspondence on this subject is also annexed to our Report.

Questions addressed to Tutors, &c. at Oxford and Cambridge. Appendix C.

With a similar object, we addressed some printed Questions to eminent persons, experienced as Tutors, Professors, or otherwise, in the work of education in the Universities of Oxford and Cambridge, and we have to thank these gentlemen for the replies with which they were good enough to furnish us.

To Council of Military Education. Appendix E.

We have also obtained, by application to H. R. H. the Commander-in-Chief, from the Council of Military Education various returns showing to what extent and with what success young men educated at these Schools present themselves for examination as candidates for Direct Commissions, for Sandhurst, and for Woolwich. These returns, together with the replies from Oxford and Cambridge, will be found to throw considerable light on the results of the instruction given by the Schools.

Information obtained respecting Marlborough Cheltenham, and Wellington Colleges. Appendix P.

In several great Schools recently founded in England, endeavours have been made both to improve the received methods of classical instruction, and to combine as far as possible the ordinary advantages of a public school education with opportunities for special attention to subjects formerly excluded altogether from its range. Marlborough, Cheltenham, and Wellington Colleges are not within the limits of our Commission, but two of them at least have had time to attain great magnitude as well as a high reputation, and we thought it desirable to obtain an account of the system established at each of the three, and of the results, so far as they can be ascertained, of the experience gained in working those systems. This information has been willingly supplied to us, and we have found it very valuable and useful. We have also received an account of the City of London School, and some evidence respecting the school attached to King's College, each of which presents an example of a great metropolitan school educating a large number of day-scholars with distinguished success.

Respecting the City of London School and King's College School. Appendix P. and Evidence of Archdeacon Browne.

Respecting the Higher Schools in Prussia. Appendix G.

The mission of the Earl of Clarendon to Prussia as Ambassador Extraordinary towards the close of the year 1861 offered an opportunity for making some inquiries respecting the higher schools in that country. Lord Clarendon accordingly placed some written questions in the hands of M. von Bethmann Hollweg, then Minister of Education, who had the kindness to procure answers to them from the Department under his charge, and to furnish in addition much illustrative documentary matter. A synopsis of the information thus obtained will be found in the Appendix.

We desire to acknowledge the uniform courtesy with which our inquiries have been met in every quarter to which they have been directed, and the general readiness which has been shown to afford us full and minute information.

We desire also to express our sense of the efficiency of the services rendered to us by our Secretary, Mr. Mountague Bernard, Chichele Professor of International Law at Oxford, whose ready and sound judgment has facilitated the conduct of our correspondence and the transaction of the ordinary business of the Commission, of whose legal ability and knowledge we have availed ourselves, and who has contributed both to the accounts which this Report contains of individual schools, and to the expression of those opinions which as a body we have formed on the general subjects of this Inquiry.

It should be added that we have not thought it right to extend these inquiries to any points not properly educational.

Division of the Report. Reports on the Schools separately (Second Part).

We shall lay before Your Majesty in this Report the conclusions at which we have arrived respecting the nine Schools, taking them consecutively in the order in which they stand in our Commission. A separate Chapter will be assigned to each School, containing a succinct statement of the material facts relating to it which have been elicited by the Inquiry, with such observations as may be necessary to explain the changes which we shall recommend, and a summary of those changes. Some of our Recommendations will require, if approved by Your Majesty, the aid of Parliament to carry them into effect; but the greater number of them are such as cannot properly form the subject of legislation, and are indeed virtually addressed to the Governing Bodies and Head Masters of the Schools.

Report on the Schools collectively (First Part).

We think, however, that we should imperfectly fulfil the duty entrusted to us by Your Majesty if we did not consider the Schools collectively as well as severally. From the prominent positions they have long occupied as places of instruction for the wealthier classes, and from the general though by no means exact resemblance of their systems of discipline and teaching, they have become especially identified with what in this country is commonly called Public School Education. We adopt for the present a phrase which is popular and sufficiently intelligible, without attempting to define its precise meaning. Public School Education, as it exists in England and in England alone, has grown up chiefly within their walls, and has been propagated from them; and, though now surrounded by younger institutions of a like character, and of great and increasing importance, they are still, in common estimation, its acknowledged types, as they have for several generations been its principal centres. We shall therefore begin by stating, as concisely as the nature of the subject admits, the broader results of our Inquiry, the conclusions they suggest, and the views which we have formed respecting the government and management of the great English Schools for the higher classes, and the education which they afford, pointing out in what respects the range and methods of that education appear to us positively defective or capable of being enlarged and improved. This part of our Report will most conveniently come first, because it will afford a clue to the rest, and because we shall have occasion to refer to the views expressed in it when we proceed to deal with the individual Schools.

FIRST PART.

General Results of the Inquiry and General Recommendations.

Introduction.

Origin of the Schools.

The schools to which this inquiry relates were founded within a period ranging from the close of the 14th century to the beginning of the 17th, from the reign of Richard II. to that of James I. Winchester, the earliest, is older by several generations than the Reformation, and the revival of classical literature in England. Eton, half a century later, was modelled after Winchester. Each was an integral part of a great collegiate establishment, in which the promotion of learning was not the founder's sole purpose, though it seems to have been his principal aim. Westminster is one of the many grammar-schools attached to cathedral and collegiate churches, for which provision was made after the dissolution of the monasteries; but it acquired, or perhaps inherited from the ancient school of the great monastery of St. Peter, an importance peculiarly its own. Harrow, Rugby, Shrewsbury, Merchant Taylors', and St. Paul's, were among the multitude of schools founded in the 16th century, either by grants of church lands from the Crown, or by private persons (generally of the middle class), with endowments sufficient to afford the best education known at that day to so many day-scholars as the neighbourhood was likely to supply, or the reputation of a competent teacher to attract.

Endowments.

The endowments of the schools bear no proportion to their magnitude. The revenues of Eton College amount to about 20,000*l.* a year, but of this sum rather more than one-third is distributed among the Provost and Fellows, and the residue is strictly appropriated to the benefit of the foundation scholars and the expenses of the College establishment. Those of Harrow which are appropriated to the school do not exceed 1,000*l.*, and are not likely to increase. In some cases the rise of a school has been either caused or greatly assisted by an exceptional rise in the value of its property. Of this Rugby furnishes a remarkable instance. To a large and popular school, so long as it is large and popular, a permanent endowment is not of essential importance; but there can be no doubt that such an endowment is of great service in enabling any school to provide and maintain suitable buildings, to attract to itself by exhibitions and other substantial rewards its due share of clever and hardworking boys, to keep up by these means its standard of industry and attainment, and run an equal race with others which possess this advantage, and to bear, without a ruinous diminution of its teaching staff, those fluctuations of prosperity to which all schools are liable.

1. *Government of the Schools.—Governing Bodies.—Head and Assistant Masters.*

Government of the Schools.

These schools exhibit great diversities of government and constitution. It is necessary in the case of every endowed institution to provide in some way for the legal ownership and proper administration of the endowment; and it has been usual to annex to the legal ownership of the property powers, more or less extensive, of general superintendence over the school.

Schools attached to Colleges.

Where a school forms part of a collegiate foundation, the property out of which it is maintained is legally vested in the corporate body called the College, and practically in certain principal members of the foundation, who represent and constitute the College in the eye of the law, being clothed with its proprietary rights and powers, and authorized to do legal acts in its name. Eton College is thus represented by the Provost and Fellows of Eton; Winchester College by the Warden and Fellows of Winchester; and the Collegiate Church of St. Peter Westminster, including the school which is a part of the foundation, by the Dean and Canons of that church. These persons hold, in each case, the College property, subject to such duties as the Statutes impose upon them with respect to it, and to the statutory claims of the other members of the foundation,—claims which may or may not, according to a just and equitable interpretation of the expressed intentions of the founder, be limited to the particular sums he has assigned to the several objects of his bounty. The master of the school is, in each of these cases, an officer and subordinate member of the Foundation or College, and subject to the superintendence of its head, the Provost, Warden, or Dean, whose general duty it is to enforce the due observance of the Statutes, the Fellows or Canons acting as his Council, and sharing, to a greater or less extent, in his powers. By the Governing Body thus constituted the Master is appointed, and may be dismissed. He is *conductitius et remotivus*. The relation, therefore, between the statutory Master or Masters and the Governing Body, in these cases, springs from the form originally assumed by the collegiate institutions which grew up during the middle ages.

In the case of independent grammar-schools the two functions above mentioned—the legal ownership and protection of the property, and the general superintendence—have ordinarily been entrusted to a body of Feoffees, Governors, or Trustees, either authorized to transmit the estate vested in them by successive conveyances, or incorporated, as at Harrow, by charter, or, as at Rugby and Shrewsbury, by Act of Parliament. The Court of Assistants of the Mercers' Company are, under the will of Dean Colet, the Governors of St. Paul's School, and the legal estate in the property out of which the school is maintained is vested in the Company. The Charterhouse School is a part of the great foundation called Sutton's Hospital, and is under the general superintendence of the Governors, who are also Trustees of the estates and are a corporation by charter, whilst certain powers of supervision are entrusted, under the Governors, to the chief officer of the Hospital, called the Master. Merchant Taylors' School, which has no endowment beyond the valuable scholarships and exhibitions attached to it, was founded, has been supported, and is governed, by the Merchant Taylors' Company. OTHER GRAMMAR SCHOOLS.

We have stated generally in whom the power of superintendence over the Head Master, and through him over the school, is vested. The nature and extent of that power, as actually exercised, depend on several conditions. They depend, legally and practically, on the language of the document, whether Statutes, Charter, or Act of Parliament, by which the authority is constituted. They depend practically also on usage, and on the view which the Governing Body has taken, through successive generations, of the limits within which its interference might be usefully exercised. They depend further, to some extent, on the relation which the boys on the foundation hold to the non-foundationers. ACTUAL RELATION OF HEAD MASTER TO GOVERNING BODY.

Where the foundationers are merely day-scholars receiving instruction gratuitously, and where the whole superintending authority is lodged in persons who do not reside on the spot, and only meet periodically, having no other connexion with the school, that authority is, as we might expect, very sparingly exercised. Where, on the other hand, the Governing Body, or its head or representative, is constantly on the spot, or where the foundationers form a school within a school, and are not subject in common with the other boys to the absolute jurisdiction of the Head Master, there is obviously greater scope for interference as well as greater inducement to it. Custom, tradition, and individual discretion have evidently had a large influence in causing the practice of one school to differ in this respect from that of another. On the whole, it appears that whilst at some the Head Master, though removable at the pleasure of the Governing Body, is for all practical purposes unfettered and supreme, at others his power of effecting changes or deviating from established routine is confined to that of making recommendations to the superior authority, by whom he is always liable to be, and not unfrequently is, overruled.

In some cases, as will more fully appear hereafter, the Governing Body was designed for a school very unlike that which it now has to govern. We are of opinion that in most cases, either from this cause or from the altered circumstances of the times, some modifications in the Governing Body have become necessary, and that, unwise as it certainly would be, in this as in other respects, to aim at mere uniformity, there are some common features which should generally belong to the Governing Body of a great public school. Such a body should be permanent in itself, being the guardian and trustee of the permanent interests of the school; though not unduly large, it should be protected by its numbers and by the position and character of its individual members from the domination of personal or local interests, of personal or professional influences or prejudices; and we should wish to see it include men conversant with the world, with the requirements of active life, and with the progress of literature and science. CHARACTER PROPER FOR A GOVERNING BODY.

In the case of some of the schools we shall recommend that a certain proportion of the Governing Body should be nominated by the Crown. Nothing, we believe, would more assist to secure to these bodies the character which we desire to see impressed on them than the introduction, within certain very moderate limits, of a mode of appointment absolutely removed above the influences against which we wish to guard, and such as to add distinction to an office in itself highly honourable. Nothing would be likely to conduce to the dignity and stability, as well as the good government, of the foundations to which we shall propose that it should be applied. The places to be thus filled, though honourable, will be without emolument; the qualifications which they require are easily comprehended, though not admitting, perhaps, of precise definition; and the Crown, should it be willing to undertake this responsibility, will be exercising an important public trust, the discharge of which will be keenly watched by all who are interested either in the particular schools or in the general progress of education. CROWN NOMINATIONS IN CERTAIN CASES.

It is not necessary that the powers, any more than the constitution, of these bodies should be uniformly the same. A degree of interference which would be mischievous in one case may be useful in another. And in some cases where a Governing Body has entrusted, during a long period, very ample powers to a succession of thoroughly POWERS WHICH SHOULD BE POSSESSED BY A GO-

VERNING BODY.

able men, we have no doubt that it has exercised a wise as well as a legitimate discretion. We think it, however, important, on the one hand, that the Head Master's responsibility should be clear and plain, and on the other that the powers possessed by the Governing Body should be well understood, and that they should be duly exerted whenever the exercise of them is really called for. Nor is it difficult to trace out the limits within which, as it seems to us, those powers should be confined. They should include, at the least, the management of the property of the school, and of its revenues, from whatever source derived; the control of its expenditure; the appointment and dismissal of the Head Master; the regulation of boarding-houses, of fees and charges, of Masters' stipends, of the terms of admission to the school, and of the times and length of the vacations; the supervision of the general treatment of the boys, and all arrangements bearing on the sanitary condition of the school.

POWERS OF HEAD MASTER.

As regards discipline and teaching, the Head Master should, in our opinion, be as far as possible unfettered. Details, therefore, such as the division of classes, the school-hours and school-books, the holidays and half-holidays during the school-time, belong properly to him rather than to the Governing Body; and the appointment and dismissal of Assistant Masters, the measures necessary for maintaining discipline, and the general direction of the course and methods of study, which it is his duty to conduct and his business to understand thoroughly, had better be left in his hands. This is subject, however, to one material qualification: the introduction of a new branch of study or the suppression of one already established, and the relative degrees of weight to be assigned to different branches, are matters respecting which a better judgment is likely to be formed by such a body of Governors as we have suggested, men conversant with the requirements of public and professional life and acquainted with the general progress of science and literature, than by a single person, however able and accomplished, whose views may be more circumscribed and whose mind is liable to be unduly pressed by difficulties of detail. What should be taught, and what importance should be given to each subject, are therefore questions for the Governing Body; how to teach, is a question for the Head Master. We have only to add that it should always be incumbent on the Governing Body, before coming to any decision affecting in any way the management or instruction of the school, not only to consider attentively any representations which the Head Master may address to them, but of their own accord to consult him in such a manner as to give ample opportunity for the expression of his views.

HEAD MASTER AND ASSISTANTS.

If it is important that a thorough understanding and opportunities for unreserved consultation should subsist between the Governing Body and the Head Master, it is even more so that the Head Master should be on similar terms with his assistants. That there should be friendly intercourse between them, and that an assistant should be at liberty to make suggestions to his chief, is not enough. Valuable suggestions and useful information, which individual masters, and they only, are qualified to afford, may often be lost for want of a recognized opportunity of communicating them; and private interviews, however readily granted, are not an adequate substitute for free and general discussion.

MEETINGS FOR CONSULTATION.

Rugby Answers, III. 8.

Evidence, 582, 1114–1125.

Harrow Answers, III. 8.

Evidence, 332.

The practice introduced by Dr. Arnold at Rugby, of meeting all his assistants for consultation at frequent intervals—a practice which has been continued, with some interruptions, by his successors, and is at present maintained by Dr. Temple—appears to have had the happiest results. "It is attributable to that," says one of the senior assistants, "that we have so very harmonious a working of the school." The same practice exists at Harrow; and it is impossible to read the evidence which has been furnished to us from those schools and from Eton respectively, without perceiving that in the former the assistants have a thorough sense of co-operation with the Head Master and with each other, which is wanting in the latter.

SUGGESTION OF A SCHOOL COUNCIL.

We think that where this practice exists it should receive some definite sanction and some regular shape, and that, where it does not exist, it should be established, the principle of representation being introduced wherever, on account of numbers or otherwise, it is thought expedient. We shall recommend, therefore, as a general rule, that in every school the assistants, or a certain number of them, should meet on fixed days, with the title of a "School Council," and under the presidency of the Head Master if he be present; that they should consider any matters which may be brought before them by the Head Master or any member affecting the instruction or discipline of the school; that they should be entitled to advise the Head Master, but not to bind or control him in any way, and that they should have the right of addressing the Governing Body whenever a majority of the whole Council may think fit.

SELECTION OF MASTERS.

It has become the invariable practice at Eton, and the almost invariable practice at Winchester, to recruit the staff of Classical Masters, the Head Master included, from persons who have received their education at those schools respectively. Indeed at both of them the field of choice has, at least until very recently, been arbitrarily narrowed still further;

the masterships of Eton having been considered to belong almost as of right to the Fellows of King's, and those of Winchester to the Fellows of New College. The Trustees of Rugby are by their Act of Parliament required to elect as Head Master a candidate educated at the school, if one be found duly qualified, with a direction that in the choice "regard should be had to the genius of such Master for teaching and instructing the children:" as a matter of fact, however, no Rugby man has been elected since the passing of the Act. At the Charterhouse, so far as respects the Head and Second Masters, there is a *cæteris paribus* preference in favour of former scholars on the foundation; but even this does not appear to exist elsewhere, at least in the shape of a definite rule or usage. The genius of one school differs much from that of another, and it is very desirable undoubtedly that the masters of every school should be perfectly familiar with its system of discipline and teaching, its unwritten customs, and all that stamps it with a character of its own, as well as that they should be animated by a warm attachment to it. We believe, however, that even where tradition has most power it is not very difficult for an able and intelligent man to acquaint himself sufficiently in a short time with the distinctive features of the system which he has to administer; and the experience of the great majority of schools has amply shown how heartily such a man can throw himself into the working, and how thoroughly he can identify himself with the character and interests, of one to which he has previously been a stranger. It must be observed at the same time, that a school which is debarred, or which debars itself, by a restriction of this kind, from taking the best man that can be had, must necessarily suffer from it to a greater or less degree; and it must be disadvantageous also for any school to be officered exclusively by men brought up within its walls, all imbued with its peculiar prejudices and opinions, and without experience of any system or any methods but its own. We are clearly of opinion, therefore, that in the selection of the Head and other Masters the field of choice should in no case be confined, either by rule or by usage equivalent to a rule, to persons educated at the school to which the appointment is made.

There are in fact, we believe, very few schools which have not been indebted for some of their most eminent masters to other places of education. William of Waynflete, the first Head Master of Eton, had been a scholar and Head Master of Winchester. Harrow received a succession of Head Masters from Eton; and an Etonian, Dr. James, has the greatest name and exercised the greatest influence among the Head Masters of Rugby before Dr. Arnold, who was himself, like his predecessor Dr. Wooll, educated at Winchester. Dr. Butler of Shrewsbury, Dr. Sleath of St. Paul's, and Dr. Vaughan, late Head Master of Harrow, were all educated at Rugby.

2. *Statutes.—Necessity for a Power of Revision and Alteration.—Plea of Desuetude.*

Several of these schools possess ancient statutes or rules designed to settle permanently, with more or less of minuteness, their organization and their course of teaching. In the case of Eton particularly, and to a less extent in some other cases, we have been met by the questions which arise where such statutes, specific and precise in their character, and guarded by careful and solemn provisions for securing their perpetual observance, are accompanied by none for the relaxation of them, or for their adaptation to new circumstances and a different state of society. Dean Colet, the founder of St. Paul's School, expressly authorized the Court of Assistants of the Mercers' Company, whom he entrusted with the government of it, to alter and amend his Ordinances as might be deemed requisite from time to time. A similar power was given to the Governors of Harrow, has been created at Winchester by the Ordinance of the Oxford University Commissioners, and exists virtually to a greater or less extent at other schools. It is clearly expedient, if not indispensable for the permanent continuance of foundations of this nature, that most extensive powers of adaptation and amendment should exist in all cases, and it seems only necessary to provide that they should be lodged in proper hands. In the absence of them, recourse is inevitably had to the principle, as it may be called, of desuetude; and it is assumed that old constitutions which contain minute directions and create no authority for varying them, must, when the lapse of time has rendered an exact compliance with them impracticable, be construed by the aid of such usages as have been gradually established by necessity or convenience. Often too, owing to the absence of power to alter the letter of statutes which has become obsolete, the spirit, which it would be desirable to observe, is violated or forgotten. No accumulation, it is plain, of stringent or even imprecatory terms, such as those in the Eton Statutes, can ever secure perpetuity to institutions which from their very nature must undergo the influence of change. To attempt in such cases, as the framers of those Statutes did, to bar by anticipation the plea of desuetude, is as reasonable as it would be to declare that human beings shall never feel the inevitable effects of old age.

STATUTES, &c. POWER OF REVISION NEEDED.

See Eton Evidence, 1134, and Visitor's letter, *ibid.*

We do not, therefore, think it just to speak with severity of individuals who, like the Fellows of Eton and Winchester, have succeeded to a position created legally by statute, but virtually moulded into an altered shape by long and inveterate usage, whose domestic arrangements and whole plan of life have been formed, perhaps, with a view to that position, and who, when placed in it, have done more than their predecessors did, and more than its customary obligations were previously understood to demand. The evil, however, which is inseparable from moral obligations so loose and ill-defined as such a situation imposes, has been strongly and justly adverted to by an eminent witness, Sir J. Coleridge. Nor does this evil stand alone; there is evidently no security that practical changes should be made well and advisedly, which are introduced without deliberate intention, without responsibility, and without the intervention of any higher authority to protect the permanent interests of the foundation from being undermined by private and personal interests.

Eton Evidence, 5609.

Principle of Revision.

The principle to be pursued where ancient statutes are not abrogated but reformed is sufficiently clear, and seems to have been followed in substance by the late Oxford and Cambridge University Commissions. "The statutes of founders are to be upheld "and enforced whenever they conduce to the general objects of the foundation," and so long, we may add, as those objects continue to be practicable and useful, "but they are to "be modified whenever they require a closer adaptation to the wants of modern society."*

3. *The Foundation Scholars, their Government and Condition.—Local and other Qualifications and Restrictions.*

Composition of the Schools. Foundationers and Non-foundationers.

It has been already remarked that the relation between the foundation boys and the non-foundationers influences in some degree that of the Head Master to the Governing Body. Indirectly it does so, whilst it directly affects the boys themselves, and the internal constitution of each school. In every case, except those of Merchant Taylors' and St. Paul's, and perhaps Shrewsbury, the bulk of each school, as now existing, is an accretion upon the original foundation, and consists of boarders received by masters or other persons at their own expense and risk, and for their own profit. The founders indeed of some of the schools certainly contemplated the probability that other boys might resort to them besides those for whose benefit they were principally designed; but they could not have foreseen, in those times, any large addition from this source, and they made no provision for any augmentation of their little staff of teachers. Speaking generally, the foundation boys are, in the eye of the law, the school. The legal position of the Head Master of Eton is that of teacher or "informator" of seventy poor and indigent boys, received and boarded within Eton College; the Head Master of Harrow is legally the master of a daily grammar-school, established in a country village for the benefit primarily of its immediate neighbourhood. The proportion actually subsisting between foundationers and non-foundationers at the several schools which admit boys of the latter class, will appear from the subjoined Table:—†

	Foundationers.	Non-foundationers.
Eton	61	722
Winchester	69	128
Westminster	40	96
Harrow	33	431
Rugby	68	397
‡Shrewsbury	26	106
Charterhouse	45	71

Questions raised by it.

This state of things suggests some obvious questions. It may be asked whether the division of a school into two distinct classes, one of them possessing special privileges, has not created a division of power and responsibility as regards the management; whether it impairs the unity of teaching and discipline, or of tone and feeling; whether it destroys in any degree the atmosphere of social equality, the free and friendly competition in work and companionship in play which are among the most important advantages of public-school education; lastly, whether the foundation boys, under conditions so enormously changed, receive benefits the same in kind or in amount as those which they were originally intended to enjoy.

It may not be easy to give to each of these questions an answer which will apply alike to all the schools. A foundationer at Harrow, Rugby, and Shrewsbury is ordinarily a day-scholar, sharing gratuitously, or almost gratuitously, in the general instruction of the

* Edinburgh Review, April 1861, p. 425.

† These figures are taken from the Returns furnished to us at the close of 1861. The numbers of most, if not all, of the schools have since somewhat increased, as will appear from the separate Reports in Part II. The number of foundationers at Eton and Winchester is raised at each annual election to 70.

‡ Reckoning the sons of burgesses as foundationers and all others as non-foundationers;—a distinction which is however open to question.

school. At Eton, Winchester, Westminster, and the Charterhouse he is a boy separately lodged, separately boarded, maintained as well as educated free of charge or at a comparatively small expense, and obtaining, or having the opportunity of competing for, a farther provision, more or less valuable, when he leaves school. It is not surprising that the power of depriving a boy of these great advantages should not have been committed to a subordinate officer attached to the college or hospital, as the Head Master originally was, and in theory is still. In these cases, therefore, there is, to a small extent, a real division of power and of responsibility. The Head Master can expel a non-foundationer; he cannot expel a foundationer. And this division—since it is as master of the foundationers that the Head Master is amenable to the Governing Body, whilst as regards the other boarders he is absolutely free—would have run much farther and split up the whole teaching and discipline of the school, had not convenience clearly required that the management of both classes should be one and the same. The Governing Body thus acquire an indirect control over the whole school by virtue of their direct authority over a part of it. But the general course of the whole stream has been determined by the element which gave it its main volume; the discipline and teaching, as applied to the foundationers themselves, has been really moulded by the wants and capabilities of those who formed in fact the great bulk of the school.

Unity of Government and Discipline desirable.

We are of opinion that for the purposes of government, instruction, and discipline, all the boys should in every case be considered as one school, subject to the same authorities and in the same degree.

Relation of Foundation-Boys to Non-foundationers.

The position held by foundation boys among their schoolfellows varies much at different schools. We shall advert hereafter to the consequences which appear to flow from the existence within a very large school like Eton of such an institution as is there called "College." The evidence leads, however, to one general conclusion. It seems tolerably clear that in none of the schools is a foundation boy lowered in the estimation of his companions by the mere fact of his being a foundation boy; in other words, of his receiving an eleemosynary education. If he is a day scholar, he has not the same opportunities of forming friendships and gaining rank among his schoolfellows as if he were a boarder. If he is very inferior in birth and breeding to those who surround him, he has the same disadvantage in a much greater degree. If, being a boarder, he is badly lodged, fed, or cared for, and his situation is thus rendered undesirable, we might naturally expect the same result to follow. And a traditional feeling or prejudice which has once taken root among boys is very difficult to eradicate. But, apart from causes which judicious management may remove, there seems to be nothing to prevent the foundationers from taking socially as well as intellectually an equal or (as in some cases they do) even the foremost rank in the school. And we may add that to promote a thorough amalgamation in play as well as at work appears to be the general desire of the masters, as it is clearly their true interest as educators.

Condition of Foundation Scholars.

The question whether the foundation boys at these schools enjoy advantages equal to those which the founders intended for them may be generally answered in the affirmative. Their situation has at several of the schools been greatly and progressively improved during the present century; and we have no doubt whatever that it is now considerably better than it has been at any former period. They are better lodged, better fed, better taught, better attended to than they ever were before. In saying this we do not mean to imply that their position is better than it ought to be, taking into account the intentions of the several founders, the increased value of the endowments, and the change of manners. A scholar of the 15th or 16th century, whether supported by a founder's bounty or by the resources of his parents or patrons, was content with rude accommodation and with coarse if not scanty fare, even according to the standard of comfort at that day. But so also was the fellow of a college and the parish priest; and so also, not unfrequently, were the families of the smaller gentry. The habits of the present age render it at once necessary and equitable that out of the increased revenues of these institutions suitable comfort, proper supervision, and reasonable privacy should be provided for those to whom a place on a foundation is offered as a boon, or proposed as an object for competition. These observations do not apply to day scholars; but the benefit of an extended and improved system of instruction is shared by all foundationers alike. The best education of the present day, given by a staff of highly trained teachers at a public school, is certainly very much better than was the best education of the 15th or 16th century, imparted to from 50 to 150 boys by a master and usher very moderately paid, at a time when the scholastic profession ranked somewhat low in the social scale.

Founders' Intentions. Poverty Qualification.

There is another question closely connected with that which has just been considered. Are the classes by whom these benefits are now enjoyed the same as those for whom they were originally intended? There is no doubt that the collegiate schools were primarily though not solely designed for the assistance of meritorious poverty; the inde-

pendent grammar-schools primarily, though not solely, for the benefit of some particular town, village, or neighbourhood, to which the founder happened to be attached by ties of birth, family, or residence. How far either justice or expediency demand that these intentions should be maintained at present is a question on which there may be different opinions. Admission to the foundation at Westminster has long been the prize of a competitive examination, and the same principle was about twenty years ago introduced at Eton, and more recently at Winchester,—in both cases, as we are informed, with excellent results. At Westminster the qualification in respect of poverty is considered obsolete. At Winchester, after the examination, poverty has merely a *cæteris paribus* preference, but "the electors may refuse to admit as a candidate any one whom they may "deem to be not in need of a scholarship." At Eton the circumstances of a boy's parents are not inquired into, but those boys are excluded "who have independent means of their "own." At the Charterhouse the foundation boys are nominated by the Governors in turn, and the Master of the Hospital thinks that every Governor considers himself under an obligation to choose those who are in need of assistance; "persons exceedingly well-"connected, but really poor" are the class usually selected. Speaking generally, it must be said that the difficulty of assigning a precise meaning to the word poverty, the doubt what class of persons, if any, at the present day really answers to the *pauperes et indigentes scholares* of the Lancastrian and Tudor periods, and the further doubt whether poverty is not after all best served by giving the widest encouragement to industry, coupled with the interest which every school has in collecting the best boys from the largest surface, have tended, and will continually tend, to render the qualification of indigence practically inoperative.

Charterhouse Evidence, 1370 (Archdeacon Hale).

We do not think it necessary to recommend any change in this respect.

LOCAL PRIVILEGES.

A somewhat different question arises when we come to consider the right to gratuitous education which by the founders of endowed and non-collegiate grammar-schools was generally given to the children of inhabitants of the places where the schools were established. Harrow and Rugby were endowed grammar-schools planted in country villages of no great population; Shrewsbury, one established in an important county town. Harrow is still a village, though a considerable one; Brownsover, which shares with Rugby the claim to an interest in Laurence Sheriff's foundation, is a mere hamlet; while Rugby itself has swelled into a town of 8,000 souls, from causes partly connected with, partly independent of the school. Harrow and Rugby are not now schools for the children of villagers, farmers, and small tradesmen; nor could they be made such without entirely destroying their character. That no right exists to enforce such a revolution has been judicially decided in the case of Harrow; and no one probably would now seriously think of advising in these cases the restoration of a small local benefit at the expense of a great public loss. If these schools are not now of use in the way which their founders contemplated, they are of far greater use in a far more important way. As regards grammar-schools generally, the founder's intention to benefit a particular place or class has doubtless often been frustrated in a great measure by a literal adherence to his directions respecting the manner in which the benefit should be bestowed. The classical education which he ordered to be given, because he knew of no other, is not now a boon to those who desire education of a different kind, and can obtain it elsewhere. And it is probably true that many of these schools, in ceasing to be useful to a class or neighbourhood, have ceased to be in any substantial sense useful at all. This opens a large question into which it would be irrelevant for us to enter; we are concerned only with schools which, at some sacrifice perhaps of a local object, have notoriously acquired national importance as places of general education. The question to be considered with respect to them is a different one. There are at both Harrow and Rugby boys who, as the sons of residents, are educated at charges to the parents much lower than the rest, and much below what may be called the cost price of the teaching they receive. A foundation boy at Harrow receives like others instruction in school, but he does not, like others, pay for it; and thus the expense of teaching one class of boys is borne by the parents of another class, directly or indirectly, or by the masters themselves. It is, however, to be observed, that the parents of the boys who are thus privileged are chiefly—at Harrow almost exclusively—strangers to the neighbourhood, who have come to reside there temporarily, for the mere purpose of obtaining, at little expense to themselves, a good education for their children. The question we have to consider is, whether the maintenance of the local privilege in favour of these persons, and of the few permanent residents who desire a public-school education for their sons, is recommended either by respect for the founder's intentions or by any other sufficient reason. We think that it is not. That such a privilege as we have described should be enjoyed by the class which now chiefly enjoys it was certainly not intended or contemplated by the founder; we cannot, from his expressed intentions, infer that he would have deemed it desirable, nor does it appear to be a legitimate adaptation of them to the

Attorney-General *v.* Earl of Clarendon, 17 Ves. 491.

circumstances of the present day. That persons of small means should be enabled to educate their children well and cheaply is, no doubt, a public advantage, provided this is done without either indirectly throwing an increased charge upon others or curtailing the just remuneration of the teacher. But this, in our opinion, is already sufficiently met by the admission of home-boarders, who differ from foundationers only in paying a fair price for the instruction they receive. We shall recommend, therefore, the abolition in these cases of the local privilege, due precautions being used to prevent hardship to persons who may have taken up their residence in a particular place with the view of availing themselves of it. The case of Shrewsbury, where the privilege is by Act of Parliament given exclusively to the burgesses, will be considered on its own grounds.

4. *Course and Subjects of Instruction in the Schools.*

Total Number of Boys at the Nine Schools.

The nine schools embraced in our Commission were educating altogether, at Christmas 1861, 2,696 boys, between the extreme ages of eight and nineteen years, the average age being not far short of fifteen. This forms, of course, a small proportion of the whole number of boys within the foregoing limits of age whose parents are in sufficiently easy circumstances to afford them a gentleman's education. The recent history also of most of them shows that their numbers have fluctuated greatly. Some have fallen comparatively low, whilst others enjoy a rank and popularity higher than they ever possessed before. In the last generation it was usual for the sons of country gentlemen to pass a part at least of their boyhood at local grammar-schools; and the present has witnessed the establishment of many new places of education which increase in number and importance, and successfully recommend themselves not only by pains-taking and judicious management but by differences in the scale of expense and in the course and methods of study. Generally, however, these new institutions, organized for the most part by public-school men, mould themselves on the models furnished by the old ones. In the remarks, therefore, which we are about to make on the subjects and modes of instruction, we may fairly take the nine schools in question as supplying the general type of that class of schools to which most Englishmen of the higher class either send their sons or wish to send them, bearing in mind that this type admits, and is in practice undergoing, very considerable variations.

Ancient Curriculum of the Schools.

The course of study at all these schools appears to have been originally confined to the classical languages. The Master and Usher at Winchester were to be "sufficiently "learned in grammar" and to instruct the scholars in grammar; competent instruction in reading, plain song, and the old grammatical treatise on the Eight Parts of Speech which went under the name of Donatus (*antiquo Donato*), was the condition for admission as a scholar, and "a sufficiency of literature in grammar" the requisite for election to New College. The Statutes of Eton and King's are copied from those of Winchester and New College in all these respects, except that at Eton the Master and Usher are to be respectively a Master and Bachelor of Arts "if such can be got conve- "niently,"—that is, men instructed, according to their degree, in the other branches of what was then deemed a liberal education. The function of a school in the 14th and 15th centuries was probably confined, in fact, to the imparting of some grammatical knowledge of Latin, of which at that time there was but little even in the Universities and among persons of reputed learning, and the reading, perhaps, of parts of some easy Latin author —processes which the want of books rendered slow and difficult, the pupils being almost entirely dependent on the oral instructions of their teachers. That Latin versification was practised at Eton in 1468 we learn from one of the well-known Paston letters; and also that two elegiacs, barbarous in prosody and construction, were considered something of an achievement by a lad who was old enough to be forming projects of an advantageous marriage. The foundation of Winchester and Eton preceded—the former by more than a century—the revival of letters in this country; St. Paul's was established shortly after the beginning of the revival by an earnest champion of that classical literature, the introduction of which was then combated as an innovation dangerous to orthodoxy and to true and solid learning; and the ordinances made for the school by Dean Colet insist, with as much vehemence as quaintness of expression, on a course of reading directed to instruct the boys in "clene" or pure Latin. Language was to be chiefly regarded, but not solely; and the children were to have read to them "such auctours that hath wysdom joyned "with pure chast eloquence." They were to be taught Greek also, if a master who knew it could be obtained (which was then difficult), as well as the Catechism in English. The old directions for Merchant Taylors', founded fifty years after St. Paul's, are borrowed in great measure from the ordinances of Dean Colet, and copy the requirement that the Master should be "lerned in good and clene Latin literature, and also in Greke, if such "may be goten." Of the four Masters at Shrewsbury two were required to be Masters

Paston Letters, vol. i, p. 297

of Arts, "well able to make a Latin verse, and learned in the Greek tongue;" from the third, who was to be a Bachelor of Arts, Greek was not required. The date of the ordinances which prescribe these qualifications is 1577. From the scheme of work appended to the "Consuetudinarium Vetus Scholæ Etonensis," which is ascribed to 1560, it would appear that no Greek was then taught at Eton, except that "Greek grammar, " or something else, at the Master's discretion," was learnt in the highest two forms. The time of the boys was chiefly occupied by "prelections" of various Latin authors, much of it, however, being devoted to Latin composition in prose and verse. The Winchester curriculum, as described in the Latin poem written by Christopher Johnson, probably between 1550 and 1560, embraced a very considerable catalogue, including Homer. Nowell's Catechism was then learnt in Greek by the higher forms, in Latin by the lower. Mr. Hallam observes that the rudiments of Greek were before the middle of Elizabeth's reign taught at Westminster, and doubtless also at Eton, Winchester, and St. Paul's, but probably at few schools besides.* The rules given by John Lyon in 1590 for Harrow School comprise, for the highest form, Demosthenes, Isocrates, Hesiod, Heliodorus, and Dionysius of Halicarnassus, Greek grammar being begun in the form immediately below; in Latin they comprise Livy, Cæsar, Virgil, and Ovid, with more elementary books, and some part of Cicero is appointed for every form in the school. It is of course to be borne in mind that boys in those times commonly went to the Universities at an earlier age than they now do, and that at the Universities they acquired, or were supposed to acquire, the various branches of knowledge constituting a liberal education; grammar, or the study of the Latin language for the purpose of reading, writing, and speaking it, still occupying them at the beginning of their course. A scholar of Winchester who was elected to New College was obliged to bind himself to remain at the University five years at least. The directions of the Laudian Statutes for the University of Oxford, 1636, show at least in what light the University course had previously been regarded, and what space and position it was deemed to hold in a general education.†

Hallam, Introduction to the Literature of Europe, ii. 55.

CAUSES WHICH HAVE GIVEN PREPONDERANCE TO CLASSICS.

We have referred briefly to the primitive history of these schools, because there can be no doubt that their course of teaching, which has remained substantially unaltered from a very early to a very late period, has been governed in a great measure by established custom and habit. In accounting for the position which the classics now hold in that course, the first place should perhaps be assigned to their intrinsic excellence as an instrument of education, on which we shall remark hereafter; but other causes have also shared largely in producing it. School education alters slowly, and runs long in the same groove; a master can only teach what he has himself learnt, and he is naturally inclined to set the highest value on the studies to which his own life has been given. At the two oldest (one of them also the largest) of the English schools, this tendency has perhaps been strengthened not only by ardent attachment to their peculiar traditions,

* From the fact that a Greek author was read in a particular school or part of a school, we cannot always infer that Greek was studied there, since Greek authors were frequently read in Latin translations, through which only they had, until recently, been known.

† "The course of study prescribed in the Laudian Code is more comprehensive than any which the University has since attempted to enforce on students generally as a condition for obtaining their degrees. But it must be remembered that the length of time required for an Oxford education was considerably greater in 1636 than in our own day, and it is, moreover, doubtful whether the extent of acquirement then expected was ever really attained. The student in the first year was to attend lectures on grammar; the lecturer was to expound its rules from Priscian, Linacre, or some other approved writer, or to explain critically some passage of a Greek or Roman author. The student was also to attend lectures on rhetoric, founded on the works of Aristotle, Cicero, Hermogenes, or Quintilian. The ethics, politics, and economics of Aristotle, and logic, were to be the subject of the second year; logic, moral philosophy, geometry, and the Greek language, under the professor of Greek, of the third and fourth. The degree of Bachelor of Arts, which then, as now, could be taken at the end of the fourth year, was only one stage of the academical course; not, as now, its termination. Three more years were to be devoted to the study of geometry, astronomy, metaphysics, natural philosophy, ancient history, Greek, and Hebrew, in order to obtain the degree of Master of Arts. Here the general education of the University ended. Those, however, who received their professional education at the University remained there several additional years, studying in the faculties of theology, law, or medicine. The theological course lasted eleven, the legal and medical course seven years from the Master's degree, but in law a student might shorten his course of study by entering on the faculty of law at the expiration of his second year in Arts. The length of residence contemplated is less surprising if we consider the early age at which students then entered the University. The matriculation of boys under twelve years of age is provided for in the Statutes, and many became Masters of Arts at the period of life when most students now begin their residence. Nor will it be thought that the ancient period of study was too long when we consider that books were then scarce, and that minute and prolix scholastic systems were to be learnt from oral teaching."—Report of the Oxford University Commissioners, pp. 56, 57. The Elizabethan Statutes for Cambridge forbade the elements of grammar to be taught in Colleges, and required that students should be examined in it on admission. So at All Souls', Oxford, the Royal Visitors, in the reign of Edward the Sixth, enjoined as follows:—"Neminem " ad grammaticam ex bonis Collegii ali volumus; hanc qui ritè didicerint Latineque intelligant ac loquantur " in cœtum vestrum eligi fas sit." The Statutes of the College (A.D. 1443) required that a candidate should be sufficiently instructed in the rudiments of grammar, and have been studying three years at the University in the faculty of arts or that of law.

but by the habit of receiving as masters only men brought up within their own walls. The great schools, again, have always educated principally with a view to the Universities: the path of access to the learned professions lies through the Universities; the work done at school tells thoroughly and directly on the examinations for admission to the Universities and for University prizes and distinctions, whilst it has not, until recently, assisted a youth to obtain entrance into the public service, civil or military, at home or in India; the cleverest and most diligent boys, for whom the system of study has been chiefly moulded, have gone to the Universities; all the Masters have been University men.

The two classical languages, with a little ancient history and geography, held, indeed, until a short time ago, not only a decided predominance, but absolute and exclusive possession of the whole course of study. By the course of study we mean those subjects which a boy must necessarily learn during the whole or some part of his progress from the bottom of the school to the top. A subject may form part of the course, and yet may not count in examinations, and so contribute to promotion; or it may contribute to promotion if taken in voluntarily, without entering into the course. In the latter case little time will be given to it unless in exceptional instances; in the former the time which is given to it will probably be wasted, unless attention is stimulated by the fear of punishment, or by some form of reward.

The position, therefore, which different studies hold in a school is really determined by several considerations; by their admission into or exclusion from the school course; by the time assigned to them respectively; by the value assigned to them in examinations, and the proportions in which they are allowed to assist promotion; by the share given them of prizes and rewards; by the fact that inattention to them is or is not regularly visited by punishment.

PRESENT COURSE.

The school course at every school now includes arithmetic and mathematics, as well as classics. At every school except Eton it includes also one modern language, either French or German. At Rugby (and practically, as it seems, at the Charterhouse) it includes both French and German; at Rugby, however, modern languages are not studied by those whose parents prefer that they should study natural science. At Merchant Taylors' it includes Hebrew and drawing. Natural science is taught at Rugby by an assistant master to those who choose to study it instead of modern languages, and it counts in promotion. Lectures on it are given at Winchester and occasionally at Eton, attendance being at the former compulsory on the foundation scholars and exhibitioners, but on them only, and altogether optional at the latter. There is also a Lecturer on Chemistry at the Charterhouse, and there are periodical voluntary examinations in natural science at Harrow. Drawing may be learnt as an extra at all the schools, and some instruction in music may generally be obtained in the same way.

1. CLASSICAL TEACHING.

The means by which classical scholarship is acquired are, as is well known, the study of Latin and Greek grammar, the daily construing and the occasional translation into English of Latin and Greek writers, the repetition of passages, chiefly of Latin and Greek poetry, which have been learnt by heart, the practice of composition in verse and prose. Construing, repetition, and composition are the chief employment of the upper forms.

GRAMMAR.

There appears to be some reason to think either that the grounding in grammar is not always quite as thorough and accurate as is desirable, or that sufficient care is not taken to keep up what is thus acquired as the boys advance in their work. At one school (Winchester) it is the practice to repeat once a year considerable portions of grammar which have been learnt previously, and this is found useful. At Rugby also, up to a high point in the school, portions of grammar enter into the repetition lessons.

DIVERSITY OF GRAMMARS. *See* Dr. Moberly, Winchester Evid., 824, and Appendix G.

Different grammars, both Latin and Greek, are used at different schools. The adoption of a common grammar appears to be desirable, provided uniformity were not suffered to be an obstacle to improvement.* We may add, however, that a still greater diversity exists in Germany. Eleven different Latin grammars and eight Greek are enumerated as being in use in the Gymnasia of the two Provinces of Brandenburgh and Westphalia.

CONSTRUING. *See* Table C. col. 3. in Appendix N.

The range of authors construed appears to be sufficiently various and extensive. At Eton, indeed, the course of reading in school presents a marked exception to this observation; but the defect is less than it was, and to a certain extent is remedied by additional reading in pupil-room.

ORAL TRANSLATION.

In the highest forms of most of the schools the boys are exercised not only in construing but in oral translation, that is to say, in reading off into English entire passages of suitable length, an exercise which has great and obvious advantages in giving freedom and fluency, and in enabling the boy to render into English not only

* Dr. Arnold wrote in 1835 to the present Archbishop of Canterbury, then Head Master of Harrow, "It "would be μάλιστα κατ' ἐυχὴν to have a common grammar jointly concocted."—*Life and Correspondence*, i. p. 362. He corresponded on the same subject with Dr. Hawtrey.

See Table C. col. 4. Appendix F. p. 50.

RE-TRANSLATION.

the words but the idiom and turn of expression, but which might prove unfavourable to accuracy were it to be generally substituted for construing.* The argument which Archdeacon Denison has addressed to us in favour of oral translation into Greek and Latin, as well as into English, may properly be referred to as meriting attention in connexion with this subject. The excellent practice of re-translating orally at sight into Latin or Greek passages which have been previously construed exists at St. Paul's, and seems to be confined to that school. In the tabular statements furnished to us by the Masters very ample accounts will be found of the modes of hearing lessons in use at the several schools; they of course generally resemble each other, but are marked by not unimportant differences of detail, and may with advantage be compared together.

ATTENTION TO SUBSTANCE AND MATTER OF BOOKS CONSTRUED.

See Table C. col. 6.

More attention appears now to be paid than formerly to the substance and matter of the books construed; and this is undoubtedly a change for the better, which might advantageously be carried further than it is at present, provided it be kept within due limits. The mind of a boy must indeed of necessity be principally directed to the style and language of his books, since it is chiefly with a view to language that he is employed upon them; but this is by no means incompatible with that attention to the matter of them in the absence of which he fails to draw from them the interest and instruction they might yield, and probably acquires a habit of reading without grasping the substance of what he reads. The use of extract-books, which appears to have much diminished, has probably some tendency to promote this bad habit, as all reading must which is avowedly fragmentary, and guided solely by reference to style.

The assiduous practice of repetition, and that of composition, original and translated, has long been among the characteristics of the great English schools; and a high and in the main we believe a very just value has been, and still is, set upon them by English schoolmasters. But repetition, if allowed to become slovenly, is worse than useless; if excessive in quantity, tends to become slovenly, and consumes time that might be better spent; and, if not sufficiently varied, imperfectly fulfils its office of storing the recollection as well as exercising the faculty of memory. Generally speaking the quantity does not appear to be excessive, but sufficient care is not always taken to vary the matter committed to memory.

RECITATION.

See Winchester Evidence, 817–821.

The careful recitation, occasional or periodical, of well-chosen passages of prose as well as poetry, in English as well as in the classical languages, might, we think, be introduced with great advantage wherever it is not at present in use, as it appears to be at Winchester. The perfect accuracy which recitation requires is valuable; and this exercise is valuable also as a means of gaining the articulate utterance, just emphasis, and self-possession, which are only acquired by practice.

ORIGINAL COMPOSITION AND TRANSLATION.

See Table C. col. 7.

Eton Evid. 7438–7440, 7917, 8828. Winchester Evidence, 1358–1364. Harrow Evidence, 1860, 2061. Rugby Evidence, 1787, 2366–2391.

Original composition in Latin and Greek has the advantages, as compared with translation, that it quickens the invention and imagination, and accustoms the composer to choose, and habitually to employ, classical cadences and turns of expression; but it may be so practised as to produce poverty instead of fertility of both expression and thought, and to beget a habit of drawing upon a scanty stock of acquired phrases, and making those phrases serve instead of ideas. This is an almost inevitable tendency of very frequent Latin theme writing on general topics. The dexterity and mastery of language which are gained by translation appear at present to be more recognized, generally speaking, at the Universities than at the schools; and many of the young men whom we have examined have stated to us that they have found themselves, on going to College, at some disadvantage in this respect. At most of the schools, we believe, some part of the original composition which is now done might usefully be exchanged for translation from English into Latin and Greek, and from Latin and Greek into English. The translation into English, in school, of passages taken down in writing from dictation, seems to be practised regularly, to a certain extent, at Rugby.†

Eton Evidence, 9050 (Dr. Okes). Harrow Evidence, 364 (Mr. Harris). *See also* Professor Conington, Appendix C. p. 22. *See* further observations on this point at p. 25, *infra*.

It is the opinion of some,—an opinion however not very confidently stated,—that brilliant composers (it would perhaps be more correct to say brilliant writers of Latin verse and prose) are more rare than they formerly were among English scholars, when the course of classical reading was narrower than at present, and when school work was exclusively classical. This may possibly be the case, and it is possible that the faculty may be more rare hereafter than it is now. But the actual loss in this respect, if there be any, appears to be amply compensated by improvement in other branches of scholarship, and especially in the knowledge of Greek. A surprising dexterity in any particular style of composition may be acquired by incessant practice in that style, and by saturating the mind with the writings of those who have excelled in it. The writing of brilliant Latin verses is not, however, the ultimate end of school education, and the number of brilliant versifiers must always have been comparatively small: and, desirable as it is

* See on this Arnold's *Life and Correspondence*, i. p. 132.

† This is said to be commonly done in the French schools. See Mr. Neate's Paper in Appendix F., p. 49.

that in this as in every other pursuit the standard of excellence should be as high as possible, we should not shrink from sacrificing something in this respect in order to secure a course of study better adapted for the general run of boys and better calculated to open and enlarge the mind, a wider acquaintance with classical literature, a more thorough mastery of the classical tongues, and a greater command of English; for it must never be forgotten that one main object for which boys learn the dead languages is to teach them to use their own.

2. Mathematics and Modern Languages. Time and Weight given to them. *See* Table D. and Evidence.

The number of school-hours in the week assigned to arithmetic and mathematics at Eton, Harrow, Rugby, and Shrewsbury, taking one form with another, is three; at Westminster and St. Paul's, four; at the Charterhouse, five; at Winchester, seven or eight in the upper part of the school and three in the lower; at Merchant Taylors', ten. At Winchester, however, and probably at Merchant Taylors', lessons are prepared as well as done in school. At the schools where this is not the practice, each lesson is supposed to require about an hour of preparation. We may take the general average estimate of the time which is required or which can be spared for arithmetic and mathematics to be about three hours a week in school and the same amount devoted to preparatory work.*

At the majority of the schools,—Eton, Winchester, Harrow, Rugby, Shrewsbury, and Charterhouse,—marks are given for mathematics which affect more or less a boy's rise in the classical forms of the school. At Westminster this is an advantage gained only by special proficiency in mathematics. The general but not universal principle of apportionment appears to be, that the relative weight given to this subject in promotion should correspond roughly with the relative time devoted to it.

In every school except Eton two school-hours a week, exclusive of preparation, are given to modern languages.† Marks for modern languages count in promotion (on the same principle as mathematics) at Winchester, Harrow, and Rugby, but not elsewhere.

There are distinct prizes at all the schools for proficiency in mathematics and in modern languages respectively.

Classification in Mathematics and Modern Languages.

At all these schools the classification in the schools of mathematics and of modern languages respectively is made subordinate, to a more or less considerable extent, to that of the classical school. The same course is pursued at Marlborough and Cheltenham. A consequence of this is that the mathematical school, for example, instead of consisting of a regular series of ascending forms, ascending in proficiency and in the difficulty of the work done, consists of a number of sets or groups, each comprising boys in very different stages of advancement; a number, as it were, of miniature schools, each arranged and classified afresh by the Mathematical Masters. Each set is on the whole more advanced than the set below it, but individuals in each set may be much inferior to individuals in a lower set, who, nevertheless, cannot get up to them. This irregularity, says the Head Master of Cheltenham College, is, of course, a serious hindrance to the mathematical advancement of the boys, though expedients, which he describes, are adopted to remedy it. We cannot doubt that this observation is just.

See Mr. Barry's Statement, Appendix P.

Disadvantages affecting these Studies.

Both of these two branches of study share the disadvantage of being subordinate to the principal study, which is that of the classical languages. The chief honours and distinctions of the schools are classical; their traditions are classical; the Head Master, and where the tutorial system exists the tutors, are men distinguished chiefly as classical scholars, and attached more or less ardently to classical learning. The path of promotion and the subjects on which the time and thoughts of the boys are employed are mainly classical; classics are also, to the great majority of boys, intrinsically more attractive than mathematics, and to the ablest and most diligent more so than French and German, which, as languages, are less perfect in construction, and which lead the young student, pursued as they are but a very little way, barely to the threshold of a less noble though more abundant literature. But mathematics at least have established a title to respect as an instrument of mental discipline; they are recognized and honoured at the Universities, and it is easy to obtain Mathematical Masters of high ability who have had a University education. It is otherwise with the study of modern languages, which in each of these respects, but especially in the last, labours under peculiar and great difficulties; whilst, since its introduction into the schools is of more recent date

* The statement in the text is of course only roughly accurate, because the same amount of time is not always given to the same subject by all the forms of each school. At Marlborough, the mathematical school-hours are four; at Cheltenham from three or four to seven or eight; in the Prussian Gymnasia, four. See App. G.

† At St. Paul's, four hours; but little time is given to preparation out of school. At Marlborough and Cheltenham, and in the Prussian Gymnasia, two lesson-hours a week are likewise given to modern languages. The same portion of time is assigned to this study in the French *Lycées*.

AMOUNT OF SUCCESS ATTAINED, AND AMOUNT ATTAINABLE IN THEM.

than that of mathematics, it has had less time to establish itself, and has to make head against a stronger current of tradition and habit.

Under these circumstances, which it is only fair to state plainly and candidly, we are not surprised to find that the success with which these studies are pursued is, in different degrees, not answerable to the time spent in learning, and the pains and ability employed in teaching, them. It requires steady and genuine work to obtain a real mastery of arithmetic and of the elements of geometry, and even of French grammar; but it is easier to be idle in the mathematical than in the classical school, and easier still to avoid giving attention to French; and it is needless to say, that if any facilities for idleness exist at a great school, they are pretty sure to be turned to account. The discrepancies which may be discovered between the evidence furnished to us on this head by the Masters whom we have examined, and by the young men who have given us the impressions of their school-boy years, are not difficult to account for. If the former are a little apt, perhaps, to over-estimate unconsciously the results obtained, the latter have probably a like tendency to under-estimate them. The feelings which exist at school on these subjects survive at College, and the value of a little knowledge is not understood till it has really been made the basis for acquiring more. Making allowance, however, for both these tendencies, and comparing this evidence with that which we have received from other sources, and to which we shall advert hereafter, we are convinced that, whilst on the one hand the incorporation of these studies has been a substantial benefit to the public schools, and has greatly improved the education which they afford, they are not pursued as effectively as they might be without any increase either of the time generally allotted to them or of the labour of their respective teachers. There is an especial deficiency, we believe, in arithmetic and in French. In effecting the improvement which is to be desired, time undoubtedly must be an important agent; but much we believe may be wrought by more careful organization, and by a stronger sense on the part of the authorities that these studies have, if not the value of classics, a true value of their own as branches of education, and that whatever is worth doing, especially during the precious years of boyhood, is worth doing well. It is perfectly practicable, we believe, within the time now given to modern languages at these schools, to impart a good grammatical knowledge of French, and, in the case of those boys who have learned the rudiments of French before they come to school, some acquaintance with German also; and practicable also, if not to impart the power of speaking French, to keep it up and improve it where it has been previously acquired. It is right to add, however, that we have no reason to think that in France and Germany a higher measure of success has generally been attained in the study of modern languages than at our own schools. The chief difficulties which exist here are experienced there also.*

Evidence of M. Vecqueray (Rugby), 1490–1493; Professor Max Müller, 37–42, 107–114. *See also* Appendix G. p. 55.

We collect from the evidence that, speaking generally (there are not a few exceptions) boys who succeed in classics succeed also in mathematics and in modern languages. This shows that, ordinarily, any boy of good capacity may with advantage study each of these subjects, and may study them all together.

MODERN LANGUAGE MASTERS.

We have already alluded to one disadvantage which is peculiar to the study of modern languages, the difficulty of procuring thoroughly effective teachers. It is less easy for a foreigner, than it is for an Englishman who is not his superior in ability or education, to maintain discipline, to enforce attention, to secure influence, to understand his pupils thoroughly, and therefore to teach them well. On the other hand, there are few Englishmen, otherwise fitted to act as Assistant Masters of a great school, whose command of these languages is sufficient, and whose pronunciation is pure. Of the present teachers of modern languages in the nine schools under review, most, if not all, appear to be able and highly educated gentlemen, competent for their work and fulfilling their duties well. Two of these are Englishmen, and two others were educated, though foreigners by birth, at the schools (Eton and Harrow) where they now teach. At Marlborough both French and German are taught by Englishmen. At Wellington College "one foreign master in each language is employed, and the system adopted is to put "under them the best modern scholars and the beginners in each school, and to place "under English masters those boys who, from their state of progress, require to be "steadily worked in exercises and construing after a classical manner rather than to "be practised in the nice polish of the language; or, on the other hand, to begin the

Appendix P.

* "Nous ne devons pas, monsieur le recteur, craindre d'avouer que l'étude des langues vivantes n'a jusqu'à present produit que des résultats insuffisans; nos élèves, à bien peu d'exceptions près, ne savent ni parler ni écrire l'allemand ou l'anglais. Les plus habiles font un thème ou une version; ils ne sauraient faire une lettre, encore moins suivre une conversation . . . . . Bien des raisons, qu'il est inutile d'exposer ici, ont amené l'insuccès que nous deplorons. C'est une entreprise à reprendre."—*Circular of M. Duruy, Minister of Public Instruction in France*, 29th September 1863. As to Germany, *see* the marginal references.

"rudiments of grammar and pronunciation. These appear to be the points in which "foreign masters take pleasure and excel, and they have not the same difficulties of "discipline with either of these two classes of pupils as with others." Mr. Benson adds that "a fair proficiency is soon attained in French, so that with two upper forms of the "school, *i. e.*, at present at the average age of 15, there is no difficulty in having the "history read regularly by all in French." Mr. Barry is introducing at Cheltenham a system which appears to differ little from this. Professor Max Müller recommends one somewhat similar to it. Dr. Arnold established at Rugby the principle of requiring each master of a form to teach the boys of his form all that they had to learn, including modern languages and mathematics; but this principle has been gradually abandoned, and Dr. Temple is not disposed to revert to it. "The result," he says, "of making such a "requirement would be that every now and then you would be obliged to take a man "whom you thought second-best, rather than the man you thought best." Dr. Moberly suggests the same objection. It would narrow, he thinks, the range of selection, though in course of time the difficulty might disappear.

Ibid. Evidence, 57.

Rugby Evidence, 217.

Winchester Evidence, 591–593.

There are manifestly some advantages in entrusting the teaching of modern languages wholly or in part to Englishmen. There are special advantages also in committing it to Englishmen who are likewise employed in teaching classics. We do not, however, see our way to any specific recommendation upon this point.* It is a practical question which can be solved only by experience, and which seems to be in process of solution. But we must observe that the advantages to which we have referred would be dearly bought, or rather would not be obtained at all, if the English teacher of modern languages were to bring to the performance of his task superficial knowledge or a bad pronunciation. A teacher whose knowledge was inaccurate could not be expected either to command or to feel respect for his subject; a bad pronunciation is easy to acquire and hard to lose; and although few of those who learn either French or German have frequent occasion to speak it, every body who learns a living language at all wishes so to learn it that he may be able to speak it, if he has occasion, without being unintelligible or ridiculous.*

Attention is due to the suggestion made by Professor Müller in his interesting evidence, respecting the assistance which might be derived in teaching both Latin and French from comparative philology, by means either of incidental references to it, or of occasional short and elementary lessons in it. It is a suggestion capable, we believe, of being turned to practical use.

Evidence, 52, 96.

The importance of some attention to history and geography is recognized, more or less, at all the schools, but in general there is little systematic teaching of either. In the lower forms it is common to give lessons in the outlines of history and in geography; but, as a boy advances in the school, it appears to be generally considered that all which can be done for him in this particular is to set him a portion of history to get up by himself, to examine him in it, and to encourage more extended study of the subject by means of prize essays. Where such special examinations in history are held they take place usually either at the end or at the beginning of the term, the portion set being in the latter case a "holiday task." At Harrow and Rugby a regular historical cycle has been constructed, by which every boy is made to traverse the whole outline of classical, Biblical, and English history in the course of his stay at school, provided he remains the average time and advances at the average rate. At Rugby, whilst a part of the historical reading is done as a holiday task, part is done also in the form of regular lessons in school. The practice of requiring all the upper boys to read history, and of examining them in it, is, however, by no means universal, neither is that of setting prize essays on historical subjects. It is, of course, assumed everywhere that the boys are asked such historical and geographical questions as are suggested by their daily construing-lessons, but this is left to the discretion of the form-master. At Eton some of the tutors occasionally read history with their pupils as "private business."†

3. History and Geography.

From what has been said above, it will appear that the proper degree and method of teaching history, or of requiring history to be learnt, at school, are matters not settled by general practice, and upon which indeed English schoolmasters seem to have arrived at no very definite conclusions. "I wish we could teach more history," says one experienced and eminent Head Master, "but as to teaching it in set lessons I should not "know how to do it." On the whole, and with the exception of Rugby, and perhaps of Harrow, it does not appear that much is systematically done, either to awaken an

Winchester Evidence (Dr. Moberly), 559.

* The inconvenience of committing the teaching of foreign languages principally to foreigners is felt in France. M. Duruy desires that it should be met by enabling French students who have distinguished themselves in this subject to spend a year abroad at the expense of the State, in order to perfect their knowledge.—Circular, 29th September 1863. *See* Professor Max Müller's suggestion, in his Evidence, 128–131.

† This phrase is explained in the Report on Eton (Part II. Chapter I. Sec. 11. d).

intelligent interest in this subject, or to secure the acquisition of that moderate knowledge of it which every young man leaving school may fairly be expected to possess.

History, it is true, can never occupy, as a distinct study, a large space in the course of instruction at a great classical school. To gain an elementary knowledge of history little more is required than some sustained but not very laborious efforts of memory; it may, therefore, be acquired easily and without any mental exercise of much value,—which, however, is not a sufficient reason for not acquiring it, and affords no excuse for a boy of 18 who leaves school, as too many do, very imperfectly informed as to the history of those nations whose literature he has been studying, and almost a stranger to that of his own country. But a good teacher who is likewise a good historian will always, we believe, be able to make the acquisition of even the elements of historical knowledge something more than a mere exertion of memory,—to make it, with the more advanced boys, a real introduction to the method of historical study, and a vehicle for imparting some true insight into history and interest in it. The subjoined extract from the returns furnished to us by the Head Master of Marlborough College will illustrate what we mean:—

Table C. (Marlborough) in Appendix P.

"In the historical lessons which for some time past have been amalgamated with the French, a portion of Guizot, about 10 or 12 pages, is set; only parts of this are construed, as otherwise the amount done in two lessons a week would be absurdly small; but boy after boy is called upon to give the substance of sentence after sentence of Guizot, and certain parts are translated, a most valuable exercise. They are encouraged, not compelled, to analyse it for themselves before they come in. Questions are asked in the history of the time, and on any portion of history which may serve to illustrate what they read, and every means employed to interest them in the book. The subject of the connexion between the French and other languages is worked as far as my own knowledge enables me to do. I may add that I believe it to be in many ways the most useful lesson which I have, and that I learn from it the capacities and intellectual promise of my pupils more than from almost any other subject which I teach. At the end of each half-year two papers are set, the one in the language, the other in the matter. As a general rule, the amount of knowledge of French which boys bring with them into the form is low. I can only aim at teaching enough to make French historical writers readily available."

It will have been seen from this passage that at Marlborough the reading of modern history is combined with that of French. The same thing is done at Wellington College, and to a certain extent at Rugby, which has given Head Masters to Marlborough and Wellington and furnished the general model for their course of teaching. How far history may best be learnt in combination with the study of language, dead or living, and how far in separate lessons, is one of those numerous questions of detail which we must leave to the judgment and experience of those who are actually engaged in teaching. Classical history should undoubtedly be read with care and accuracy during that time of life which is chiefly given to classical literature, and it has a clear title to rank as a distinct subject of instruction, and to a certain weight in examinations. The combination of modern history with modern languages may evidently prove advantageous in some respects to both of these studies; to the former by accustoming the boy to read history in good authors instead of being content with mere compilations, to the latter by giving to modern languages that kind of interest in which they are commonly wanting to a schoolboy. An intelligent boy can hardly fail to form a new estimate of the French language after he has been introduced by an intelligent master to Guizot or Tocqueville. It is not however to be forgotten that the primary object of reading history is to learn history, and that of reading French and German to acquire French and German; and that it is possible by injudicious attempts at combining the two objects to fail in effecting either.

5. *Organization of the Schools for Teaching.—Number and Size of Forms.—Promotion.—Prizes.—Amount of Work exacted.—Idleness.*

Advantages and Disadvantages of a great School as to Organization and Teaching.

A great school possesses, from its very magnitude, considerable advantages as a place of instruction, besides those which it derives from the same source as a place of moral training. It is able to command the services of the most eminent masters; it is likely to contain a comparatively large number of able and ambitious boys; the honours and distinctions which it has to offer are more prized because the successful competitor wins them from a larger field, and in the presence of a larger public; it has facilities which a small school cannot have for the convenient organization of classes in each branch of study. A great school has on the other hand disadvantages of its own. The number of competitors, which braces and stimulates the energies of the ablest boys, may discourage backward ones; it is more difficult for a boy to obtain, and more easy for him to elude, the individual attention of the Master in whose form he is. The forms themselves must be either very large or very numerous: in the former case it becomes a matter of chance

whether a boy gets any teaching at all, in the latter he passes from one teacher to another too quickly to get full benefit from any; and these circumstances, with the small share of responsibility which each Master feels for the progress of each particular boy, strengthen, in either case, the temptation to take pains only with the more promising, and to let dullness and idleness take their chance. If the rewards of industry are more brilliant, idleness also has greater and more varied charms,—has (except, perhaps, in the highest parts of the school) no influential public opinion against it, and holds out to a healthy and active boy who can succeed in games of strength and skill distinctions which he prizes more than the honours of the school,—distinctions also which are more within his reach, and give him more immediate influence among his schoolfellows. It is a part of the duty of the Head Master of a great school to turn these advantages to the best account, and to overcome these disadvantages as far as he can.

Number of Forms.

One of the most obvious inconveniences which arise from numbers,—the multiplication of forms,—has been met in some cases, to some extent, by expedients to which we shall more particularly refer in our Reports on Eton and Rugby—by the Eton system of "divisions," and by the Rugby system of "parallel forms," which is in use also at Cheltenham and in some of the Continental schools, but which, with many recommendations in its favour, is not free from disadvantages. The chief remedy, however, for this and for the other difficulties to which we have briefly adverted, has been sought in the practice of placing every boy under the special charge of a tutor, whose connexion with him continues unbroken during the whole of his stay at school, and whose duty it is to bestow that attention on him and undertake that responsibility for him which cannot be expected from the successive class-masters through whose hands he passes. To a very considerable extent this is an effectual remedy, provided each tutor has not more pupils than he can really attend to, and his relation to them is not suffered to degenerate into a merely nominal one. The tutorial system may, however, by undue expansion, usurp an undue share of the teaching of the school, and is attended with some evils which require to be counteracted, and with risks against which it is necessary to guard.

Parallel Forms.

Tutorial System.

Size of Forms.

The multiplication of forms has been in part caused by a progressive diminution of the size of them, or, to speak more accurately, by the breaking up of the ancient forms into smaller classes or divisions—a process which has not prevented the old traditional arrangement from retaining a nominal, and for some purposes a real, existence. A comparison of the Eton and Harrow systems will show the different modes in which the principle of re-distribution has been applied. Here it is enough to say that the number of forms or divisions,—that is, of the groups of boys who are heard together in school,—has increased as the number of boys in each group has been diminished. The limitation of these groups to a manageable size, and the maintenance of a due proportion between masters and boys, do not seem to have been formerly considered as important as they justly are at present. The founders of most of the schools appear to have contemplated as adequate a staff which we should now deem insufficient: as the number of boys increased that of masters by no means kept pace with it, and in the last century and the early part of the present each class-master at the great schools seems commonly to have had charge of a crowd of boys which we should consider enormous. At Eton, in Dr. Keate's time, nearly 200 boys, and those the highest in the school, were heard as a single class, and the average number in each division of the Upper School was 80. It is now 40.

Eton Evidence, 3701 (Mr. E. Coleridge).

Proportion of Masters to Boys.

The following table will show the proportion borne by the number of Masters to that of boys in the several schools, as shown by the returns furnished to us at the end of the year 1861:—

——	Actual Number of Boys.	Number of Masters.			Number of Classical Divisions.‖	Maximum Number of Boys in a Division.	Minimum Number of Boys in a Division.
		Classical.	Mathematical.	Mod. Lang.			
Eton	806	23	8	1	22	48	13
Winchester	200	7*	2	3	8	41	10
Westminster	136	5	2	2	6	30	12
Charterhouse	116	5	1†	3	8	20	9
St. Paul's	146	4	1	2	6	40	15
Merchant Taylors'	262	6	4	2	10	32	18
Harrow	481	16	4	2	14	37	21
Rugby	463	14‡	3§	2	14	42	24
Shrewsbury	131	4	1	1	4	40	23

* Of these 3 were Composition Masters. Another Classical Master has since been added.
† There is an Assistant Master of writing and arithmetic.
‡ One of these also teaches mathematics. § One of these also teaches natural science.
‖ A "division" means here the group of boys ordinarily taught together in school by one Master.

CONDITIONS DETERMINING THE PROPER SIZE OF A FORM.

The proper size of a division is limited by certain conditions. It should not contain boys in such different stages of progress that they cannot advantageously be employed in the same work and heard together. It should be small enough to admit of all the boys who compose it being called up very frequently. At a very large school the first of these conditions may be satisfied by a form of 50 or 60 boys, and in a small one may reduce the size of each to 15 or 20. The second condition is independent of the magnitude of the school. It has been urged in favour of large divisions—that is, of divisions not less than 40,—that the number of boys animates the teacher, and enables him in turn to infuse life into his class. This is a not unimportant consideration, though we have no reason to think that a smaller number, at schools where the divisions are smaller, is found inadequate to put the teacher on his mettle. But it is still more important that the expectation of being called up should be strong enough to act as a thoroughly efficient stimulus from the top to the bottom of the division; that the benefit of being called up (which is a very different thing from hearing other boys construe and parse) should be shared by all the boys very frequently; and that the class-master should not be tempted, by the number before him and the limited time at his disposal, either to pass over the more backward, or to abate his standard of accuracy, or be less searching in his questions. Differences in the method of teaching a class may, of course, in some degree affect the question as applied to particular schools; but we are led to the opinion that, as a general rule, and in the absence of special circumstances, the average number of a class should not much, if at all, exceed 30.*

TIME SPENT IN SCHOOL. PREPARATION OF LESSONS.

See Tables D. in Appendix N. and separate Reports in Part II.

The importance of providing, as far as possible, that the hearing of each class shall be a thorough and effective process will appear more clearly when we consider how small, in many cases, is the amount of time which the upper boys actually spend in school. An Eton fifth-form boy is in school, as it seems, on a whole school-day about three hours, and during the entire week from fourteen to fifteen, or, taking into account the numerous occasional holidays, somewhat less; beside this, however, a certain portion of his time is spent in pupil-room, of which about two hours in the week are given to the reading of books not read in school, the rest to the preparation of school-work and to the tutor's correction of his exercises. An upper boy at Harrow is in school about four hours and a half on a whole school-day, and in the week about twenty-two hours. About twenty hours in the week are spent in school at Rugby. At these schools also a certain amount of time is consumed with the private tutor, but less than at Eton. The regular holidays, at all three, subtract wholly from work 14 or 15 weeks in the year. It is evident that, unless a good deal of time is given out of school to steady genuine work in preparation and composition, the work done is deficient in quantity. Composition necessarily exacts work, if the boy does it for himself, which, so far as the evidence enables us to form an opinion, appears to be generally the case. As regards the manner of preparing lessons, we have reason to fear that, in the case of some schools at least, there is but too much truth in the description of it given to us by an unexceptionable witness.

"7347. (*Mr. Vaughan.*) Now, with a classical book that was to be done in form, we will say a lesson of 50 lines of Homer, how would a boy who did not profess to be a studious boy, or the reverse, but an average boy, set to work to prepare himself for it?—He would get a crib.

"7348. I should like to go through it. Would that be the first proceeding?—Yes.

"7349. Then he would have to go to the tutor, would he not?—Yes, to construe; at least the boys in the lower part of the fifth form, and those still lower in the school did so. Those higher up did not.

"7350. Would there be any distinction between the two as to the necessity of the crib in the first instance?—No, I do not think so.

"7351. Would it be rather an exception to the rule than not, a boy setting to work half an hour or three quarters of an hour before going to the tutor's to construe with a grammar and dictionary to make it out for himself?—I do not think many boys would be likely to do it.

"7352. (*Sir S. Northcote.*) Did they often get a construe from another fellow?—I do not think that is very usual."—*Evidence of Mr. R. A. H. Mitchell* (*Eton*).

This description applies, it will be observed, to boys who are not particularly diligent nor particularly idle, a class which constitutes the majority at all schools, although the shades and degrees of diligence differ much, no doubt, at different schools, as well as the forms of idleness and the contrivances for eluding the necessity of mental effort. We can hardly represent to ourselves the whole daily work of a boy of this class, lazy and desultory as much of it clearly is, as averaging more than from four to five hours. With a studious boy, who works for distinction yet takes his full share of play, the time may fairly be reckoned, it seems, at Eton and Harrow, at about six hours honestly spent, and more when he is preparing for some special prize or examination; at Rugby (with the same qualification), at about seven.

* Dr. Temple would prefer a still smaller number. His present average is 33, and he thinks that by reducing it to 26 the teaching would be improved.—Rugby Answers, III. 43; Evidence, 1029, 1030.

To ensure, if possible, something like careful preparation of lessons, different expedients have been resorted to. At Eton every lesson, almost to the top of the school, is construed twice over, once in pupil-room and once more in school. At Harrow this practice, though not unknown, is rare, and appears to be dying out; but it is thought advisable (wisely, we have no doubt,) that all the younger boys should prepare their lessons in pupil-room and under the tutor's eye. They are encouraged, also, to ask the tutor's assistance in difficult passages. At Rugby, on the contrary, the tutors are expressly prohibited from giving any help in the preparation of lessons. At Winchester and some other schools lessons are prepared in school. Respecting the Eton system of construing with the tutor we shall express our opinion in our Report on that school; generally we may observe that when a boy has reached an age at which he may fairly be deemed capable of reasonable steadiness and self-control, little stress can be laid on direct supervision as a means of making him learn his lessons: this can only be done, if at all, by giving him full employment for his time, by insisting upon an accurate knowledge of his work and upon fair progress, by bringing the sense of duty, the desire of honour, and the fear of disgrace effectively to bear upon his mind, and, in the last resort, by the dread of punishment.

Stimulants to Industry. Systems of Promotion.

The most important by far of the stimulants which a school is able to apply is furnished by the system of promotion. Special prizes are properly the rewards of excellence, of which comparatively few are capable; and it is desirable, of course, that they should be so various as to encourage excellence in every branch of study which it is deemed worth while to pursue. Promotion, more or less rapid, simply implies more or less rapid progress, of which a boy who is incapable is unfit to remain at school; it marks the lower as well as the higher degrees of merit, appeals directly to a boy's sense of what he owes to himself and his parents, and, in those who are without ambition or whose ambition seeks different objects, appeals directly to the sense of shame, for it is a positive discredit to lag behind the general movement of the school. A good system of promotion, therefore, is likely to be a most material element in the efficiency of a school.

The systems actually in use are various. Seniority or length of standing, with or without a test examination—daily marks given for each lesson and exercise throughout the half year—and success in competitive examinations, yearly, half-yearly, or quarterly, are used, separately or in combination, at different schools to determine each boy's rise. The first principle, with a test examination and with a certain infusion of the competitive element, is adopted at Eton; the second at Winchester; the second and third combined at Harrow and Rugby. A just opinion of the merits of each system cannot be expressed in a sentence: it requires an attentive consideration of the manner in which the system has been framed and in which it has been found to work. There is no subject perhaps on which theory more needs to be corrected by experience; nor is it to be taken for granted, because a particular principle works best at one school, that it will work best at another. Generally, however, we may observe that promotion on the ground of seniority alone, without even a test examination, must always be indefensible; and that between a test examination and a competitive examination, whether at a school or at a university, there are some obvious differences. The former stimulates only by the discredit of failure, the latter enlists as an additional motive the honour of success; the standard in the first is really set by the lower candidates examined, and in the other by the higher; a test standard has thus a constant tendency to decline to a low point. A school, therefore, whose system of promotion is in practice mainly non-competitive, contents itself with a not very active stimulus for the sake of having one which can be extended over a very large surface, and runs the risk of having a somewhat low general standard of scholarship. The advantages,—not inconsiderable ones,—which may be purchased at this cost by a system framed on this principle, will be noticed in our Report on Eton. It would probably always be found necessary to supplement such a system by a considerable number of minor prizes and rewards, the multiplication of which, however, has a tendency to render them less serviceable for their proper object.

Prizes.

On this latter point we may make a passing remark. It is useful, no doubt, to have many prizes for many kinds of excellence, and to have prizes open to limited portions of a school as well as prizes open to the whole. But it is more important, as a general rule, that prizes should be held in high estimation than that they should be many in number; and it is so easy, on the one hand, by having too many of them, to defeat altogether the office which they serve in calling out the highest excellence,—so easy on the other, by having too few, to restrict their operation unduly,—that there are few subjects which require a greater exercise of care and judgment on the part of the authorities of the schools.

The mixed system of competition which is common with some differences to Harrow and Rugby has been constructed carefully, and appears to be a good one. The same principle is adopted at Westminster. The system of daily marking is a direct inducement

to steady and regular diligence; and periodical examinations are useful not only in compelling the boy to prove that he is master of what he has been taught, but in cultivating the power of storing up, arranging, and producing knowledge, and, we may add, of answering questions intelligibly on paper, which is not a universal accomplishment.

School-lists.

The publication of school-lists, which may be made to serve not only as a register of the ordinary course of promotion, but as a means of classing the boys according to their progress in separate subjects, and also of classing boys who have risen above the point at which promotion by merit stops, is a useful expedient, and, at some schools especially, has been turned to good account.

Remarks and Suggestions.

We are well aware, of course, that no system, however perfect, of promotion or of instruction can do much to combat idleness unless the masters through whom it is worked thoroughly and conscientiously discharge the hardest and most ungrateful part of their duty,—the task of teaching those who are not disposed to learn. We are aware also that emulation has its disadvantages, and that, as a stimulus to exertion, it is morally far inferior, like any other secondary motive, to the sense of duty. We are not ignorant of that *vis inertiæ* which sheer inveterate idleness opposes to every kind of pressure, or of the difficulty of making, by any means, an idle boy diligent on whom neither emulation nor duty has any sensible power. Neither do we forget that the cultivation of the intellect is not the sole end of education, nor the only object for which boys are sent to school. But a good system makes good teachers. Secondary motives to exertion are wanted by boys, whose habits are unformed and whose chief temptation is to waste time, as much at least as by men; and the desire of immediate success supplies in youth the place of those provident cares and far-reaching aims which take possession of the mind in maturer life. If there is a good deal of unconquerable idleness in every great school, there is much certainly that is not unconquerable; and whatever else a boy may have gained at school, he has not gained that which school education should give if he leaves it with his mental powers uncultivated, and without having acquired, in some degree, the habits of exertion, attention, self-denial, and self-control, which are the necessary conditions of progress. A boy who makes no progress, or lags constantly behind his fellows, gets, we believe, little good from his school, to which he is commonly himself a mischievous incumbrance; and we hold it to be of the highest importance that no boy should be admitted into any school who is unfit from want of preparation to enter upon its course of teaching among boys not much younger at least than himself, and that no boy should be allowed to remain at any school who does not make reasonable progress in it. A reference to the Tabular Returns headed B. in Appendix N., will show the necessity for some reform in each of these respects. The consequence of not exacting sufficient preparation is that boys come at twelve or thirteen years of age with less knowledge than they should have at nine or ten. The consequence of permitting them to remain at school without making progress is, that they either stagnate at the bottom of it, or are pushed up without exertion on their own part, are employed on work for which they are unfit, and are a drag and a dead weight on the boys, more forward than themselves, with whom they are associated in doing it.*

We are of opinion that every boy should be required, before admission, to pass an entrance examination, and to show himself well grounded for his age in classics and arithmetic, and in the elements of either French or German.† We shall also recommend that no boy should be suffered to remain in any school, who fails to make reasonable progress in it. This may be secured by fixing certain stages of progress with reference to the forms into which in school is distributed. A maximum age should be fixed for attaining each stage; and any boy who exceeds this maximum without reaching the corresponding stage of promotion should be removed from the school.‡ A relaxation of this rule, to a certain extent, might be allowed in cases where it clearly appeared that the boy's failure to obtain promotion was due to his deficiency in one particular subject, whilst his marks in other subjects would have counterbalanced that deficiency had the system of promotion permitted it. Lastly, we consider it essential that no boy should, on the ground of his age or length of standing, be placed in or promoted into any form, unless he has passed such an examination in the work of it as proves that he is really fit to enter it.

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* The Minister of Public Instruction in France (Circular, 29th September 1863) speaks of "ces trainards "qui sont notre grand embarras et une cause permanente d'indiscipline."

† One of our number dissents from this Recommendation. *See* p. 327.

‡ At Rugby a boy is not allowed, without special leave, to remain in the lower school after 16, nor below the sixth form after 18. Special leave is granted in exceptional cases, on "a report from the master of the "form in which the boy is, and from the tutor, that the boy is one who deserves to remain in the school, and "for whom in all probability it would be better that he should,"—Rugby Evidence (Dr. Temple), 560.

6. *Results of the Instruction at the Schools, as ascertained from other sources.—Results at the Universities.*

RESULTS AS SHOWN AT THE UNIVERSITIES, *See* Lists of Honours in the Answers of the several Schools, and Appendix C.

We have found no difficulty in ascertaining what is taught at these schools; to discover what and how much is learnt in them is difficult, and is only roughly practicable. The range and methods of teaching have been amply explained to us; the success of these methods can only be tried by imperfect tests, and must to a considerable extent be matter of opinion. The class-lists and lists of prize-men at the two Universities furnish something like a criterion of the attainments in scholarship and mathematics of the abler and more industrious boys; and these lists, with the information we have received from other sources, appear to show that a fair proportion of classical honours at least is gained by the public schools, and that those who enter the Universities from the highest forms of these schools are on the whole well-taught classical scholars.

See Correspondence in Appendix B.

These however, notoriously form a small proportion of the boys who receive a public-school education. The great mass of such boys expose themselves to no tests which they can possibly avoid, and there are hardly any data for ascertaining how they acquit themselves in the easy examinations which must be passed in order to obtain a degree. The test, which we proposed to apply, of a direct and simple examination of a certain proportion of the boys, having been declined by the schools, we have taken such other means as appeared to be open to us, in addition to those supplied by common observation and experience, for enabling ourselves to form a correct judgment.

The opinions expressed on this subject by Tutors and Professors at Oxford or Cambridge—opinions to which the ability and experience of these gentlemen add great weight—are not uniform, nor was it likely that they should be so. Some Colleges are fed chiefly from the more hardworking schools; some from those where the average of wealth is higher, and that of industry and attainment lower. Some, again, from their reputation and from the comparative strictness of their entrance-examination, are resorted to only by tolerably good scholars, whilst others open their doors more widely. There is, however, on the whole a greater agreement than we should have expected to find in persons of different experience and different ways of thinking consulted separately. And the most important part of their evidence, for our present purpose, consists of statements of fact.

An undergraduate at Oxford has to pass four examinations before obtaining his degree, the first of which must be passed before he can matriculate, and is imposed by his College. He goes in for his first University examination ("Responsions"), either in his first term or as soon afterwards as he is thought to be capable of facing this ordeal; for a second ("Moderations"), about the end of his second year; for the third, some two years afterwards. At Cambridge there is no matriculation test except at Trinity, and the "previous examination" passed about the fourth or fifth term of residence stands instead of both Responsions and Moderations.

MATRICULATION EXAMINATION.

Evidence of the Dean of Christ Church, Westminster Evidence, 190–254.

Evidence of Mr. Sandford and Mr. Kitchin, Appendix C.

The standard of the matriculation examination varies at different Colleges. At Christ Church a candidate is expected to construe a passage (which he has read before) of Virgil and another of Homer, to write a bit of Latin prose, to answer some simple grammatical questions, and show some acquaintance with arithmetic. About one-third failed, we are informed, in 1862, to surmount this trial. "Very few can construe with accuracy "a piece from an author they profess to have read. We never try them with an unseen "passage. It would be useless to do so." "Tolerable Latin prose is very rare. "Perhaps one piece in four is free from bad blunders. A good style is scarcely ever "seen. The answers we get to simple grammar questions are very inaccurate." In arithmetic they are stated to have improved; but "the answers to the questions in "arithmetic do not encourage us to examine them in Euclid or algebra." "Of those "whom we reject some are rejected finally, others are allowed another trial. We require "the latter to read with a tutor for six months or a year; and if, after this interval, they "show sufficient improvement to warrant us in believing that they will pass the University "examinations, we admit them. This plan usually succeeds. Hence we may conclude "that, had more regard been paid to the requirements of the University at the close "of their school career, we should not have found it necessary to reject them in the first "instance." Of the 218 undergraduates on the Christ Church books in 1861, 77 came from Eton, 28 from Harrow, 21 from Westminster, 24 from the other schools included in our Commission. The Etonians came mostly from the upper fifth form.

Of the other Colleges some add to the subjects of examination two books of Euclid; not one, we believe, ventures to put before a candidate a passage of Latin or Greek which he has not read before. The proportion of failures appears generally to be smaller than

at Christ Church. At Exeter, which, in 1861, had 180 undergraduates, including 57 public school men, it is estimated at one-fifth. At Colleges which are not full, and have a direct pecuniary interest in being lax, the test, a slight one at best, obviously vanishes altogether.

Mr. Riddell, Mr. Ridding, Mr. Hedley, Mr. Wayte, Mr. Eaton. Appendix C.

The proportion who are able to write Latin "tolerably"—the word is vague, but tutors do not differ very widely in their standard of "tolerable" Latin—and to answer easy grammatical questions fairly is generally calculated at about one-half, or a little more or less. As to the number who could construe, if called upon, an easy bit of Latin or Greek not seen before, the conjectures vary. One-fourth, two-fifths, one-half, are proportions suggested; three-fifths or two-thirds for Latin, and two-fifths or one-third for Greek, are estimates given respectively by tutors at Trinity and St. John's, Cambridge. The failures on admission at Trinity, where no Latin prose composition is required, were in two years about one-third.

Mr. Hammond, Mr. Mayor, Mr. Girdlestone. Appendix C.

Responsions and Moderations. *See* Oxford Calendar 1863; "Pass and Class," by Montagu Burrows, M.A.; "The Responsions Examination, a Letter to the Vice-Chancellor," by the Rev. O. Ogle, M.A. 1863.

The subjects of the first University examination at Oxford are a Greek and a Latin book, such as two Greek plays and the Georgics (chosen by the candidate himself) to be construed and parsed; a paper of very elementary questions in Latin and Greek grammar; an easy piece of English for translation into Latin prose; arithmetic, to vulgar fractions and decimals; and the first two books of Euclid, or algebra to simple equations. The matter of the second ("Moderations") is, for one who does not try for honours, just the same, except that of the Greek and Latin authors, one must be an orator and one a poet (three short orations of Cicero and six books of Homer are enough), and that algebra is carried as far as easy quadratic equations, and Euclid to the end of the third book. A very elementary paper on logic may be chosen, instead of Algebra and Euclid.

The number who are either "plucked" at Responsions, or withdraw their names from conscious inability to succeed, is reckoned by Mr. Furneaux and Mr. Riddell at about one-fourth. Mr. Ogle, a late Responsions Examiner, gives a more unfavourable estimate. Of 168 candidates on a very recent occasion, only 101 passed; 31 were plucked, and 16 took off their names. Of the 47 who thus failed, he proves by an analysis of the papers that 43 failed so universally as to show that they were "utterly unfit to undergo any "examination whatever."

Easy as the examination is, the standard of accuracy in it is low; occurring so early, it is to a considerable extent a test—a very low test—of school work. Mr. Furneaux, however, states that "it is notorious that a very large number of those who pass their "responsions without failure, have only been made fit to do so by one or two terms of "hard work and diligent teaching in this place."

Average of Classical Attainment unsatisfactory.

These facts and figures do not indicate an average of classical attainment which can by any stretch of indulgence be deemed satisfactory. We are further told that there is a great want of accurate "grounding," perceptible sometimes even in elegant scholars; that the knowedge of history and geography, though better than it was, is still very meagre; and that there are great deficiencies observable in English composition, reading, and spelling. Mr. Riddell says—

Dr. Scott, Mr. Kitchin, Mr. Sandford, Mr. Hedley, Mr. Mayor, Mr. Girdlestone, Appendix C.

"Taking the University course to mean no more than the minimum required of pass-men, the number of those who come up unprepared to follow it may amount, perhaps, to one-fourth of the whole. (This would about answer to the number made up of those who are plucked at responsions, and of those who have to wait some time before they pass.) Deducting from this fraction those who are plucked from simple carelessness, and the extremely obtuse, and those who come to the University late from other professions, and those who have been educated by private tutors, the residue for which the schools are responsible will still be considerable.

"If the University course be taken on the level of the preparation for honours, the number who fail to follow it is of course much larger. But more than half of these are certainly men who do not come up insufficiently prepared to take advantage of it, but simply do not give their time to study after their arrival at the University. In the case of these men, much knowledge is actually lost during their University residence. A small portion of the others are men who have no ability to spare. For the remainder the schools are responsible; they are persons who were allowed as boys, to carry their idleness with them from form to form, to work below their powers, and merely to move with the crowd; they are men of whom something might have been made, but now it is too late; they are grossly ignorant, and have contracted slovenly habits of mind. The general defect of permitted idleness operates, therefore, to the extent indicated, in the way of sending boys up to the University unprepared to avail themselves of the University course of study."—Appendix C.

Effect on the Universities.

Appendix D. III.

It is impossible to misapprehend the effect which this state of things produces, and must produce, on the studies of the Universities. In the case of those who do not read for honours, at all events, the work of the first two years is, as has been seen, simply school work—work proper for the upper forms of a large school. The usual age of matriculation at Oxford (no record is kept at Cambridge) is between 18 and 19. Of 430

who matriculated in 1862, only 22, or 5 per cent., were below 18 years of age, while 209, or 49 per cent., had attained the age of 19. It follows that, with a great mass of men, school education—and that education one which barely enables them at last to construe a Latin and Greek book, poet and orator, chosen by themselves, to master three books of Euclid, and solve a problem in quadratic equations—is prolonged to the age of 20 or 21. It is justly observed by Mr. Kitchin that, though a thorough general education is an advantage of the highest value, this is not a general education. To give such instruction as this is not the proper business of a University; and we are not surprised to find that, in the opinion of some of the ablest and most experienced tutors, the whole course suffers both in depth and width. Men whose abilities lead them to other than classical subjects, are impeded and sometimes stopped by the want of early accurate training. "We feel that the most we can do for men who come up deficient Mr. Kitchin. "in knowledge of grammar, history, language, &c., is to provide something for them to "do; the time for real progress seems in many cases to be absolutely past." "Instead "of making progress," says another witness, a gentleman of great judgment and Mr. Hodley. experience, "a few years ago the University (of Oxford) had to make its course "commence with more elementary teaching, and to insist on the rudiments of arithmetic "and a more precise acquaintance with the elements of grammar. Tutors felt that it "was degrading both to themselves and to the University to descend to such preliminary "instruction, but the necessity of the case compelled them." The time demanded for education, and therefore the expense of it, appear to be on the increase; and the Universities are practically closed to men whose means or destination in life do not permit them to give up after leaving school three or four additional years, about half of which are spent merely in school work, and the remaining two partly upon Latin and Greek.*

STANDARD OF SCHOLARSHIP HAS NOT DECLINED.

To the question whether the general standard of classical scholarship among candidates for University distinctions has declined or advanced, we have received different answers. This standard is affected little or not at all by the ignorance of the "passmen." With respect to Oxford, Professor Conington is of opinion—and his opinion, from his opportunities of knowledge and capacity to judge, may be taken as nearly conclusive—that the standard of composition (except in Greek prose) is on the whole somewhat declining, but that translation and critical scholarship are decidedly improving. The Master of Balliol thinks (distrusting his own judgment) that there has been some general decline, but that the alteration is rather in kind than in degree. Scholarship has diminished in accuracy, he thinks, but increased in range. Mr. Riddell sees no symptoms of decline. These gentlemen are all eminent scholars. Coupling their evidence with that supplied to us by the Provost of King's and other competent judges at both Universities we arrive at the conclusion that the general standard of scholarship has not really deteriorated, while the knowledge of the Greek language, and acquaintance with Greek authors, has considerably increased; that if there has been a slight fall in some respects there has been a perceptible rise in others; but that the scholarship of the present day differs somewhat from that of 20 years ago, from the greater attention now paid to the substance of the authors read, to philology, and to translation. It is generally agreed that the greater attention now given at most schools to mathematics, history, and modern languages, whilst it has advanced those subjects and proved beneficial by enlarging and stimulating the mind, has not injured scholarship.

COMPARATIVE RESULTS FROM DIFFERENT PLACES OF EDUCATION.

A decided expression of opinion as to the merits of different schools, and their responsibility for the defects which have been pointed out, was not to be looked for from these gentlemen. Few of them indeed have been able to institute comparisons or form distinct conclusions on this point. The best scholars, they generally agree, come from the old public schools, and from those which, like Marlborough and Cheltenham, have been framed on the same model; the public schools send also (and in this Eton has a certain pre-eminence) the idlest and most ignorant men. The endowed grammar-schools commonly send their best scholars, who are drawn to the Universities by the hope of distinguishing themselves; private tuition generally furnishes men who are exceptionally backward from dullness, idleness, or ill health. In one subject, however, mathematics, the public schools

* Dr. Moberly (Winchester Evidence, 540) observes "I consider it is a very good thing boys should stay "on and receive the education of boys till 18. The age at which young men leave the university has been "increased at least a year since I went to Oxford. They go there now, on an average, a year later; the three "years of residence have become more nearly four on account of the multiplied examinations; the conse-"quence is that 22 or 23 is the age to which they attain at the university; and I own I think the course of "training at Oxford is too boyish for that age. I wish to terminate the boyish age for that capable of "maturer studies rather sooner."

hold a position of marked inferiority. Mr. Price, Sedleian Professor of Natural Philosophy, Oxford, writes—

"I do observe a very marked difference between young men coming to this University from the great public schools and from other schools or from private tutors, as to their mathematical attainments. The young men from public schools are far worse prepared. Whatever time they may have given to the subject, it does not appear to me that they have given that study and attention to it which has generally been so profitably bestowed elsewhere. Assuming the ability of the young men to be equal, not only do I find the attainments of those from other schools to be greater, but I find them to be better grounded and to have learnt the elements more thoroughly and more carefully. Seldom do I meet with young men from the public schools who know more than the bare elements of mathematics; whereas others have gone through a sound course of geometry, which I take to be a most excellent disciplinary exercise, and have often well studied the principles of the modern analytical methods. This is frequently the case with young men who come from the Universities and schools of Scotland, and from schools in England of the class just below the large public schools. It has not come within my experience to observe that the ability of young men from public schools who study mathematics is lower, or that their taste for the subject is less than that of young men who come to us from other places; in many cases, as might have been expected, their abilities are greater and their tastes are stronger. I am referring to cases within my own experience of some of the cleverest young men from the public schools, who, through want of opportunity or of instruction, have come to us sadly deficient, but in their academical course have acquired valuable and extensive mathematical knowledge, and in the later University examinations have excelled others who were superior to them in the early part of their career. In proof of these statements I would call your attention to the circumstances of our mathematical scholarships. There are two annual scholarships which have been established for 19 years, and are open to the whole University. The junior scholarship, as it is called, is open for competition to young men up to nine terms' standing, and not afterwards. The senior scholarship is open to Bachelors of Arts until the 26th term from matriculation inclusive. Both are awarded for proficiency in mathematical attainments. As the junior scholarship comes early in the academical course of study, it is plain that the greater part of the knowledge which is the subject of examination for that prize must be acquired at school, whereas the knowledge which is necessary for the senior will be usually obtained at the University. Now the junior scholarship has never been gained by a young man from the great public schools. It has been several times gained by students from Merchant Taylors', from Christ's Hospital, from Cowbridge in South Wales, as well as from other schools; but not once, I believe, by a young man from the great public schools. The senior scholarship, on the other hand, has been gained three, if not four, times by Eton men, three times by Rugby men, as well as twice by young men from Christ's Hospital, and twice by young men from Cowbridge. It is, I presume, unnecessary to say more on this particular subject."—Appendix C.

The candidates for matriculation, he adds, from public schools "who come under "my view, can, in many cases, scarcely apply the rules of arithmetic, and generally "egregiously fail in questions which require a little independent thought and common "sense." Mr. Hammond, tutor of Trinity, Cambridge, gives evidence to a similar effect.

General Conclusions.

From the evidence of which we have here given a brief account, the following conclusions appear to follow:—

That boys who have capacity and industry enough to work for distinction, are, on the whole, well taught, in the article of classical scholarship, at the public schools;

But that they occasionally show a want of accuracy in elementary knowledge, either from not having been well grounded, or from having been suffered to forget what they have learnt;

That the average of classical knowledge among young men leaving school for college is low;

That in arithmetic and mathematics, in general information, and in English, the average is lower still, but is improving;

That of the time spent at school by the generality of boys, much is absolutely thrown away as regards intellectual progress, either from ineffective teaching, from the continued teaching of subjects in which they cannot advance, or from idleness, or from a combination of these causes;

That in arithmetic and mathematics the public schools are specially defective, and that this observation is not to be confined to any particular class of boys.

Number and Proportion of Boys who leave the Schools for the Universities.

The proportions in which the Universities are supplied by these schools, and in which the schools are drained by the Universities, are shown clearly enough by the returns which we have received from different sources. It appears that at Oxford about one-third, and at Cambridge rather more than one-fifth, of the undergraduates come from the schools, and nearly three-fourths of these from Eton, Harrow, and Rugby. The number of boys educated at these schools who go to the Universities, and the proportion which that number bears to the whole number who leave the schools, is shown by the subjoined Table, the first two columns of which are borrowed from returns actually made to us from

the schools (Appendix D., II.),* the third is constructed by taking from the Answers and evidence of each school the numbers for four years and the average time during which the boys remain there respectively, and the fourth by taking the returns from the Universities (Appendix D., I.), and assuming the time during which a young man remains on the books as an undergraduate to be nearly four years.

—	Number of Boys who left within One Year.	Number of Boys leaving within One Year who went to the Universities.	Number who left on average of Four Years.	Number who went to Universities on average of Four Years.
Eton - - -	176	79†	160	62
Winchester - -	31	13	24	13
Westminster - -	27	10	27	12
Charterhouse - -	27	5	25	8
St. Paul's - - -	17	5	17‡	7
Merchant Taylors' - -	59	8	52	9
Harrow - - -	105	38	139	52
Rugby - - -	140	34	130	38
Shrewsbury - -	39	14	43	12
Totals - -	621	206	617	213

Such discrepancies as these figures exhibit may be accounted for without much difficulty. The per-centage of the boys who leave the schools annually for the Universities cannot of course be ascertained from them with accuracy; but they establish beyond doubt that not one of these nine schools sends as many as half of its boys to the Universities, and that in the case of most of them the proportion is much less than one-half. Taking them altogether, it appears to be about one-third. These proportions should be borne in mind in considering the fitness of the system of instruction at these schools for the end in view.

7. *Results.—The Army.*

THE ARMY.

The number of public-school boys who enter the army is not large. Of 1,976 candidates for direct commissions within three years, 122 only had been at any of these schools. Of these 102 succeeded and 20 failed. It will be observed, on reference to the returns, that this proportion of failures is considerably below the average; the public-school men, therefore, were better prepared than the general run of candidates. Of 96 who passed at their first examination, 38 came immediately from school, 58 had had intermediate tuition. Of the 20 who failed 14 had had such tuition.

1. DIRECT COMMISSIONS. *See* Appendix E.

The public-school candidates for Sandhurst during the same period were 23 out of 375; the proportion who succeeded being here also above the average. Of 18 who succeeded 11 came straight from school; of five who failed only one.

2. SANDHURST.

The scheme of examinations for direct commissions, framed to meet the suggestions of the Head Masters of public schools, is simple and easy, and requires nothing that is beyond the reach of any boy of moderate industry and ordinary capacity; and it is clear that no boy, who will give himself a little trouble, needs to forego the wholesome influences of a great school for the sake of being "crammed" in the house of a tutor. The Sandhurst examination also is evidently within reach of the schools.

The qualifying examination for Woolwich appears, before 1862, to have required an amount of mathematical knowledge difficult of attainment for a boy educated at a public school; but it underwent in that year some changes which have made it easier for candidates who have not received a special training. The obligatory mathematics do not now go beyond plane trigonometry; and a candidate need not obtain in them, to qualify, more than 700 marks out of 3,500; with this minimum, and with a fair proficiency in Latin, Greek, French, and geometrical drawing, he is entitled to enter into the competition. This standard is certainly not so high as to be inaccessible to a boy educated at a good public school, and from a table showing the working of the scheme at the examination of January 1863, it appears that of the 20 successful competitors 11 distinguished themselves in classics; the other marks were chiefly gained in mathematics and French. In three years, previous to this change, 35 public-school candidates passed, and 49 failed to pass, the qualifying examination, the totals being 545 and 689. Of the whole 84 two only went direct from the schools, and these failed.

3. WOOLWICH.

* At Eton, from information described in our Report on that School (Part II. Chap. I. sec. 21).

† It does not clearly appear whether all the 79 actually succeeded in matriculating.

‡ The number 17 (the actual number in one year) is assumed here as the average number for want of the necessary data.

8. *General Observations on the Course and Subjects of Instruction proper for the Schools.*

SUBJECTS PROPER FOR SCHOOL COURSE.

We shall now state generally the opinions we have formed respecting the course and subjects of instruction proper for these schools.

We believe that for the instruction of boys, especially when collected in a large school, it is material that there should be some one principal branch of study, invested with a recognized and, if possible, a traditional importance, to which the principal weight should be assigned, and the largest share of time and attention given.

We believe that this is necessary in order to concentrate attention, to stimulate industry, to supply to the whole school a common ground of literary interest and a common path of promotion.

The study of the classical languages and literature at present occupies this position in all the great English schools. It has, as we have already observed, the advantage of long possession, an advantage so great that we should certainly hesitate to advise the dethronement of it, even if we were prepared to recommend a successor.

LANGUAGE AND LITERATURE.

It is not, however, without reason that the foremost place has in fact been assigned to this study. Grammar is the logic of common speech, and there are few educated men who are not sensible of the advantages they gained as boys from the steady practice of composition and translation, and from their introduction to etymology. The study of literature is the study, not indeed of the physical, but of the intellectual and moral world we live in, and of the thoughts, lives, and characters of those men whose writings or whose memories succeeding generations have thought it worth while to preserve.

SPECIAL FITNESS OF CLASSICAL LANGUAGES AND LITERATURE.

We are equally convinced that the best materials available to Englishmen for these studies are furnished by the languages and literature of Greece and Rome. From the regular structure of these languages, from their logical accuracy of expression, from the comparative ease with which their etymology is traced and reduced to general laws, from their severe canons of taste and style, from the very fact that they are "dead," and have been handed down to us directly from the periods of their highest perfection, comparatively untouched by the inevitable process of degeneration and decay, they are, beyond all doubt, the finest and most serviceable models we have for the study of language. As literature they supply the most graceful and some of the noblest poetry, the finest eloquence, the deepest philosophy, the wisest historical writing; and these excellences are such as to be appreciated keenly, though inadequately, by young minds, and to leave, as in fact they do, a lasting impression. Beside this, it is at least a reasonable opinion that this literature has had a powerful effect in moulding and animating the statesmanship and political life of England. Nor is it to be forgotten that the whole civilization of modern Europe is really built upon the foundations laid two thousand years ago by two highly civilized nations on the shores of the Mediterranean; that their languages supply the key to our modern tongues; their poetry, history, philosophy, and law, to the poetry and history, the philosophy and jurisprudence, of modern times; that this key can seldom be acquired except in youth, and that the possession of it, as daily experience proves, and as those who have it not will most readily acknowledge, is very far from being merely a literary advantage.*

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* See upon this subject the answers of Dr. Temple (Rugby Answers, III. 44), and his evidence (1037–1048); the evidence of the Astronomer Royal (101–105), and of Professor Max Müller (167), and Mr. Gladstone's Letter in App. F. See also Dr. Moberly's *Five Short Letters to Sir W. Heathcote.* Some excellent observations on this subject will be found in an *Introductory Lecture on the Study of the Greek and Latin Languages*, delivered in the University of London by H. Malden, A.M., 1831. It would be easy to multiply quotations upon it from distinguished writers and thinkers. We content ourselves with subjoining a few.

"In Germany, and Holland, and Italy, and even in France, objections, not unreasonably, have been made to an exclusive and indiscriminate classical education; but the experimental changes they determined have only shown in their result that ancient literature may be more effectually cultivated in the school, if not cultivated alone; and whilst its study, if properly directed, is absolutely the best means towards an harmonious development of the faculties, the one end of all liberal education, yet that this mean is not always, relatively, the best, when circumstances do not allow of its full and adequate application."—Sir W. Hamilton: *Discussions on Philosophy*, p. 329.

"The vehicle of revelation is *writing*, and no miracle was vouchsafed to preserve the sacred documents from the fate of other ancient MSS., or to prevent the omissions, changes, and interpolations of careless or perfidious transcribers, through a period of fourteen centuries. This was left to the resources of human *criticism*, and the task requires for its accomplishment the profoundest scholarship. The collation of the most ancient MSS., the discrimination of their families, and a collation of their oldest versions, may afford valuable *criteria*; but the one paramount and indispensable condition for the determination of the genuine reading is a familiar acquaintance with the spirit of the languages in which the sacred volume is written."—*Ibid.* 334.

"Our mother tongue is so entwined and identified with our early and ordinary habits of thinking and speaking, it forms so much a part of ourselves from the nursery upwards, that it is extremely difficult to place it, so to speak, at a sufficient distance from the mind's eye to discern its nature or to judge of its propor-

Objection to Classical Course.

It may be objected, indeed, that this is only true provided the study is carried far enough, and that in a large proportion of cases it is not carried far enough. Of the young men who go to the Universities a great number, as we have seen, never acquire so much Latin and Greek as would enable them to read the best classical authors intelligently and with pleasure, and more than half of those who leave school do not go to the Universities at all: among these the average of classical attainment is certainly lower still, and probably in nine cases out of ten they never, after they have quitted school, open a Greek or Latin book. It may be asked whether the mental discipline which such boys have received could not have been imparted to them at least as well by other studies, in which they might perhaps have made more sensible progress, and which would have furnished them at the same time with knowledge practically and immediately serviceable to them in the business of life.

Answer to Objection.

This objection raises two distinct questions, and may be used to support one of two alternative conclusions. For it may be contended either that there should in each great school be different courses of study for different capacities, or that there should be one course into which classics should not enter at all, or in which they should hold a subordinate place. The first of these questions will be considered hereafter with the attention which its importance demands. The second, which assumes that for the great mass of boys, if not for all, the course should be substantially one and the same, admits in our opinion of a simple and complete answer. It is, and it ought to be, the aim of the public schools to give an education of the best kind, not of the second best. The great service which they render to society consists in giving such an education to boys who have capacity and industry enough to take advantage of it, and no one would seriously recommend that they should forego this office for the sake of bringing down their teaching to a level adjusted to the reach of dull, uncultivated, or listless minds. They are bound indeed to adjust it to the scope of ordinary intellects, for the vast majority of the boys entrusted to them are not clever. But it is not necessary to be clever in order to gain solid advantage from the study of Latin and Greek; it is only necessary to be attentive, a condition equally indispensable to progress in any other study. Whether for an assemblage of boys of a uniformly low intellectual calibre it would not be practicable to devise some other course of instruction, which might be made, when perfected by time, as good an instrument of mental discipline as that which we recommend, is a question to which experience has not yet supplied a satisfactory answer.

Sec. 10, *infra*.

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tions. It is, besides, so uncompounded in its structure, so patchwork-like in its composition, so broken down into particles, so scanty in its inflections, and so simple in its fundamental rules of construction, that it is next to impossible to have a true and grammatical notion of it, or to form indeed any correct ideas of grammar and philology at all, without being able to compare and contrast it with another language, and that other of a character essentially different."—Professor Pillans, quoted *ibid.* p. 346.

"The languages of classical antiquity are almost indispensable helps to all sound acquirements in politics, jurisprudence, or any of the moral sciences. They are also requisite for the formation of those elevated sentiments and that rectitude of judgment and taste which are inseparably connected with them. These languages may be acquired, and, in fact, are acquired when well acquired, in early youth."—Austin, *Lectures on Jurisprudence*, III. 368.

"Wenn uns unser Schulunterricht immer auf das Alterthum hinweist, das Studium der griechischen und lateinischen sprache fördert, so können wir uns Glück wünschen, dass diese zu einer höheren Cultur so nöthigen Studien niemals rückgängig werden."—Goethe, *Maximen*, vol. 49, p. 111, of Goethe's Werke, 18mo. ed. 1833.

"Möge das Studium der griechischen und römischen Literatur immerfort die Basis der höhern Bildung bleiben."—*Ibid.* 123.

Goethe's strongly expressed opinion is peculiarly valuable on account of the large range of his literary knowledge and of his ardent attachment to natural science.

We subjoin two official expressions of opinion emanating from the departments of Public Instruction in Prussia and France.

"Die Lehrgegenstände in den Gymnasien, namentlich die deutsche, lateinische, und griechische Sprache, die Religionslehre, die philosophische Propädeutik, die Mathematik nebst Physik und Naturbeschreibung, die Geschichte und Geographie, so wie die technischen Fertigkeiten des Schreibens, Zeichnens, und Singens, und zwar in der ordnungsmässigen dem jugendlichen Alter angemessenen Stufenfolge und in dem Verhältnisse worin sie in den verschiedenen Klassen gelehrt werden, machen die Grundlage jeder höheren Bildung aus, und stehen zu dem Zwecke der Gymnasien in einem so natürlichen als nothwendigen Zusammenhange. Die Erfahrung von Jahrhunderten, und das Urtheil der Sachverständigen auf deren Stimme ein vorzügliches Gewicht gelegt werden muss, spricht dafür, dass gerade diese Lehrgegenstände vorzüglich geeignet sind um durch sie und an ihnen alle geistigen Kräfte zu wecken, zu entwickeln, zu stärken, und der Jugend, wie es der zweck der Gymnasien mit sich bringt, zu einem grundlichen und gedeihlichen Studium der Wissenschaften die erforderliche nicht bloss formelle sondern auch materielle Vorbereitung und Befähigung zu geben."—*Circular of the Prussian Minister of Public Instruction*, 24th October 1837.

"C'est en se trempant dans la source féconde de l'antiquité latine et grecque, que l'esprit Français acquit cette mesure, cette haute raison, et cette clarté incomparable, qui lui ont valu l'empire pacifique de l'Europe. Conservons précieusement ces nobles études, qui ont fait la France moderne et son glorieux génie; mais aussi suivons le monde du côté où il marche."—*Circular of the French Minister of Public Instruction*, 2d October 1863.

We entertain, however, no doubt that a boy of ordinary capacity, and even a dull and backward boy who can be induced to take pains, is likely to profit more on the whole in a school where he has highly educated masters, and travels the same road with companions who are being highly educated, where there is a high standard of taste and attainment, and the instruments and whole machinery of instruction are of the finest and most perfect kind, than he would under a system sedulously lowered to the pitch of his own intellectual powers.*

COURSE SHOULD NOT BE EXCLUSIVELY CLASSICAL.

Assuming, therefore, for the present at least, that the course of study is to run mainly —we do not say undeviatingly—in one track, we are of opinion that the classical languages and literature should continue to hold, as they now do, the principal place in public school education. We are equally convinced that they ought not to be studied solely and exclusively. To enter fully into this subject would require a lengthened dissertation. We may content ourselves with saying that it is the office of education, not only to discipline some of the faculties, but to awaken, call out, and exercise them all so far as this can be usefully done in boyhood; to awaken tastes that may be developed in after life; to impart early habits of reading, thought, and observation; and to furnish the mind with such knowledge as is wanted at the outset of life. A young man is not well educated—and indeed is not educated at all—who cannot reason or observe or express himself easily and correctly, and who is unable to bear his part in cultivated society from ignorance of things which all who mix in it are assumed to be acquainted with. He is not well educated if all his information is shut up within one narrow circle, and he has not been taught at least that beyond what he has been able to acquire lie great and varied fields of knowledge, some of which he may afterwards explore if he has inclination and opportunity to do so. The kind of knowledge which is necessary or useful, and the best way of exercising and disciplining the faculties, must vary, of course, with the habits and requirements of the age and the society in which his life is to be spent. Thus, when Latin was the common language of educated men, it was of primary importance to be able to speak and write Latin; so long as French is, though in a different manner and degree, a common channel of communication among educated persons in Europe, a man can hardly be called well educated who is ignorant of French. The mental faculties of men remain much the same, but the subjects on which, and the circumstances in which, they are to be exerted, vary continually. The best form of discipline, therefore, may not be the same in the 19th as it was in the 16th century, and the information which will be serviceable in life is sure to be very different. Hence, no system of instruction can be framed, which will not require modification from time to time. The highest and most useful office of education is certainly to train and discipline; but it is not the only office. And we cannot but remark that whilst in the busy world too great a value perhaps is sometimes set upon the actual acquisition of knowledge, and too little upon that mental discipline which enables men to acquire and turn it to the best account, there is also a tendency which is exactly the reverse of this, and which is among the besetting temptations of the ablest schoolmasters; and that if very superficial men may be produced by one of these influences, very ignorant men are sometimes produced by the other.

OBJECTIONS TO EXTENSION OF COURSE.

The objections which have been commonly made to any extension of the old course of study are of a more or less practical character. It is said that many things which ought to be learnt ought not to be learnt at school, and are best acquired before going thither, or after leaving it; that they cannot be imparted there effectively nor without injury to more important studies, without dissipating the attention and overloading the mind; that the capacity for learning which an average boy possesses is, after all, very limited, and his capacity for forgetting very great; that ability is rare and industry not very common; that if the apparent results are small, they do not quite represent the real benefit received; and that the actual results, such as they are, are the best which in practice it is possible to obtain.

ANSWER TO OBJECTIONS.

There is truth in this, but not enough to support the conclusions it has often been used to establish. These arguments, in fact, have been employed against all the improvements which have been already introduced into our great schools, and introduced with proved success.

It is quite true that much less, generally speaking, can be mastered and retained by a young mind than theorists might suppose; and true that it is not easy to win steady attention from a high-spirited English lad, who has the restless activity and love of play that belong to youth and health, who, like his elders, thinks somewhat slowly, and does not express himself readily, and to whom mental effort is troublesome.

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* Some further observations bearing on this point will be found in Sec. 10, *infra*.

But these are difficulties which it is the business of the schoolmaster to contend with, and which careful and skilful teaching may to some extent overcome. If a youth, after four or five years spent at school, quits it at 19, unable to construe an easy bit of Latin or Greek without the help of a dictionary or to write Latin grammatically, almost ignorant of geography and of the history of his own country, unacquainted with any modern language but his own, and hardly competent to write English correctly, to do a simple sum, or stumble through an easy proposition of Euclid, a total stranger to the laws which govern the physical world, and to its structure, with an eye and hand unpractised in drawing and without knowing a note of music, with an uncultivated mind and no taste for reading or observation, his intellectual education must certainly be accounted a failure, though there may be no fault to find with his principles, character, or manners. We by no means intend to represent this as a type of the ordinary product of English public-school education; but speaking both from the evidence we have received and from opportunities of observation open to all, we must say that it is a type much more common than it ought to be, making ample allowance for the difficulties before referred to, and that the proportion of failures is therefore unduly large.

It is true also that, besides what is learnt at school by the boy, much may and ought to be acquired by the child, and much more by the man. But that boys come very ill-prepared to school is the general complaint of the masters whom we have examined; and this evil, we regret to say, seems to be on the increase. Little boys are found to have learnt less at home, we have been assured, than used formerly to be the case. On the other hand, there are many men, we believe, who do not learn much after they leave school, because few men read much, for want of inclination or leisure. There are those, undoubtedly, who are learning all their lives, and with such persons the acquisitions of boyhood are as nothing to those of their maturer years; but the number is not large. The schools have it in their power, as we have already pointed out, to remedy to a certain extent the former of these deficiencies, by a stricter examination on entrance; and it should be their aim at least to diminish the latter by opening the minds of their scholars and implanting tastes which are now wanting. But the chances of leisure after entrance into active life must always be precarious. The school has absolute possession of the boy during four or five years, the most valuable years of pupilage, the time when the powers of apprehension and memory are brightest, when the faculty of observation is quick and lively, and he is forming his acquaintance with the various objects of knowledge. Something surely may be done during that time in the way, not of training alone, but of positive acquisition, and the school is responsible for turning it to the best account. The objection that any extension of the course will overtask the time and attention of the scholar will be best considered when we have stated what extension we propose. It will be found to be a very moderate one.

ARITHMETIC AND MATHEMATICS.

The importance of arithmetic and mathematics is already, as we have seen, recognized in every school, and it is only necessary that they should be taught more effectively. The arithmetical and mathematical course should, we think, include arithmetic, so taught as to make every boy thoroughly familiar with it, and the elements of geometry, algebra, and plane trigonometry. We agree with the Astronomer Royal, Sir C. Lyell, and Dr. Whewell, in thinking it very desirable that in the case of the more advanced students the course should comprise also an introduction to applied mathematics.

See Evidence of Professor Airy and Sir C. Lyell, and Dr. Whewell's Paper in Appendix F.

MODERN LANGUAGES.

One modern language, at least, now forms part of the regular course at every school but Eton. We are of opinion that all the boys at every school should, in some part at least of their passage through it, learn either French or German.

In saying this, we do not overlook what may be urged on behalf of Italian. To be ignorant of Italian is undoubtedly a misfortune for any man of cultivated mind. No French or German poet can be placed on a level with Dante: no poetical literature has exercised so strong or so beneficial an influence on our own as that of Italy in its palmy days; and there will probably never be a time when the true poetical artist, in this country or elsewhere, will cease to derive aid and inspiration from old Italian sources. But these considerations do not go far towards determining the question whether the Italian language should be placed as a branch of school-work on an equality with German. With German, we say, because French has acknowledged claims on which it is not necessary to dwell. In making a selection of this kind, regard must be had to the character of the languages among which the choice lies, their symmetry of structure and grammatical regularity,—to their philological importance in reference to other languages, especially those cognate to our own,—to their utility as channels of intercourse,—to the interest and value, for modern purposes, of the literature written in them, the stores of thought and knowledge which they unlock, and the intellectual power and influence of the peoples by whom they are spoken,—lastly, to the demand which actually exists for them respectively, since a boy who cannot acquire at a public school what his parents

want for him, will probably go elsewhere for it, and thus lose, wholly or partially, the benefits of a public school training. In all of these respects it must, we think, be admitted, that German has at the present day the advantage over Italian; and this advantage appears more marked when we reflect that the boys for whom the choice has to be made are already learning Latin, and perhaps French also. For Italian, still more than French, is a modern dialect of Latin, and a Latin scholar can easily master it enough to read it with pleasure, though not, perhaps, to write or speak it well; whilst an introduction to German acquaints him with a new tongue, representing a distinct and important family of tongues. We might advert also to the access which German affords to the literature of other nations through the remarkable abundance and excellence of its translations; but it is needless to pursue the subject further. For these reasons we cannot recommend that Italian should find a place in the regular course of school-work, to the exclusion of either French or German, or side by side with them, though we should be glad to see opportunities of acquiring it provided for those whose parents wish them to do so.

NATURAL SCIENCE. ADVANTAGE OF THIS STUDY. Evidence of the Astronomer Royal, Professor Owen, Sir C. Lyell, Mr. Faraday, Dr. Carpenter, Dr. Hooker, Dr. Acland.

Natural science, with such slight exceptions as have been noticed above, is practically excluded from the education of the higher classes in England. Education with us is, in this respect, narrower than it was three centuries ago, whilst science has prodigiously extended her empire, has explored immense tracts, divided them into provinces, introduced into them order and method, and made them accessible to all. This exclusion is, in our view, a plain defect and a great practical evil. It narrows unduly and injuriously the mental training of the young, and the knowledge, interests, and pursuits of men in maturer life. Of the large number of men who have little aptitude or taste for literature, there are many who have an aptitude for science, especially for science which deals, not with abstractions, but with external and sensible objects; how many such there are can never be known, as long as the only education given at schools is purely literary; but that such cases are not rare or exceptional can hardly be doubted by any one who has observed either boys or men. Nor would it be an answer, were it true, to say, that such persons are sure to find their vocation, sooner or later. But this is not true. We believe that many pass through life without useful mental employment, and without the wholesome interest of a favourite study, for want of an early introduction to one for which they are really fit. It is not, however, for such cases only, that an early introduction to natural science is desirable. It is desirable, surely, though not necessary, for all educated men. Sir Charles Lyell has remarked on the advantage which the men of literature in Germany enjoy over our own, in the general acquaintance which the former possess with what is passing in the scientific world; an advantage due to the fact that natural science to a greater or less extent is taught in all the German schools. To clergymen and others who pass most of their lives in the country, or who, in country or town, are brought much into contact with the middle and lower classes, an elementary knowledge of the subject, early gained, has its particular uses; and we believe that its value, as a means of opening the mind and disciplining the faculties, is recognized by all who have taken the trouble to acquire it, whether men of business or of leisure. It quickens and cultivates directly the faculty of observation, which in very many persons lies almost dormant through life, the power of accurate and rapid generalization, and the mental habit of method and arrangement; it accustoms young persons to trace the sequence of cause and effect; it familiarises them with a kind of reasoning which interests them, and which they can promptly comprehend; and it is perhaps the best corrective for that indolence which is the vice of half-awakened minds, and which shrinks from any exertion that is not, like an effort of memory, merely mechanical. With sincere respect for the opinions of the eminent Schoolmasters who differ from us in this matter, we are convinced that the introduction of the elements of natural science into the regular course of study is desirable, and we see no sufficient reason to doubt that it is practicable.

We say the elements, because the teaching must necessarily be elementary. Elementary teaching, thoroughly understood as far as it goes, will satisfy the purposes in view, and we do not desire, nor indeed do the distinguished men who have urged upon us the claims of their special studies propose, that natural science should occupy a large space in general education. Under the array of hard names, invented to designate its various branches, lie assemblages of intelligible facts bound together for the most part by simple reasoning; and the opinions expressed by men eminently qualified to judge, supported by the results actually gained both in this country and in Germany, lead us to believe that class-teaching for an hour or two in the week, properly seconded, will be found to produce substantial fruits.

See Account of Higher Schools in Prussia, App. G.; Letter of Head Master of City of London School, Appendix P.

From our present point of view, natural science may be taken as dividing itself into two great branches, the one consisting of chemistry and physics, or the general laws of matter treated experimentally, the other of natural history and physiology, sciences of

observation and classification. These branches run into each other, for they are but parts of one vast subject; but they appeal to different faculties. "Physics," says Dr. Acland, "are educationally fundamental to all natural sciences. No person is a chemist unless "he has some knowledge of physics, and no person can be a physiologist who is not, to "a certain extent, both a physicist and a chemist." The sciences of experiment, viewed in this light, logically precede those of observation. In the German schools, on the other hand, where a uniform scheme is established which is the product of much inquiry and experience, an introduction to natural history, in a wide sense, precedes an introduction to physics.* Whether the logical order of these sciences is that in which they may best be studied—whether the order most suitable for a mature intellect is most fit also for the opening faculties of a boy—at what age or point of intellectual progress the subject or any part of it should be taken up, in what manner it should be taught, and how far it should be pursued, are questions which we cannot pretend to determine absolutely; they must be left to be settled by experience, and by the inquiries and deliberate judgment of the various Governing Bodies. It is desirable, however, that instruction in both branches should be provided, if possible, in every school; though it may not be desirable that both should be taught to every boy. Some difficulty will be found at first in obtaining good school-books, and competent teachers; but the demand will create a supply. If Oxford or Cambridge men are wished for, they will not long be wanting when a certain number of Assistant-Masterships in great schools are added to the scanty opportunities of gaining a livelihood now open to students of natural science.

Evidence of Dr. Acland.

We are of opinion that every boy should learn either music or drawing, during a part at least of his stay at school. Positive inaptitude for the education of the ear and voice, or for that of the hand and eye, is we believe rare; and these accomplishments are useful as instruments of training and valuable possessions in after life.

Music and Drawing.

From the observations which we have made on the study of history and geography, it will have appeared that greater attention should, in our opinion, be paid to them than they now receive at most of the schools. A taste for history may be gained at school; the habit of reading intelligently should certainly be acquired there, and few books can be intelligently read without some study of history, and no history without geography. A master who knows these subjects himself will not, we believe, be at a loss for means of teaching them, if he feels that to do so is a part of his duty which is entitled to its share of time. We desire also to see more attention to English composition and orthography. A command of pure grammatical English is not necessarily gained by construing Latin and Greek, though the study of the classical languages is, or rather may be made, an instrument of the highest value for that purpose.

History and Geography.

English Composition and Orthography.

It may, perhaps, be objected that there is not time for such a course of study as we have described, and that it could not be attempted without injury to classics; that the working hours are already long enough; that not more than a certain quantity of work can be put into a certain number of hours, and that a boy's head will not hold more than a certain quantity of knowledge. It is not, of course, a conclusive answer to this objection that it has been urged before against changes which have been made, and made successfully. Until a few years ago, there was no time for mathematics; at Eton, even now, it is deemed impossible to find time for French. Yet scholarship is none the worse, and general education is much the better, for the introduction of mathematics; Eton scholarship, in the opinion of Dr. Okes, has improved during his recollection, and the Eton scholarship of the present day can hardly claim superiority over that of some other schools, which can afford to modern languages a fair share of time. There would be reason therefore to distrust the objection, had we no other means of judging of it. But we are persuaded that by effective teaching time can be found for these things without encroaching on the hours of play; and that room may be made for them, by taking trouble, in the head of any ordinary boy. We are satisfied that of the time spent at school by nine boys out of ten much is wasted, which it is quite possible to economize. Time is economized by increasing attention; attention is sharpened and kept alive by a judicious change of work. A boy can attend without flagging to what interests him, and what he attends to he can generally retain; but without real attention there can be no progress, and without progress no intellectual discipline worth the name. The great difficulty of a public school, as every master knows, is simple idleness, which is defended by numbers and entrenched behind the system and traditions of the place, and against which, if he be active, he wages a more or less unequal war. We are not without hope that, by the changes which we are about to recommend with respect to the schools collectively and separately, this evil may be considerably abated; and we entertain no doubt, that without

Remarks.

* Thus during the two hours a week devoted in those schools to the natural sciences, it is usual, we believe, in the lowest forms to teach zoology in the winter months, and botany in the summer months, and in one form a course of mineralogy; while physics are exclusively the subjects of instruction in the highest forms.

sacrificing the diligent to the idle, or health to work, two or three hours a week may be advantageously spared for natural science, as two or three have been spared for mathematics, and two or three for French.

The extent to which the several subjects should be pursued may well vary in different schools according to their traditional practice, the advantages which they respectively possess, the class from which their scholars are chiefly drawn, or the objects at which they especially aim; and may vary in each school with the bent or future destination of individual boys. Natural science in some schools, modern languages in others, may be taught in every form up to the highest, in others only in certain selected forms. One school may teach only one modern language, another two. One boy again may, by natural capacity and by the use of such facilities as the school affords him, advance far into a study of which another only passes the threshold. In these respects we desire to see ample liberty freely used. But this liberty has its natural limits; and we think it clear that in every school without exception the scheme of study should be so arranged that every boy who passes through it should be taught, and taught effectively, every branch of the regular course of study.

9. *Observations.—Time and relative Value to be assigned to different Branches of School Course.—Their share in Promotion, Prizes, &c.*

Time and Weight to be given to various Studies respectively.

We have spoken hitherto of the course and subjects of study. The recommendations which we shall make concerning the manner of teaching these subjects, and the arrangement of the school for instruction in them respectively, must necessarily stand upon somewhat different ground, and must be themselves of unequal force. Some of them are, in our opinion, of essential importance—all advisable in a greater or less degree.

Time. Suggested Scale.

1. It is essential that every part of the regular course of study should have assigned to it a due proportion of the whole time given to study,—a proportion to be measured by its requirements, and by its relative importance.

The following scheme for the distribution of the school or class lessons in a week, is suggested as furnishing a comparative scale:—

I. Classics, with History and Divinity	11
II. Arithmetic and Mathematics	3
III. French or German	2
IV. Natural Science	2
V. Music or Drawing	2
	20

It is here assumed that the school lessons take about an hour each, and that they will be such as to demand for preparation in the case of classics 10 additional hours, and in those of modern languages and natural science respectively at least two additional hours, in the course of the week; and that composition will demand about five hours.*

2. It is essential that every branch of the regular course of study should be promoted by the stimulus of reward and punishment, and that this stimulus should, as far as possible, be real and effective.

We do not, of course, mean that all rewards should be open equally to all branches of study. This point requires a little explanation. The ordinary forms of reward are—

Promotion within each form (or, as it is commonly called, taking places) and from one form to another;

Prizes and exhibitions or scholarships, to be held either at school or after leaving school.

With respect to promotion it is further to be observed that as a general rule the classical forms and those alone are considered to mark each boy's rank or *status* in the school, whilst the form or class in which he is placed in any subject other than classics denotes merely the progress he has made in that subject. Not only is this the case, but the arrangement of the school for mathematics and for modern languages, where these form a part of the course, is, as we have already observed, generally made subordinate to the arrangement of it for classics. The boys in two or three consecutive classical forms or subdivisions of classical forms are released at the same time from their classical work and sent together to the school of mathematics or French, where they are re-arranged according to their proficiency. It follows that a boy cannot advance in one study much faster than he does in another; and whatever his aptitude for or acquirements in French or mathematics, he can never far outstrip in these studies those with whom he is on an equality in classics

Independent Classification

a. We have been unable to satisfy ourselves that this mode of arranging the school for non-classical lessons is demanded by necessity or convenience, and it evidently

* In this scale and the scale of marks which follows, it is assumed that all the branches of the course are being pursued together. Some variation would be necessary in applying the scales to parts of a school in which this was not done, or to such cases as are indicated in the next section.

places a check upon rapid and sustained progress in these subjects. We are, therefore, of opinion that, for instruction in every subject other than classics, the school should be re-distributed into a series of forms wholly independent of the classical forms, and that boys should be promoted from form to form according to their proficiency in that subject, irrespectively of their progress in any other subject. IN EACH BRANCH.

b. We think it essential that every non-classical subject (except music and drawing), in every part of the school in which it is compulsory, should affect the promotion from one classical form to another, and the place given to each boy in such promotion, as indeed in certain instances is already the case with respect to mathematics and some other subjects. Thus if natural science is compulsory on all boys in the fourth and fifth (classical) forms of a school, each boy's proficiency in natural science should contribute, according to a certain scale of marks, to the rise from the fourth form to the fifth, and from the fifth to the form next above it, and should also help to determine the place assigned him, on each promotion, in his new form. PROMOTION IN SCHOOL. SUGGESTED SCALE.

A scale of marks for this purpose should be settled by the Governing Body, or by the Head Master with the approbation of the Governing Body, and amended if necessary from time to time.

It is essential that the scale should be such as to give substantial weight and encouragement to the non-classical studies.

The following approximation to a scale is suggested as indicating the relative weight, which in our opinion may fairly be assigned to the various subjects.*

Classics, with History and Divinity, not less than $\frac{4}{8}$ nor more than $\frac{5}{8}$.
Mathematics, not less than $\frac{1}{8}$ nor more than $\frac{2}{8}$.
Modern Languages „ $\frac{1}{8}$ „ „ $\frac{2}{8}$.
Natural Science „ $\frac{1}{8}$ „ „ $\frac{2}{8}$.
The three non-classical subjects combined, $\frac{4}{8}$.

c. It is highly important that these three non-classical studies should be further encouraged by prizes appropriated to them respectively; and also, where the school possesses exhibitions and this is practicable, by giving them a share of such exhibitions. We should be glad to see prizes and distinctions conferred periodically, first, for eminently rapid and well-sustained progress in the several schools of mathematics, modern languages, and natural science respectively; and, secondly, for the greatest proficiency in each subject in proportion to age. We think it also desirable that the school lists issued periodically should contain the names of all boys separately arranged in the order of their merit and place in the classical school, and also, once at least in the year, separately arranged in the order of merit and place in the several schools of mathematics, modern languages, and natural science respectively. Special prizes should be given for proficiency in music and drawing, but these studies should not be taken into account in determining the places of the boys in the school. PRIZES, SCHOOL LISTS, &c.

In recommending that classics should continue to hold a principal place in the course of study, we have not been blind to the tendency which a principal study has to encroach upon and unduly depress those associated with it, to monopolise the energies of the masters and draw to itself the whole respect and attention of the boys. This tendency is probably inevitable, but it should be counteracted, if the other studies are to be pursued seriously and usefully, by such means as are not incompatible with the freedom and general progress of the school, and particularly by giving to the studies themselves their fair shares in the common stimulants to industry, and securing a becoming position to their respective teachers. TENDENCY OF A PRINCIPAL STUDY TO ENCROACH.

10. *Deviations from the regular Course of Study.—Experiment of a separate Modern Department.*

We have assumed in the foregoing observations that each school will have, as each now has, its course of study, through which those who enter the school are expected to pass. Our attention has, however, been directed to another question, which deserves to be carefully considered, namely, to the desirableness of introducing into the public schools, side by side with their classical organization, a distinct department for the prosecution of what are sometimes called modern, and sometimes practical studies, into which boys should be allowed to pass, either immediately upon their admission to the school or after having made a certain amount of progress in it, and in which they should be instructed principally in modern languages, mathematics, natural science, history, geography, and other branches of an English education, classical teaching being made of subordinate and not of primary importance. DEVIATIONS FROM COURSE. QUESTION OF A MODERN DEPARTMENT. See on this subject Answers of Dr. Temple (Rugby), III. 44; of Mr. C. Evans (Rugby), III. 43; and of

It is frequently said that there are boys who have no natural aptitude for classical studies, and upon whom classical teaching is consequently thrown away, but who would

* See the preceding note.

Dr. Kennedy (Shrewsbury), III. 43 ; Evidence of Mr. C. Evans, Rugby Evidence, 1229–1309 ; of Mr. E. Coleridge, Eton Evidence, 3765 ; Mr. Butler, Harrow Evidence, 550–568 ; Dr. Moberly, Winchester Evidence, 659–673.

take interest in and profit by a thoroughly good system of practical education ; that there are others whose destinations in life render it of importance that they should receive special instruction in subjects which cannot be adequately taught as mere adjuncts to a classical course ; and that it is hard that such boys should be condemned either to waste their time on uncongenial and unsuitable pursuits, or to forego altogether the benefits of a public school career. It would not be difficult to find arguments in favour of making special provision for these two classes of boys. We are not, indeed, disposed to attach great weight to the argument from inaptitude ; for, though the capacities of boys for classical study must vary, as they do for other kinds of study, we believe that under a judicious system of teaching, administered by a sufficient number of competent masters, with a due regard to the individual characters of their pupils, almost any boy may attain such an amount of proficiency in the classics as cannot fail to be of material advantage to him. We believe that the large proportion of failures, which we cannot but recognize, is mainly to be attributed to the system under which idle and inferior boys are allowed to do their work in a slovenly and inefficient manner, or even to shelter themselves from the necessity of working at all. But we have no doubt that there are many boys who could not by any process of teaching be made superior scholars, and upon whom the high polish of which others are susceptible would be entirely thrown away ; nor can we doubt that there are on the other hand many who have peculiar capabilities for scientific studies, to whom it would be of the greatest advantage to receive a higher amount of scientific instruction than would be desirable for the generality of their school-fellows, and we think it may fairly be urged that it would be of advantage for such boys as these to be allowed to drop some portion of their classical, in order to devote more time to other, work. So, too, with regard to those boys who are said to require special preparation for their future career in life ; while we strongly deprecate the idea of reducing the education of our public schools to a standard based merely upon calculations of direct and immediate utility, and should regard it as a great misfortune if those who direct them were to aim at the mere imparting of practical knowledge, or the training of their pupils for competitive examinations, we cannot close our eyes to the fact that parents who find their sons left in total ignorance of matters which will be important to them in after life, or who perceive that they are unable to compete successfully for the professional and other prizes which are open to their contemporaries, are tempted to take the solution of the question between classical and practical education into their own hands, by removing their sons at an early age from the public school and placing them under the far less satisfactory care of a private tutor ; and we think that the cause of liberal education is in this way likely to suffer if some attempt is not made to meet the case of that large class of boys who are destined not for the Universities, but for early professional life.

French System.

In France and in Germany provision is made for giving such boys as these an entirely distinct education. In France the pupils in the *lycées* are divided into three classes ; they all pass through the elementary and the grammar divisions, but when they reach the highest or superior division they have to elect between the *section littéraire* and the *section scientifique*, it being necessary for those who seek a degree in letters or law to attach themselves to the former, and for those who seek one in science or medicine to join the latter. Boys destined for commerce or industrial professions also usually enter themselves in the *section scientifique*. This divergence in the course of education is known by the term *bifurcation*. The period of separate instruction in these two sections lasts for three years, during which, however, a certain amount of inter-communication takes place between them, the pupils of the *section littéraire* attending lectures on geometry, physics, chemistry, and natural history, and those of the *section scientifique* attending lectures on French, Latin, history, and geography. In the fourth year they all unite in the study of logic and of the application of the laws of thought and reasoning.*

* From a Circular issued on this subject by M. Duruy, Minister of Public Instruction, on the 2d October 1863, it appears that in 64 out of the 74 *Lycées*, and in almost all the *colléges communaux*, there is a special course of *enseignement professionel* established under different designations ; that about one-sixth of the scholars have taken advantage of it, and that the number increases. "C'est une marée montante," the inspectors say, "à laquelle il faut ouvrir un large lit." The results nevertheless have not been satisfactory. "Mais il ne "faut pas reculer," observes M. Duruy, "devant un aveu nécessaire. Par la timidité des essais, par l'incertitude "des idées sur les besoins à satisfaire et les meilleurs moyens d'y pourvoir, surtout, en ce qui nous concerne, "par le manque d'une dotation spéciale, cet enseignement ne donnait, à bien peu d'exceptions près, que des "resultats stériles." He proposes however not to abandon the system, but to maintain and develope it. "Le "système que je propose est bien simple. Sur la base élargie et consolidée de l'enseignement primaire s'élèveront "parallèlement les deux enseignemens secondaires : l'un classique, pour les carrières dites libérales ; l'autre "professionel pour les carrières de l'industrie, du commerce et de l'agriculture." "Notre France," he adds, "a "été si profondément pénétrée de l'esprit latin qu'il y existe un préjugé contre l'enseignement pratique. Ce "préjugé ne pousse pas à mieux faire des études classiques, mais il empêche de bien faire des études usuelles.

In Germany, as is more fully shown by the account of the Prussian schools in the Appendix G. to this Report, the business of preparing boys for the universities is left to the *Gymnasien*, and that of educating them for other careers is assigned to the *Real-schulen*, which are wholly distinct and separate establishments. The French principle, therefore, of keeping the pupils together while they are pursuing different lines of study is in theory reversed in Prussia. It appears, however, that the system of bifurcation is to some extent admitted into a few of the *Gymnasien*, by the introduction at a certain point in the school of parallel forms or classes in which the instruction is the same as in the corresponding forms of a *Real-schule*; and it is stated that the *Gymnasien* are by many preferred to the *Real-schulen* even for boys destined for commercial and industrial pursuits. German System. *See* Appendix G.

In England several attempts have of late years been made to engraft a modern department upon a classical school, and to conduct it upon distinct principles. The communications which we have received from the Head Masters of Marlborough, Cheltenham, and Wellington Colleges and of the City of London School will be found to throw much light upon these experiments. Experimental Systems in England. *See* Appendix P.

Cheltenham College consists, in fact, of two schools, into which boys enter separately, one of them a very efficient and successful classical school of the ordinary type, the other a school in which the boys learn comparatively little Latin and no Greek, but natural science is taught, and greater stress is laid on modern languages. The number of boys in the Modern Department is 276; it nearly equals, indeed, the number in the classical, and the number of class-masters appropriated to it is considerable. Cheltenham College.

Marlborough has likewise its Modern Department, into which, however, boys do not enter till they have reached a certain point in the school, (the sixth out of thirteen divisions in which it is arranged,) and which in 1862 contained 62 boys, or somewhat more than one-seventh of the school, taught by three masters. Marlborough College.

At Wellington College, in every form from about the middle of the school to the top, there are a certain number of boys who do less classics and more of modern work than the rest of the form, and these are grouped in separate divisions, which are called mathematical divisions. This resembles the German system, described above. Among the boys who avail themselves of the opportunity thus offered, few, except those who are backward or are to leave the school young, do so at the earliest point; the "cleverer moderns," we are told, continue their Greek with a view to make it available in examinations, and do not deviate into a mathematical division till they have reached the upper forms. The whole number in the mathematical divisions in 1862 was 23, or little more than 10 per cent. of the school. Wellington College.

The City of London School is a great day-school in the heart of London, having little connexion with the Universities, and educating, apparently with great success, a very large proportion of boys who are not intended for Oxford or Cambridge. At the same time the classical and mathematical education given there is so good that of those who do go to the Universities nearly all distinguish themselves; and in one year (1861) the four chief honours at Cambridge were gained by young men educated at this school. It is therefore somewhat remarkable that, although an opportunity is afforded to the boys of branching off at a certain stage in their career into a class where they are not required to learn Greek, very few are found to avail themselves of it. Parents who must be supposed to have at least as strong reasons for desiring a good practical education for their sons as the parents of young Etonians or Harrovians can have, are content that they should follow a course of instruction in classics which on more than one occasion has been found sufficient to produce a senior classic and a Chancellor's medallist at Cambridge. City of London School.

The school at King's College, London, containing more than 400 boys, appears to be organized upon the same principle as Cheltenham College, except that the link of connexion between the two divisions is slighter. Archdeacon Browne states that at this school the classical and modern departments, in point of numbers, nearly balance each other. King's College School.

The various arrangements which have been briefly described above have in view two main objects. One of them, says Mr. Bradley, is to prepare boys for definite examina- Objects of these Systems.

"Nous devons le combattre en mettant les deux enseignemens sur le même pied, en faisant vivre sous la même "discipline, dans une égale communauté de goûts et de sentimens, des enfans d'origine et de destination "différentes." He proposes that both branches shall be combined as at present, in the same buildings, under the same management and the same professors assisted by special masters; that the professional course shall occupy four years, from the age of 12 to that of 16; and that it shall comprise the following subjects,—religious instruction; the French language and literature; foreign languages; history and geography; elements of ethics, public and private; legislation as bearing on agriculture, trade, and manufactures; industrial and rural economy; accounts; book-keeping; applied mathematics; physics; chemistry and natural history, with their applications to agriculture and manufactures; linear, decorative, and imitative drawing; gymnastics and singing. It will be observed that this system of bifurcation is adapted wholly to differences, not of bent and capacity, but of destination, and that it is not intended to be applied to boys intended for "*les carrières dites "libérales.*"

1. To prepare for special Destinations.

tions, in which they would not succeed if they competed direct from the classical school. The chief of these are the examinations for Woolwich and Sandhurst, which "mainly "guide," as we learn from Mr. Barry, the reading of the higher classes in the Modern Department at Cheltenham, "and are to this department what the university course is "to a high classical school." With regard to this first object, Mr. Bradley says, "there "can be no doubt as to the result. Six candidates from our Modern School have com- "peted at Woolwich in the present year. All but one were successful at their first "attempt, and scarcely one of them could have succeeded had he remained in the "Classical Department." But at the same time he adds that "a good classical scholar "would prefer to compete at Woolwich or elsewhere direct from the sixth form, joining, "as in such cases he is permitted to do, the Modern School in certain lessons only;" and Mr. Barry is sure that at present "boys could be sent in for Woolwich with almost "equal advantage from either department of the college." It appears, therefore, that at Marlborough and Cheltenham—both of them, it may be observed, schools eminently successful at the universities—a Modern Department is not wanted to enable a boy who is a good classical scholar to succeed in the Woolwich examination as it is now conducted. What it does is to enable boys who are not good classical scholars to succeed in that examination by obtaining high marks in other subjects. This is doubtless a useful object, but its utility is limited, because, as we have already observed, there are few boys of ordinary abilities who cannot by taking pains become fair scholars. What is true of the Woolwich examination is true in a still greater degree of others which are less hard and less special in their character. The main object, we presume, of all competitive examinations is to ascertain which of the candidates is the ablest and most industrious, and has profited most by the education he has received; and those who conduct them are no doubt alive to the importance of so arranging their details as to give the boys who have had the best general education the advantage over those who have been specially prepared in particular subjects with a view to obtain a large number of marks. The main studies of the public schools being classical, it is obvious that, unless a due amount of weight is given to the classics in the Woolwich examinations, boys from those schools will not stand a fair chance in the competition. On the other hand, as it is of importance that the examinations should comprise other subjects besides classics, it is also obvious that unless the public schools provide a due amount of instruction in those other subjects, the candidates whom they send up must compete at a disadvantage. It is certain that there has hitherto been a want of adjustment between the Woolwich standard and the teaching of the public schools. The fault, we think, lies chiefly, though not wholly, in the deficiencies in the course of education pursued at the latter; and we are convinced that when those deficiencies have been supplied the difficulty which is now complained of will speedily disappear. But it is also to be observed, with respect to the Woolwich examinations themselves, that the scale of marks has lately (as we have already stated) undergone an alteration, which diminishes the amount of mathematical attainment required, and allows greater weight to classical scholarship. It appears probable that the Modern Departments at Cheltenham and Marlborough would not have been what they are had the old Woolwich standard, which is stated to have influenced them so strongly, been the same as the present; and probable also that they will hereafter feel the effects of the change which has been made in it.

Competitive Examinations, Woolwich, &c.

2. To give a good Education not based on Classics.

The other object which Mr. Bradley assigns to the Modern School at Marlborough is, "to attempt to solve in some degree the question often asked, How far is it possible to "give a really good public school education on any other basis than that of instruction "in the dead languages?". To this question he replies that the experiment has not yet been fairly tried, that he "deliberately prefers as the best education, where obtainable," a system of mixed classical and modern study; that he believes, however, that a thoroughly sound education may be given upon the basis of modern studies and mathematics, excluding classics; but that the practical difficulties which lie in the way of such a system are at present exceedingly great. On the whole, however, he is convinced that the general result is "most valuable," and he "would deeply deplore the abandonment of the "experiment from any cause." Mr. Barry takes a somewhat similar view:—"So far as "can be judged from the nature of the system, and from the character of the boys who "have passed through it, I think it may be said that the experiment has been fairly tried, "with such a measure of success as to justify much confidence in its value;" and he thinks that "the existence of the Modern Department at Cheltenham gives far greater "perfection to the system of education, and far better scope for the various ability and "knowledge of our boys than could be possible if only the classical system prevailed. "I feel sure that it gives a true education, and not mere instruction in various subjects." But he admits that he has not "the same full confidence in the effect of the system as in the "older classical system, modified as it is here by a strong and sufficient admixture of

"mathematics, and of English study;" and he seems to feel, like Mr. Bradley, the practical difficulties which beset the question.

For a full account of these difficulties we must refer to the statements of Mr. Bradley and Mr. Barry, and to those of the able masters who have charge of the Modern Departments in their respective schools. To the chief of these we have already adverted in a former part of this Report. It is difficult to find men thoroughly competent to teach modern languages as they ought to be taught, if they are to be substituted for Greek and Latin as the basis of literary study. There are not the well annotated books, the carefully arranged grammars, the accepted curriculum of authors, which classical study has to offer to those who pursue it; and from the number of different lines along which it is thought necessary to conduct the students, there are difficulties, the magnitude of which is in an inverse ratio to the number of boys, in organizing classes, and in apportioning and duly limiting the hours of work. These are difficulties which, to some extent, are likely to be overcome by time, but it is evident that they are by no means effectually overcome at present. There is also some obvious difficulty in administering a Modern Department without breaking up the unity of the school. Mr. Bradley states that this is not felt at Marlborough as regards the relations of the boys either towards the Head Master or towards each other. The Modern School at Marlborough is, as we have seen, small compared to the classical school, and the boys at the head of the former are, as a rule, considerably younger than those at the top of the latter. At Cheltenham, on the other hand, where the Modern Department is very large, Mr. Barry thinks the danger by no means imaginary, and likely to become more visible if anything like prefectorial authority were to be introduced into the school. He conceives, however, that by precautions which he specifies it might be largely, if not wholly, obviated.

DIFFICULTIES EXPERIENCED. Sec. 4, *suprà*.

Upon this evidence, and upon the best consideration which we are able to give to the subject, we are not prepared to advise the establishment at the older public schools of a system resembling either of those which exist at Marlborough and Cheltenham. The grounds on which alone so great a change could be recommended are not, in our opinion, solidly established by experience, and the risks and difficulties of the experiment, which are felt in schools newly established with a view to the prosecution of modern studies, would be felt much more if the attempt were made to engraft modern departments on the old classical schools. It is difficult enough to manage those schools upon a single basis, and the difficulty would be greatly increased by placing them on a double one. They are, and we think they ought to be, essentially classical schools, and we do not think it advisable that they should propose to their scholars two alternative courses of study, to each of which equal honours must be paid, the one a course in which Greek and Latin should hold the principal place, the other a course in which little account should be made of Latin, and from which Greek should be excluded altogether. It may be very desirable, and we think it is, that the experiment should be tried; it may be desirable that schools organized upon this principle should exist, but we do not recommend the introduction of it at those which form the subject of this Inquiry.

CONCLUSION. MODERN DEPARTMENT NOT RECOMMENDED.

See Dr. Temple's Answers, III. 44, *sub fine*.

We are of opinion, at the same time, that the general course of study in all these schools should not only be broader than it now is, but should also be more elastic. We have recommended that it should be extended by the addition of some new subjects; we think also that provision may safely be made, and ought to be made, for the discontinuance in certain cases of certain portions of study, in order to enable boys who have special reasons for doing so to pursue other portions further than the usual course allows. The amount of original composition, or the number of repetition lessons, may thus sometimes be reduced in order to give a promising mathematician, or a boy who shows a strong turn for natural science, time for extra reading in these subjects, or to enable a candidate for Woolwich to carry his preparation in modern languages or mathematics further than he would otherwise have time for; and conversely a boy may sometimes be allowed to give up a portion of his modern studies when preparing himself for some severe classical examination, or to drop one modern study in order to devote himself more fully to another.

DEVIATIONS FROM SCHOOL COURSE TO BE ALLOWED IN CERTAIN CASES.

This is already done, to a certain extent, in some of the schools. Thus Dr. Kennedy says that at Shrewsbury, if a boy has decided powers and taste for mathematics with industry and conduct, and has no such taste for classics, he is frequently excused from verse composition in order that he may do mathematical exercises instead, and that boys who are to be engineers or surveyors have been sometimes excused from a portion of their work in order that they may attend the School of Design. Exemptions of a similar kind have been granted at Rugby, Winchester, and elsewhere.

Dr. Kennedy's Answers, III. 18.

We shall recommend the Governing Bodies of the several schools to direct their attention to this point, and to frame regulations for securing a proper amount of latitude and at the same time guarding against abuse. They should of course take care so to regulate the proportion between the work to be abandoned and the work to be substituted for it as

PRECAUTIONS AGAINST ABUSE.

to obviate the risk of idle boys seeking permission to discontinue difficult lessons and to take up easier ones. The experience obtained at Cheltenham and Marlborough shows that it is perfectly easy to defeat any such attempt at evasion. No discontinuance should be permitted until the boy has reached such a position in the school as to render it certain that he has had full and fair opportunity for testing his powers in all the branches of study comprised in the course. It should not be allowed unless upon the application of the boy's parents as well as his own; nor unless the Head Master, after hearing the report of the boy's tutor and of those masters who have seen the most of his work in school, is satisfied that there are good grounds for the request, and that the boy's character and abilities are such as to render it desirable that it should be granted. The work to be taken up should be fully equal in respect of the demand upon the boy's time and attention with that which is to be dropped; and it should be enforced with the same strictness and encouraged with the same care as the ordinary work of the school. Subject to these, and other precautions which experience will suggest, we believe that a system of discontinuance may be usefully introduced into the public schools, and a greater degree of elasticity given to their course of instruction. Experience will also show how far such a system may advantageously be carried, what form may be most conveniently given to it, and what changes it may require.

11. *Responsibilities of Parents.—Want of adequate Preparation among Boys admitted to the Schools.*

Deficient Preparation.

See Eton Evidence, 3636–3643 (Mr. Balston); 3736, 3737 (Mr. E. Coleridge); 5290–5294 (Mr. Warre).

See Tables B. and C. in Appendix N.

Its Effect on the Schools.

We have spoken plainly of the responsibilities of schools; we think it right to speak not less plainly of those of parents. Several of the Masters whom we have examined have dwelt in strong terms on the ill-prepared and ignorant state in which boys are very frequently sent to school; we are assured that there is no improvement perceptible in this respect, but the reverse, and the returns which have been furnished to us regarding the books read and work done in the lower forms, and the ages of the boys in them, prove that these complaints are by no means without foundation. It is clear that there are many boys whose education can hardly be said to have begun till they enter, at the age of 12 or 13, or even later, a school containing several hundreds, where there can be comparatively little of that individual teaching which a very backward boy requires. The consequence is that, as the Universities are prevented to a considerable extent from discharging their proper functions by having to teach what ought to have been taught at school, the great schools are impeded and embarrassed by the necessity of giving elementary instruction which should have been given earlier and elsewhere. In some degree this must, we fear, be ascribed to the deficiencies of preparatory schools, which too often fail to impart that thorough and accurate grounding which it should be their aim to bestow; but we do not hesitate to say that the fault rests chiefly with the parents.

Entrance Examination. Standard should be strictly adhered to. Sec. 5, *suprà*.

We have recommended that at every school there shall be an entrance examination, which shall not be merely nominal, and the standard of which shall be graduated according to the age of the candidate. We are well aware that some difficulty may be found in maintaining such a test with the strictness which we deem necessary; that plausible excuses may be constantly urged for relaxing it; and that the interests of the schools themselves, superficially regarded, may seem to militate against it. But the difficulty is one which it needs nothing but firmness to overcome; and unless it is overcome, we have little hope that any reforms which can be suggested in the organization or teaching of the schools will prove really effectual. When it is known that the test is established, and known that it will be adhered to, parents will have themselves only to blame if their sons are deprived of the advantage of a public-school education for want of qualifications which might have been secured by proper and timely care.

Home Influence.

To what has just been said another observation should be added. Of all the incitements to diligence and good conduct which act upon the mind of a school-boy, the most powerful, generally speaking, is the wish to satisfy his parents; and his view of his duty when at school will always depend very much on the light in which he feels that it is regarded at home. He knows very well the estimation, be it high or low, in which industry is held by his parents. If their real object in sending him to a public school is merely or chiefly that he should make advantageous acquaintances and gain knowledge of the world, this is likely to be no secret to him, and the home influence which ought to be the Master's most efficacious auxiliary becomes in such cases the greatest obstacle to progress.

12. *Physical Training.—Games.—School Rifle-corps.*

Games. Encouragement given to them.

The bodily training which gives health and activity to the frame is imparted at English schools, not by the gymnastic exercises which are employed for that end on the Continent,—exercises which are undoubtedly very valuable, and which we should be glad to

see introduced more widely in England—but by athletic games, which whilst they serve this purpose well, serve other purposes besides. Pursued as a recreation and voluntarily, they are pursued with all the eagerness which boyhood throws into its amusements; and they implant the habit, which does not cease with boyhood, of seeking recreation in hardy and vigorous exercise. The cricket and foot-ball fields, however, are not merely places of exercise and amusement; they help to form some of the most valuable social qualities and manly virtues, and they hold, like the class-room and the boarding-house, a distinct and important place in public-school education. Their importance is fully recognized. Ample time is given for them, and they have ample encouragement in general from the authorities of the schools. A Head Master, who has himself as a boy played in a school "eleven," is not likely to be indifferent to the game in after life; those who regret—not, perhaps, without reason—that cricket has become so elaborate an art as to need professional instruction, would be not the less sorry that the interest of their boys in it should flag; and those who are most anxious that their pupils should work diligently are desirous also that they should play heartily and with spirit. It is possible, indeed, to carry this too far, and at some schools we fear that this is the case; it is carried too far, if cricket matches are multiplied till they engross almost all the interests and much of the time of the boys during an important part of the year; it is certainly carried too far if boys are encouraged to regard play as on the same level with work, or to imagine that they can make amends for neglecting their duty by the most industrious pursuit of pleasure. There is the less excuse for this, because it is certain that the two things are by no means incompatible. It happens frequently that boys who are diligent and distinguished in school and at college earn distinction also in the cricket-field or on the river; and as it appears clear that the idlest boys are not the most successful in games, so neither, we believe, are the least hard-working schools. On the contrary, there is reason to think not only that at such schools the distinction between the player and the worker is more strongly marked than elsewhere, and that intellectual activity is less often united with a healthy interest in games, but that there is more in proportion of that vacant lounging which is sheer waste of time and a prolific source of bad habits.

IMPORTANCE ATTRIBUTED TO THEM USEFUL WITHIN DUE LIMITS.

The importance which the boys themselves attach to games is somewhat greater, perhaps, than might reasonably be desired, but within moderate limits it is highly useful. It is the best corrective of the temptation to over-study which acts upon a clever and ambitious boy, and of the temptation to saunter away time which besets an indolent one. Care should be taken, where it is necessary, to prevent the injury or oppression which may arise from this source to very young boys, or to boys of delicate health (a point to which we shall have occasion to advert again in our remarks on fagging); but we are bound to say that there appears, on the whole, to be little ground for complaint or apprehension on this account.

SWIMMING.

Swimming is taught at Eton and Westminster. It is taught also at Shrewsbury. The desire to go on the river, which no boy is allowed to do till he has shown himself able to swim, operates at these schools, especially at the two former, as a sufficient inducement with a large number of boys; and we believe that at Eton almost every boy learns to swim, even if he does not row. At Winchester indeed, where boating is not found practicable, it appears that a very large majority of the upper boys can swim; and this is probably the case at other schools having good bathing-places. It is much to be wished that every boy who goes to school should, if possible, learn to swim.

RIFLE-CORPS. Westminster Evidence, 1345.

Rifle-corps have been established at Eton, Winchester, Harrow, Rugby, and Shrewsbury. At Westminster the experiment was tried, but it fell to the ground, apparently from want of numbers. The number of members is fair, but not large; it fluctuates, but shows no tendency to rise; it appears, indeed, to be kept up chiefly by the amusement of shooting at a mark, without which it would probably have dwindled away. Both drill and shooting are practised during play-hours, and are thus brought into competition with the other games and exercises of the schools. In all these respects a school rifle-corps is like a volunteer corps at a University or elsewhere, with the difference that it does not form part of the defensive force of the country, and is only an exercise which helps directly, as other athletic sports do indirectly, to make the boys fit to enter into that force when they are men. Apart from such value as it possesses in this respect, it is also of some use in affording to boys who do not care for cricket and do not row, a healthy and social employment for their leisure—in giving them, in short, something to do.

Mr. Warre, Eton Evidence, 5374. Dr. Temple, Rugby Evidence, 1023.

We have been assured by a Master who interests himself actively in this subject, that to make drill in any manner compulsory would be fatal to such interest as the boys now take in it. "It could not exist," were the attempt made. We have no doubt that he is right. We are not prepared to recommend either that the boys should be required to give up to it any part of the time which is left at their disposal for play, or that they should be allowed to sacrifice to it any of that which ought to be appropriated to their lessons.

We can only express our opinion that it should be regarded as entitled to higher consideration than a mere pastime, and that the school authorities would do well to give it all practicable and suitable encouragement. The founder of Harrow school, a substantial yeoman of the sixteenth century, was careful to enjoin that his scholars should practise archery, and shooting for a prize with bows and arrows was kept up at Harrow till within a hundred years ago.* It would be well, perhaps, that similar means should be taken to promote address in the use of what may now be considered the national weapon.

13. *Discipline.—Monitorial System.—Fagging.—Moral Training in general.*

Monitorial System.

In all the public schools, excepting of course those which are virtually day schools, discipline and order are maintained partly by the Masters, partly by the boys themselves. The power exerted for this purpose by boys over their schoolfellows is, generally speaking, a power recognized by the Masters, and regulated and controlled by custom and opinion. The limits thus set to it, and the manner of exercising it, vary much at different schools, but the principle is the same. The grounds on which the monitorial system, as it is commonly called, is rested, appear to be these. Small breaches of discipline and acts of petty oppression cannot be effectually restrained by the unaided efforts of the Masters without constant and minute interference and a supervision amounting to espionage, and the boys submit in these matters more cheerfully to a government administered by themselves; in every large school some boys will always possess authority over the rest, and it is desirable that this authority should not be that of mere physical strength, which is tyranny, nor that of mere personal influence, which may be of an inferior kind, but should belong to boys fitted by age, character, and position to take the highest place in the school, that it should be attended by an acknowledged responsibility, and controlled by established rules. On grounds such as these, and also no doubt in some degree from the force of tradition and habit, the system, where it exists, is in general much cherished and highly valued by both Masters and boys, and some witnesses of great judgment and experience do not hesitate to say that they believe it indispensable to the efficient management of a large school.

Grounds on which it rests. Its Advantages.

See especially Harrow Evidence, 915 (Mr. Harris).

This system appears to have taken root very early in English schools. Outlines of it are found in the Statutes framed for Winchester, the oldest of them, by William of Wykeham, and the traditional forms which are attached to it at that school would alone be enough to denote the antiquity of the practice. That it was in active operation at both Winchester and Eton in the sixteenth century is clear from Christopher Johnson's poem "*De Collegio*," and from the "*Consuetudinarium Vetus Scholæ Etonensis*," to both of which we have referred in a former part of this Report. At Harrow and Rugby it seems to have been strengthened rather than impaired by time; at Eton, on the contrary, though it nominally survives, it has in practice almost ceased to exist except among the "collegers," who, not unnaturally, are disposed to cling to their ancient usages. And the opinion that it is unnecessary and undesirable is as strong at Eton as the opposite opinion is at Harrow, Rugby, and Winchester. It should be added, however, that although at Eton no definite authority appears to be wielded by any particular class, the Masters rely much, especially for the management of their houses, on the general influence possessed by the upper and more influential boys.

Its Antiquity.

Difference of Opinion respecting it.

Objections and Risks to which it is subject.

It is evident that any system of this kind is exposed to some risks and open to some objections. There are objections to any delegation, express or tacit, to school-boys of authority to inflict punishment on their schoolfellows. There is a risk lest it should be abused from defect of temper or judgment; lest it should make those entrusted with it imperious and tyrannical, or priggish and self-sufficient; lest boys whose character makes them ill qualified to govern others should be oppressed and discouraged by a responsibility to which they feel themselves unequal; and lest, if it should fall into unfit hands, it should become an instrument of positive evil. There is some risk also lest the Masters should, more than is safe or right, leave the discipline of the school to take care of itself, and irregularities, the correction of which forms part of their own duty, to be checked—ineffectually, perhaps, or perhaps not checked at all—by the senior boys. To guard against these dangers effectually requires, we have no doubt, much judgment on the part of the Head Master, and no little care. There is indeed, as we believe, no part of the administration of a great school which needs to be more wisely or more considerately

See on these points Observations of Mr. Johnson, Eton, in his Answers, III. 28.

* Carlisle's Endowed Schools, ii. 154. The last silver arrow, he says, was shot for in 1771. "There is no "doubt," he observes, "that archery was an exercise formerly practised at many schools. The name which "a portion of the playground at Eton College preserves, that of the *shooting fields*, clearly alludes to some "similar custom. And the term, *the Butts*, will be found applied to spots of land in the vicinity of other "schools of equal antiquity with Harrow. There is an instance of this at Warwick and at other places." Shooting with the long-bow is mentioned in the Bailiffs' Ordinances for Shrewsbury School, the date of which is 1577. The last of the Archery Acts, by which all boys were required to be taught archery, was passed in 1541, thirty years before the foundation of Harrow.

handled, since it demands supervision yet admits of little interference, and calls for the steady maintenance of general rules, which may nevertheless operate harshly and injuriously unless attention is paid to individual character. The power of punishment, when entrusted to boys, should be very carefully guarded, and it is plainly indispensable that the liberty of appeal to the Head Master should be always kept open, and that it should be thoroughly understood that boys who think themselves unjustly treated may avail themselves of that liberty without discredit and without exposing themselves to ill-usage. We are bound at the same time to express our belief that cases of abuse have been exceptional, and that by proper precautions they may be prevented from interfering seriously with the beneficial working of the system.

Abuses of it preventible, and not frequent.

The evidence which we have received from Eton shows, on the other hand, that it is quite possible, under certain conditions, to administer a very great school without any actual delegation of authority to the boys themselves, yet without disorder, bullying, or gross laxity of discipline. The offences which the monitors' power, at schools where it exists, is chiefly used to check, are for the most part vaguely defined; based in a great measure upon the public opinion and traditional sentiment of the school, it is in practice chiefly directed against acts which are condemned not by authority only, but by opinion, and by what may be called the conventional morality of school-boys. It is readily conceivable that opinion and custom may be powerful enough in themselves to put down such acts without the aid of a specific machinery for the purpose, and may be able to preserve their force and vitality without the protection which such a machinery affords. To a great extent this seems to be the case at Eton; the experience of Eton does not, however, enable us to determine how far this would be practicable at a school differently composed from Eton, or which had never had a working monitorial system, or at which the relation of tutor and pupil was not close and familiar.

Value and Utility of the Principle.

The principle of governing to a great extent through the instrumentality of the boys themselves may be separated from the various systems through which, at different times and places, it has been applied. In moulding those systems with reference to the genius and character of particular schools, experience is the safest, and, indeed, the only practicable guide; and we should not, without strong reason, recommend at any school any material change in a system which, in the opinion of Masters and boys, was found to work well. With respect to the principle itself, we do not hesitate to express our conviction that it has borne excellent fruits, and done most valuable service to education. It has largely assisted, we believe, to create and keep alive a high and sound tone of feeling and opinion, has promoted independence and manliness of character, and has rendered possible that combination of ample liberty with order and discipline which is among the best characteristics of our great English schools.

Fagging. Questions as to its Character and Effects.

Witnesses examined on it.

Closely allied to this subject is that of fagging. We have taken pains to satisfy ourselves whether fagging, as it now exists at these great schools, is productive of bodily ill-usage, or is likely to be injurious to character, or is oppressive or troublesome to the younger boys by encroaching on their hours of study or of play. We have examined on these points witnesses belonging to three classes; Masters, whose duty it is to know how the practice works, and to take care that it does not work mischievously; young men, who have had experience of it both as fags and fag-masters; and little boys from those schools which have bodies of foundationers lodged in the school buildings. At such schools, and amongst the foundation scholars, from the force of usage and tradition, fagging may reasonably be expected to exist in a more systematic shape than elsewhere, and to retain more of its old roughness and severity. The results of these inquiries, as respects each school, will, so far as appears material, be stated in the Report on that school; and we shall have occasion, in some instances, to make some specific suggestions on this subject; the general conclusion to which we have been led will be shortly stated here.

What it is.

The right to fag belongs at every school to a portion of the senior boys; the liability to be fagged attaches commonly to a portion only of the juniors. The duties of a fag are at some schools much lighter and more limited than at others; in their largest extent they embrace some special personal services to the boy to whom the fag is assigned, and some general services which he may be called on to render to the whole body of the masters, with "fielding," when required, at cricket, and compulsory attendance at some other games. Some of the services mentioned above are such as would at the present day be performed by servants had not the custom grown up of allowing them to be performed by fags. We are of opinion that servants, and not fags, should be employed for these purposes. In some instances, again, the compulsory attendance at games, which is far from being always an evil, is so enforced as to trench unduly upon the fag's opportunities for play, as where a little boy is obliged to spend much of his time in keeping goal at football, or fielding at cricket; and in this and other respects some simple regulations might properly be made for his relief. But, on the whole, and with some exceptions

Conclusion.

which will be pointed out in the separate Reports, we are satisfied that fagging, mitigated as it has been, and that considerably, by the altered habits and manners of the present day, is not degrading to the juniors, is not enforced tyrannically, and makes no exorbitant demands upon their time, and that it has no injurious effect upon the character of the seniors. The relation of master and fag is generally friendly, and to a certain though perhaps a slight extent one of patronage and protection, and it sometimes gives rise to lasting intimacies. It is an institution created by the boys themselves in the exercise of the liberty allowed to them, and is popular with them; and it is tacitly sanctioned by the Masters, who have seen the tyranny of superior strength tempered and restrained in this way by rule and custom till it has practically ceased to be a tyranny at all. Except in the particulars mentioned above, we see no reason to advise any interference with it. We recommend only that it should be watched; that fags should be relieved from services which may be more properly performed by servants; and that care should be taken that neither the time which a little boy has for lessons nor the time which he has for play should be encroached upon unduly.

Relation between Masters and Boys.

The relation between Masters and boys is closer and more friendly than it used to be. It is probably to the development of the tutorial system that the improvement which has taken place in this respect is in some measure to be ascribed. The wholesome personal influence which is within the reach of a powerful mind and kindly disposition, and which indeed any man of sense and character may possess over boys in whom he heartily interests himself and whom he accustoms to regard him as a friend without annoying them by importunity or inquisitiveness and without trying to impress his own idiosyncrasy on his pupils, is probably better understood than formerly, and is far more frequently exerted. Corporal punishment has at the same time greatly diminished; flogging, which twenty or thirty years ago was resorted to as a matter of course for the most trifling offences, is now in general used sparingly, and applied only to serious ones. More attention is paid to religious teaching, as will appear from the next Section; and more reliance is placed on the sense of duty.

Flogging.

Training of Character in general.

On the general results of public-school education as an instrument for the training of character, we can speak with much confidence. Like most English institutions—for it deserves to rank among English institutions—it is not framed upon a preconceived plan, but has grown up gradually. It is by degrees that bodies of several hundred boys have come to be congregated together in a small space, constantly associated with one another in work and in play; and it is by degrees that methods of discipline and internal government have been worked out by their Masters and by themselves, and that channels of influence have been discovered and turned to account. The organization of monitors or prefects, the system of boarding-houses, and the relation of tutor and pupil have arisen and been developed by degrees. The magnitude and the freedom of these schools make each of them, for a boy of from 12 to 18, a little world, calculated to give his character an education of the same kind as it is destined afterwards to undergo in the great world of business and society. Eton, Harrow, and Rugby are the *proscholia* in this respect of Oxford and Cambridge, as Oxford and Cambridge, with their larger but still limited freedom, are for the training of adult life. The liberty, however, which is suited for a boy is a liberty regulated by definite restraints; and his world, the chief temptations of which arise from thoughtlessness, must be a world pervaded by powerful disciplinary influences, and in which rewards as well as punishments are both prompt and certain. The principle of governing boys mainly through their own sense of what is right and honourable is undoubtedly the only true principle; but it requires much watchfulness, and a firm, temperate, and judicious administration, to keep up the tone and standard of opinion, which are very liable to fluctuate, and the decline of which speedily turns a good school into a bad one. The system, we may add, is one which is adapted for boys, and not for children, and which should not be entered upon, as a general rule, till the age of childhood is past; neither, perhaps, is it universally wholesome for boys of every temperament and character, though we believe that the cases to which it is unsuited are not very numerous. But we are satisfied, on the whole, both that it has been eminently successful, and that it has been greatly improved during the last 30 or 40 years, partly by causes of a general kind, partly by the personal influence and exertions of Dr. Arnold and other great schoolmasters. The changes which it has undergone for the better are, we believe, visible in the young men whom it has formed during that period. The great schools—which, it must be observed, train for the most part the Masters who are placed at the head of the smaller schools, and thus exercise not only a direct but a wide indirect influence over education—may certainly claim, as Mr. Hedley says, a large share of the credit due for the improved moral tone of the Universities, as to which we have strong concurrent testimony.

Improved moral Tone at Universities.

"I think there has been a great improvement in the moral training and character of the young

men who have come to the University of late years. The schools deserve much of the credit for it, though there is a great difference in schools in this respect; much of the change is due, no doubt, to the influence of public opinion." Appendix C. p. 17.

The Master of Balliol says:—

"I have the very great satisfaction of expressing my conviction that a very marked improvement has taken place in the moral training and character of the young men who have come to the University, within the period of my remembrance. In this respect I make no distinction between public schools and other modes of education: but my opportunities of observation have been more extensive in reference to pupils of public schools." *Ibid.* p. 15.

Mr. Rawlinson, of Exeter, says:—

"I think that there has been a considerable improvement in the moral training and character of our young men from public, and even from private, schools within the period over which my experience extends. The change dates from the time when Arnold's pupils began to come up to Oxford, which was just about the time when I myself entered the University. It gradually progressed for some 15 or 20 years, as school after school passed into fresh hands. I doubt, however, if there has been any improvement recently; and I think great watchfulness is needed at all the public and other large schools to prevent a deterioration in this important respect." *Ibid.* p. 14.

Mr. Mayor, of St. John's College, Cambridge, writes:—

"In many respects there has certainly been an improvement of late years, especially in men coming up from the larger schools. There is less of roughness and more manliness. The Masters see more of the boys than they used, and exert a more powerful influence over them. I do not think that three has been the same change in the case of boys coming from home or from the smaller schools." *Ibid.* p. 27.

There is, we rejoice to find, a general agreement on this point, even among witnesses who differ widely in their estimate of the intellectual education which these schools afford.

14. *Religious Teaching.—Confirmation and Holy Communion.—Sermons.—Prayers.—Religious Influences generally.*

The specific inquiries which we deemed it right to address to the authorities of every school on these points have elicited detailed information, much of it very satisfactory, which will be found in the Answers and Evidence. Religious Teaching. *See* Answers III. 23, 24.

At every school the boys are instructed in Scripture history, and those who are advanced enough in the Greek Testament. A certain quantity of time is given to religious teaching on Sundays; and, in order to relieve them from the temptation to do other work on that day, the first lesson at least on Monday morning is uniformly on a religious subject. Questions testing scriptural knowledge enter into the school examinations, and appear to have a fair amount of weight generally assigned to them. Differences of course exist. At Westminster, for example, the whole forenoon on Mondays, and at the Charterhouse and Merchant Taylors' a great part of it, is given to lessons on religious subjects. At Winchester the Head Master reads the Greek Testament with his own classes, numbering altogether nearly 80 boys, during the first lesson-hour not on Monday only but on every morning in the week. At Harrow there are special prizes given annually for Biblical knowledge. In the examination for the Newcastle Scholarship at Eton, the first of the four days is alloted exclusively to divinity, and divinity likewise holds a prominent place in the examination for the Goddard Scholarship at Winchester. Books such as *Butler's Analogy*, *Paley's Horæ Paulinæ*, and *Davison on Prophecy*, are read at some schools and not at others. This is indeed a matter in which we should expect to find greater differences than in the general routine of school-work. The judgment of one master respecting the kind and amount of religious teaching which may be profitably given may not be the same as that of another; and their modes of teaching, and the success with which they teach—success which depends in no small degree on personal character—are likely to vary considerably. We believe, however, that there is a general sense that the religious instruction of boys, though it is a matter which eminently requires to be handled with judgment and caution, should not be confined to the mere learning by heart of passages of Scripture and facts of sacred history nor to the critical study of the Greek text of the New Testament, and an anxiety that the time given to this most important subject should not be employed listlessly or mechanically. *See* also, amongst other Evidence bearing on this subject, Eton Evidence, 7298–7319, 7606–7633, 8461–8464; Winchester Evidence, 1164–1194; Westminster Evidence, 2254–2287; Charterhouse Evidence, 1617–1634; Harrow Evidence, 1708–1734; Rugby Evidence, 1654–1705; Shrewsbury Evidence, 1088–1098.

The boys appear, generally speaking, to be very carefully prepared for Confirmation, and to receive this rite with becoming seriousness. Their attendance at the Holy Communion is almost universally left, as it ought to be, to their own sense of religious duty, and we are glad to learn,—though this is a matter in which evidence must be received with caution and no great stress can safely be laid on mere numbers,—that the proportion who attend, among those who have been confirmed, is everywhere considerable. At the first opportunity offered after Confirmation it appears to be the almost invariable practice to attend. Those Masters who have the opportunity of preaching to their scholars on Confirmation, Holy Communion.

Sermons.

Sundays are thoroughly sensible of the greatness of the power and responsibility thus placed in their hands, as well as the importance of conducting the services in such a manner as to awaken attention and devotion; and many a man, we believe, has had cause to feel that some of the strongest and most lasting religious impressions he has ever known were received in a school chapel. Boys listen with attention to good sermons, preached to them by men whom they respect and whom they know to be earnestly interested in their welfare. What we have said, however, respecting religious teaching is true in a still higher degree of religious counsel and exhortation. In what manner and within what limits they may usefully be given, either privately or publicly, and with how much of special application to individual cases or to the peculiar temptations and duties of boyhood, are practical questions indeed of the most serious importance, but questions which must be left to the wisdom and experience of the preacher, master, and tutor. It is the general custom to have prayers in the boarding-houses. Lastly, we have the satisfaction of believing not only that boys are not disturbed or ridiculed whilst saying their private prayers, but that the omission to do this is the exception,—we hope and believe a rare exception,—not the rule. On this point we subjoin one or two extracts from the evidence.

PRAYERS.

"6219. (*Lord Clarendon.*) How is that with respect to the boys in your own house, particularly as to private prayers?—In going to a boy's room at night before he is going to bed, here and there, you drop in one night on one boy saying his prayers, and another night on another boy.

"6220. You believe it is the general practice?—Yes, and the contrary is the exception."—*Evidence of Rev. W. A. Carter, Lower Master, Eton.*

A Harrow witness is asked—

"1695. (*Lord Devon.*) Take the case of a boy who is seriously disposed and wishes to say his prayers; would he be interfered with by others who had not the same feeling?—He would not be interfered with, but an idea of false shame might prevent him from saying them. I have never known a case in which a boy was interfered with or obstructed under such circumstances."—*Evidence of Mr. M. W. Ridley, Harrow.*

So at Rugby:—

"1703. (*Lord Devon.*) With regard to private prayer, has it occurred to you to observe that the system of having large dormitories or rooms in which more than two or three boys slept together would interfere with the practice of saying private prayer on the part of the smaller, more timid, or more shy boys?—I should think not: it would rather make them do it the more, because a fellow would not like to be noticed not to say his prayers.

See also Dr. Temple, Evidence, 440.

"1704. The head of the room would require silence for a certain time?—He always did in our house.

"1705. Even supposing such a room as 14 boys?—Yes; in fact more so, because it would be the more required."—*Evidence of Mr. H. Lee Warner, Rugby.*

At Winchester, Mr. Fearon says, in answer to the question, "Did boys say their prayers?"

Winchester Evidence, 1153.

"That was always done. Prayers were always said at nine o'clock in the evening, and the prefects took it in turn every week to be responsible. It was called 'being in course,' and the prefect in course made every boy kneel down, and kept silence for five minutes or so. Every boy was required to kneel down. Of course you could not make a boy kneel down longer than he liked."—*Evidence of Mr. Fearon, Winchester.*

It can hardly be necessary for us to add the observation that, as regards religious influences and teaching, whilst the school has a distinct share of responsibility, a still larger share must always rest with the parents. It is at home even more than at school (because at home it may be done earlier and more effectually than at school) that religious motives and feelings should be implanted and a knowledge of the truths of religion acquired.

15. *Financial Condition of the Schools.—Fees and Charges.—Masters' Emoluments.*

SCHOOL FINANCE.

The endowments, funds, and revenues of the schools form part of the range of subjects into which we were directed to inquire. We have found it necessary to embrace in our inquiry their whole financial condition, for the financial condition of a school is intimately connected with its efficiency. Where a want of improved buildings or of an increased staff of teachers has been felt or suggested, the answer has been want of money, as, to suggestions of an enlarged range of teaching, it has been the want of time. We cannot but think that at most of the schools both money and time might be better economized than they now are, and turned to better account. Having arrived at this conclusion, we have included, of course, among our published evidence the materials on which it is founded, and in the absence of which it would be impossible to form an opinion whether some of our recommendations are practicable, and whether others are just.

See on this point Correspondence with the Warden of Winchester, Appendix I. pp. 73, 74.

The expenses of these schools consist chiefly in the maintenance, repair, and enlarge-

ment of the necessary buildings and accommodations, the sustenance of foundation-scholars, and the support of the staff of teachers; and they are defrayed principally from two sources—from payments made out of the foundation revenues, and from the charges for board and instruction, or, in the case of home boarders, for instruction alone. We have therefore had to inquire, in each case, whether the payments from the foundation are as much as they ought to be, having regard to the amount of the foundation funds, to the founder's expressed intentions, and to the proportion borne by the foundation boys to the rest of the school. We have also had to inquire whether the aggregate amount raised at each school from these various sources is distributed equitably, and applied in the way most conducive to the interests of the school. And although it is no part of our duty to attempt to fix a maximum charge for school education, or to limit the profit which may be made by those who supply it, considered as an article of sale, we may properly consider the principles by which the Governing Bodies of the different schools should be guided in dealing with this subject, and what advantages parents may reasonably expect to receive in return for what they pay.

Points inquired into.

It is but just to these great schools to say that there is not one of them, we believe, which would consciously submit to lower itself to the level of a mere commercial speculation. The principle which they appear to recognize as the measure of the charges which they make is that of raising, not as much money as parents can be induced to pay, but as much as will maintain an adequate staff of highly qualified teachers, beside defraying other expenses. This principle has not perhaps been consistently observed in practice by the more prosperous schools, whilst the less prosperous ones, and those which draw their scholars chiefly from the less wealthy classes, have deemed themselves obliged to lower their standard in some degree in order to maintain their numbers; but it seems everywhere to be assumed as the true principle, and we trust that it will be steadily kept in view. A school which opens its doors only to the sons of rich men, is pretty sure to be a bad one, even for rich men's sons, and to lose, by the loss of industry and steadiness and of the beneficial effects of the admixture of classes, and by the encouragement given to luxurious habits, much more than it gains by its staff of highly-paid teachers; whilst one which reduces its charges below what is necessary for efficiency must forfeit its character in a different way. We may, however, point to the experience of Marlborough College, where more than 400 boys and 20 Masters are lodged within the same walls, as showing that by judicious organization and management, the essential features of a public school may be preserved, and its essential advantages obtained, at a comparatively small cost.

Principle on which Charges should be framed.

Appendix P.

Of the questions above enumerated the first is important chiefly in the cases of schools attached to collegiate foundations; and in each of these cases we shall have occasion to consider it particularly. At these schools the sums contributed by the foundation towards the educational staff are usually either old statutory or customary stipends, or increased payments arbitrarily fixed, which have been substituted for such stipends; and the want of any definite principle on this and other points where the claims of the school may come into competition with the interests of the governing members of the foundation has been made more prejudicial by the long-established custom of granting beneficial leases and dividing the fines as private property. But the amount derived from the foundation is everywhere small compared with what is received from the parents of non-foundationers. With respect to this source of income, it will be found that the charges for board are sometimes separate from, but (where a Master is the recipient) commonly blended with, those for instruction; that the charge for instruction has been added to as fresh subjects or modes of teaching have been added to the school course, and is often broken into separate sums, to which different teachers are entitled; that the total receipts of a Master who has a boarding-house are generally adequate, and often very ample, while those of a master who has not a boarding-house are often not sufficient for his fair remuneration; that vested rights have occasionally grown up in emoluments attached to particular Masterships, whilst the increased numbers of the school, or a change in the Master's status, has displaced the basis on which those emoluments were originally assigned; that the gross receipts of the Head Masters have from increase of numbers become in some cases extremely large, whilst they have become burdened with miscellaneous deductions and charges, more or less discretionary, and ill-defined; lastly, that the Head Master's net income does not always bear a just proportion to either the numbers or the wealth of the school.*

Facts ascertained.

The recommendations which we shall make under this head (one of which has been indicated in an earlier part of this Report) will, if adopted, slightly alter the relation

Charges and Emoluments

* The distribution at Rugby, which is stated to have been the result of a general discussion and agreement among the Masters, may be referred to as an instance of a scheme evidently framed with careful regard to economy and equity, though we shall have occasion to suggest some changes in it.

SHOULD BE REGULATED BY GOVERNING BODY.

which at some great schools the Head Master now holds towards his subordinates, as well as the command he has practically possessed over the funds of the school. It has been customary for the Head Master, as the number of his non-foundation scholars increased, to engage such assistants as he required, and to make his own terms with them,—in other words, to fix the amount of their emoluments, usually consisting in part of sums paid directly out of his own pocket, in part of such shares as he might assign to them of the tuition fees, and in part of the profits of boarding-houses which they had his permission to open,—whilst he reserved to himself, in the form of capitation payments or otherwise, such proportion of the school charges as he thought fit. We are far from intending to cast any censure upon the manner in which these arrangements have hitherto been made; nor are we insensible of the importance of making the position of Head Master of a great school one of considerable emolument, as well as of high distinction. But whilst we think it generally expedient, as we have already said, that the Head Master should possess the power of appointing and dismissing his subordinates, we do not think it expedient that he should have the power and responsibility of fixing their emoluments and his own, subject to no other check than such as arises from the necessity of paying such a price as will purchase in the market the services of qualified men. This power and responsibility should, in our opinion, as we have already intimated in speaking of the government of the schools, belong in every case to the Governing Body.

CHARGES AND EMOLUMENTS SHOULD BE REVISED. PRINCIPLES OF REVISION.

We are of opinion also that the charges made to parents and the emoluments of the Masters should be revised with a view to put both on a more simple and equitable footing. The actual revision must, of course, be left to the Governing Bodies, but we shall suggest in some cases such schemes as may appear to us reasonable, and we have in all cases entered so far into the question as to satisfy ourselves that the changes we propose are practicable. The charge for instruction should, we think, be treated as distinct from the charges for boarding and for domestic superintendence. It should cover instruction in every subject which forms part of the regular course of study, and tutorial instruction, where all the boys receive it alike, as well as instruction in school. This charge should be uniform for all boys who are not on the foundation. For the instruction of every boy on the foundation a sum should be paid out of the revenues of the foundation when they admit of it, and this payment should supersede all statutory or customary stipends and other emoluments now received by any of the Masters from that source. The aggregate amount of the charges and payments for instruction should be considered as forming a fund which should be at the disposal of the Governing Body, and out of which stipends should be assigned to the Head Master and other masters, according to a scheme to be framed by the Governing Body. These stipends might be fixed, or fluctuating with the numbers of the school, or with the number of each tutor's pupils, as to the Governing Body might seem best in each case; and, in fixing them, the profits to be derived from boarding should be taken into account in the case of Masters having boarding-houses. A moderate payment or tax might also be imposed on Masters having boarding-houses, should this appear just and expedient to the Governing Body. Permission to keep a boarding-house should in future be given to Masters only. Leaving-fees should be abolished. Entrance fees, if retained, should be added to the instruction fund. It appears desirable that a Reserve Fund for building and other objects useful to the school should be formed wherever this may conveniently be done in the judgment of the Governing Body. In introducing this system the Governing Body would, of course, have due regard to vested interests, and would have regard also to such considerations of convenience as might properly modify or defer the application of it to any particular school.

MASTERS AT SOME OF THE SCHOOLS UNDERPAID. SUGGESTIONS ON THIS POINT.

It must be admitted, we fear, that at several of the schools comprised in our review the Assistant Masters are as a body under-paid: in some instances this is also the case with the Head Master. The total emoluments of the five Masters, who with Dr. Kennedy constitute the classical and mathematical staff at Shrewsbury, hardly amount altogether to the annual sum of which a young Classical Assistant at Eton commonly finds himself in possession within a few years after he has entered on his duties; and this sum is nearly half as much again as the whole income of the Head Master of Westminster or of the Charterhouse. This is an evil for which of course there can be no effectual remedy except an increase in the prosperity of the schools. We believe that the best way to promote their prosperity is to extend their general efficiency and to improve their accommodations, and we shall with this view recommend in the case of some of the schools a slight increase in their charges. The demand for good schools is at present greater than it has ever been before; and we are convinced that there are few parents who would not submit willingly to a small additional expense were they satisfied that it is really required, and that they would obtain in return for it a better education for their children. Something perhaps might also be done in the way of giving to Assistant Masters who do not keep boarding-houses some of the advantages of College

life, such as a common-room and the opportunity of taking their meals in common. Such conveniences would probably be valued by young and unmarried men, who form a large proportion of the staff at the less wealthy schools where the emolument is slender and a Mastership is often accepted as a temporary provision or as a step to more lucrative employment.

16. *Domestic and Sanitary Arrangements.—School-buildings.—Bed-rooms, &c.—Diet.—Sanatoria and Sick-rooms.*

The arrangements made at the several schools for securing the bodily health and comfort of the boys, their food and lodging, and the accommodation provided for them in sickness, have naturally occupied a considerable share of our attention. We have received on all these subjects oral as well as written evidence, and have ourselves visited at every school the school-rooms and playgrounds, the dormitories in connexion with the school-buildings, the places for the reception of the sick, and one or two at least of the boarding-houses. The school-buildings themselves are by no means all that could be desired, even at the wealthier schools: there is not unfrequently a want of suitable class-rooms, though we observe with satisfaction that this want is being gradually supplied. As respects the boys' bed-rooms there appears generally to be no want of space, air, or appliances for cleanliness and comfort, though there are some exceptions to this statement, which will be noticed in the Reports on the individual schools. At Eton it is usual for each boy to have a room to himself, in which he sleeps at night and sits by day, his small bedstead being folded up during the day-time. The rooms at Harrow contain sometimes one bed, sometimes two, sometimes from three to five; and, as at Eton, the boys use them during the day as studies. At Rugby from two to 16 boys sleep in a room, but every boy has assigned to him a little study, or if he be not in the upper part of the school a share of one, no study holding more than three. The system of large bed-rooms is generally in use also at the other schools, the privilege of having a study alone or in common with others being given to a limited number of the upper boys at Winchester, Westminster, and Shrewsbury. At each school the Masters are satisfied with the system actually adopted there, and the boys, we may add, appear to be satisfied with it likewise. Each system in fact has its advantages, and we do not feel called upon to express any opinion as to their relative merits further than this, that single rooms, or rooms of tolerable size holding three boys and upwards, may be adopted indifferently according to the judgment of the school authorities or the means at their disposal; but that wherever a room holds more than three or four, the boys should be provided, if not with studies, with some convenient place where they may sit in the day-time and may prepare their lessons.

Inquiries on these Points.

School-buildings.

Bed-rooms, &c.

System at Eton.

Harrow.

Rugby.

Other Schools.

Remarks.

The practice of allowing such boys as could not be received in the school or college buildings to lodge in boarding-houses kept by householders, or in the language of Eton, "dames," seems to have existed very early at the greater schools. At Harrow, Westminster, and Rugby it has been discontinued within no very distant period, and at these schools all the boarding-houses are now kept by Masters only.* At Eton 9 out of 30 houses are still in the hands of "dames." We shall state fully, in the chapter of our Report devoted to Eton, the reasons which lead us to think it desirable for the sake of the boys themselves and for the general discipline of the school, that boarding-houses should as a rule be kept by Masters only; and we may add that this is likewise expedient in a financial point of view, since the profits at present derived from this source by the Masters who keep houses form a recognized and substantial part of their remuneration, and therefore of the fund available for the support of the teaching staff.

"Dames'" Houses.

Expedient that Boarding-houses should be kept by Masters.

The scale of diet does not greatly differ at the different schools, though at some the boys have meat once and at others twice a day; and the boys seem to be generally satisfied with the quantity and quality of their food.

Diet.

It is evidently desirable that at every large school there should be a separate building for the reception of boys ill with infectious diseases, and desirable also that there should be airy and cheerful rooms, distinct from the rest, for those who are so unwell as to require special care, different food, and quiet. For the first of these purposes, and with a view also in some degree to the second, excellent and comfortable sanatoria have been built at Eton and Rugby; Winchester has likewise a small detached building for this purpose. At Harrow a sanatorium is wanting, though there are sick-rooms attached to each boarding-house, a provision which should undoubtedly be universal, and the want of which a sanatorium, where it exists, does not effectually supply.

Sanatoria and Sick-rooms.

* This was one of the changes made at Rugby by Dr. Arnold.—*Life and Correspondence*, i., p. 92.

PALL MALL

Remarks.

On the whole we think ourselves justified in saying, that as respects their domestic and sanitary arrangements, and the appliances for securing the health and comfort of the boys, these schools have fairly kept pace with the general advance which has been made in this matter within the last quarter of a century. The boarding-houses which have been newly built, such as Mr. Warre's and Mr. John Hawtrey's at Eton, and Mr. Arnold's at Rugby, are very carefully constructed, and the internal arrangements of the older ones have in many instances been much improved. But it is chiefly, no doubt, to the habits of hardy exercise which are encouraged everywhere that we have to attribute the fact that, although in point of locality some of the schools are far less favourably situated than others, sickness appears to be rare everywhere and the general health of the boys to be good.

17. *The Holidays.*

Holiday Times at different Schools do not coincide. Suggestion.

Except in two London schools, the whole time during which boys are at home for their holidays, whether they go home twice or three times in the year, varies merely from 14 to 16 weeks—a period which we do not think excessive. On this head, however, we have one suggestion to make. The precise dates of the holidays, as may be seen by reference to the answers and evidence, vary materially in many cases; and since it is highly desirable that school-boys who are brothers or members of the same family should be at home together, we recommend that the Governing Bodies of the several schools should communicate with each other, and endeavour, as far as possible, to make the dates of their holidays coincide. In making this recommendation, however, we do not wish to interfere with the existing arrangements of the schools which have holidays only twice in the year.

18. *The London Schools.*

London Schools. Their Numbers and Character.

Of the nine schools to which our Inquiry extends, four are situate in the metropolis, namely, Westminster, the Charterhouse, St. Paul's, and Merchant Taylors'. The number of boys educated in these four schools is 690, of whom 188 are boarders, and the remainder day scholars. In point of endowment, in the provision made for instruction, in the character and attainments of the Masters, and in the general results of their teaching, as shown by the success of the boys at the Universities and in after-life, these schools may bear comparison with any of the rest. In one respect, however, they stand at an obvious disadvantage. Being situated in the heart of a large city, it is impossible that they should offer to the boys the same facilities for recreation and exercise as the schools situated in the country, or in smaller towns where access to the country can readily be had. The boys at Westminster and at the Charterhouse, it is true, are not wholly without playgrounds, and the former have the resource of the river; but the boys at St. Paul's and at Merchant Taylors' have no playgrounds at all; and all four are alike cut off from the free country rambles which constitute so important a feature of the social life of other public schools. Their only choice lies between confinement to the playground, when there is one, and liberty to walk in the streets of London, which are evidently not the most desirable place for boys to spend their leisure time in. Again, the high value of land in the heart of London throws a great difficulty in the way of providing for the additional accommodation which boys now require, and compels the managers of the schools to restrict their improvements within a very narrow compass. It is generally thought, moreover, that a London school cannot be so healthy as a school in the country; and, though the evidence we have received does not appear to confirm this view, there can be no doubt that the impression is sufficiently strong and widely enough diffused to deter many parents from sending their sons to these schools who would otherwise have done so. The reluctance to send boys to London schools has of late years been much enhanced by two circumstances. On the one hand the town has grown, and become more crowded; on the other hand, the greater prominence which has lately been given to physical education has produced a keener appreciation of the advantages to be derived from school games, and from the personal liberty of school-boys. The country schools are now also more easily accessible than of old, and their power of attraction is consequently increased. Owing to these causes the popularity of the London schools as boarding-schools has declined, and a decline in the popularity of a school has a natural tendency to become accelerated as it becomes known. Where the advantages offered by several schools are nearly equal, parents naturally prefer those which are preferred by most of their friends, and at which their sons are most likely to meet with desirable acquaintances. Of the four schools of which we are speaking, two, namely St. Paul's and Merchant Taylors', are mere day schools, and these have not been affected in the same manner as the other two; for the number of boys whom they receive is limited, all of them are admitted by nomination, and the prizes at the Universities, by which they

Disadvantages of Situation.

Effects of this on the Schools.

are attracted to the schools, are in both cases very considerable in proportion to the number of claimants. But at Westminster and the Charterhouse, where the boys on the foundations must be boarders, and where large numbers of non-foundationers have also in former times been received as boarders, the influences of which we have spoken have been seriously felt; both schools have suffered in point of numbers; and the concurrent testimony of many witnesses shows that their expansion has been checked by the feeling which prevails against London sites.

WESTMINSTER AND THE CHARTERHOUSE SCHOOLS; QUESTION AS TO THEIR REMOVAL INTO THE COUNTRY CONSIDERED.

There exists therefore among the friends both of Westminster and of Charterhouse a desire to move these two schools into the country. In the case of the latter especially, it is stated that the feeling of old Carthusians is almost unanimously in favour of such a step, while among old Westminsters a greater division of sentiment prevails. There are also many persons interested in St. Paul's School who would like to see it removed. We shall touch upon this question, as it affects each of these schools respectively, in our separate Reports upon them. But there is one point of view from which we can more conveniently look at it as a whole; for it is necessary that we should consider not only the interests of the several schools, but the interests and the claims of the population of the metropolis in which they have been planted.

Mr. Elwyn, Charterhouse Evidence, 121–4. Dr. Saunders,

We apprehend that it may be said, in general terms, that the objects which the founders of these schools had in view were national rather than local; yet in establishing their schools in the metropolis, or in what was then its immediate neighbourhood, we cannot doubt that they had some reference to the especial wants of its large population, drawn from all parts of the country by the calls of business or the attractions of the Capital.

The large schools in the country were not then so accessible to London professional men as they now are, and the foundations of Westminster, the Charterhouse, and St. Paul's must have been of high value to great numbers of persons of this class. The increased facilities of travelling in the present day have somewhat diminished the necessity for London schools, since parents can readily send their boys elsewhere; but, on the other hand, the population of London having enormously increased, there is a larger class whose wants have to be supplied, and it is perfectly clear, from the success of King's College School, the City of London School, and other institutions, that there is a large demand for town day-schools, at all events among the professional and mercantile London residents. Archdeacon Browne, who has had large experience in this matter, and who is decidedly in favour of country schools in preference to town schools, speaks strongly of the disadvantage which the removal of Westminster and St. Paul's would entail upon such persons.

"11. (*Lord Clarendon.*) Of course you are aware that questions have been mooted with respect to the removal of Westminster and St. Paul's schools into the country?—Yes.

"12. Might I ask what is your opinion upon that subject?—I think there can be no doubt that, for the benefit of the boys who are at the school, and for the benefit of the school itself, it would be a good thing; but then you deprive large neighbourhoods, for whom they were intended, of the advantage of the school, because if the school is central the boys can come from the suburbs in all directions; but if you put it some miles on one side of London, the boys on the other side can never get there, and the trustees or governors would feel themselves obliged, I think, in all justice, to give exhibitions, or some part of the expense of boarding the boys, or else the classes for which they were intended would probably be deprived of the benefit of them.

"13. Are you aware to what class the parents of boys who go to St. Paul's and Merchant Taylors' belong?—I think almost all of them are sons of professional men, clergymen, barristers, lawyers, mercantile men, military men, clerks in public offices, and so on. Some are tradesmen's sons, but I should think the majority of those who would be attracted by that education would be the sons of such as I have mentioned.

"14. The greater part of whom live in or near London?—Yes. The number of boarders is very inconsiderable as compared with the number of boys, not more than one-fifth, I should think. There are boarders who live with the dames and masters, but their numbers are inconsiderable.

"15. Do you think that the effect of moving those schools into the country would be to deprive those parents of benefits which they had been accustomed to?—Yes, because they get their education very cheap now, and of course that would involve the expense of boarding. If the governors or conductors of the school could pay part of the expense of boarding, so as to make it worth the while of the parents to send them, then they could not complain—but that is another thing."

The considerations here adverted to are weighty, but it will be observed that the question turns almost wholly upon the wants of the class which supplies the day scholars. It is probable that if Westminster and the Charterhouse were removed to a distance of 100 miles from London next week they would not lose a single boarder. The boarders they have are probably not attracted by the metropolitan sites, but come in spite of them for the sake of the other advantages which the schools afford. In so far, therefore, as the schools in question are retained on their present sites for the sake of the population of the metropolis, it may be said that the interests of the day boys are preferred to those

of the boarders; yet the arrangements of the two boarding schools are made with reference, not to the day boys, but to the boarders, and the number of the former is greatly curtailed by the inconvenience of the hours of instruction, which are mainly arranged for the benefit of the latter.

Archdeacon Browne is of opinion, that in order to maintain a large school in London it must be made principally a day school, and that everything must be sacrificed "to the day-school principle." We are disposed to concur with him in this opinion, and to deduce from it the conclusion that as day-schools are what London principally wants, the course which would be most for the interest of London would be to improve and enlarge the schools which are to be treated as day-schools, and to remove the boarding schools to a distance. We have no doubt that, if other circumstances should render the scheme feasible, the two schools of St. Paul's and Merchant Taylors', whether on their present or on some more convenient metropolitan sites, might be made to accommodate many more day boys than are now educated at the four schools together, and that Westminster and Charterhouse might be transferred to country sites with very great advantage to the boys who now belong or desire to belong to their foundations.

Evidence, 23.

Conclusion.

We are, however, aware that there are financial and other difficulties which may prevent the realization of this idea. On these we shall touch in our Reports on the separate schools.

19. *Summary of General Recommendations.*

We subjoin a summary of Recommendations applicable generally to the schools comprised in our inquiry. At the end of the separate Report on each school we shall indicate such, if any, of them as may in our opinion be unsuitable to that school, and shall add such Special Recommendations as its particular character or circumstances may seem to require.

I. Constitution of Governing Bodies. Section 1. *suprà.*

I. The Governing Bodies of the several colleges and schools should be reformed, so far as may be necessary, in order to render them thoroughly suitable and efficient for the purposes and duties which they are designed to fulfil.

II. Statutes, &c. Section 2.

II. The subsisting statutes and laws of the several colleges and schools, by which they respectively are, or legally ought to be governed, should be carefully revised under competent authority; rules and obligations which it is inexpedient to retain should be abrogated; new regulations should be introduced where they are required; and the Governing Body of each college and school should be empowered, where they do not already possess the power, to amend its statutes from time to time. The approval of some superior authority, such as the Queen in Council or the Visitor, may be required where the character of the foundation renders this desirable.

III. Powers of Governing Body. Section 1.

III. The Governing Body of each college and school should have the general management of the property and endowments of the college or school. They should have the appointment and dismissal of the Head Master, and should retain, where they now possess them, the same powers in respect of the second master. They should be authorized to make general regulations for the government and administration of the whole school, including both foundation boys and boys not on the foundation, except in matters specially reserved to the Head Master. They should be especially empowered and charged to make such regulations as may from time to time be required on the following subjects:—

a. The terms of admission and the number of the school:
b. The general treatment of the foundation boys:
c. Boarding-houses; the rates of charge for boarding, the conditions on which leave to keep a boarding-house should be given, and any other matters which may appear to need regulation under this head:
d. Fees and charges of all kinds, and the application of the money to be derived from these sources:
e. Attendance at divine service; chapel services and sermons, where the school possesses a chapel of its own:
f. The sanitary condition of the school, and of all places connected with it:
g. The times and length of the holidays:
h. The introduction of new branches of study, and the suppression of old ones, and the relative importance to be assigned to each branch of study.

It should be incumbent, however, on the Governing Body, before making regulations upon any of these subjects, or upon any subject affecting the management or instruction of the school, not only to consider attentively any representations which the Head Master may address to them, but to consult him in such a manner as to give ample opportunity for the expression of his views.

IV. The Governing Body should hold stated general meetings, one at least half-yearly, and special meetings when required. Provision should be made for summoning special meetings. Sufficient notice of every special meeting should be given to every member, and a notice sent of all business to be transacted. Minutes should be kept of the proceedings of every stated and special meeting. If any member absents himself from three-fourths of all the meetings in any two successive years, his office should be deemed vacant and his place filled up. The Governing Body should be empowered to defray out of the school funds the expenses of the meetings, including the travelling expenses of the Governors attending them. IV. Proceedings of Governing Body.

V. The Head Master should have the uncontrolled power of selecting and dismissing assistant masters; of regulating the arrangement of the school in classes or divisions, the hours of school work, and the holidays and half holidays during the school time; of appointing and changing the books and editions of books to be used in the school, and the course and methods of study (subject to all regulations made by the Governing Body as to the introduction, suppression, or relative weight of studies); of maintaining discipline, prescribing bounds, and laying down other rules for the government of the boys; of administering punishment, and of expulsion. V. Powers of Head Master. Section 1.

VI. The assistant masters, or a selected number of them representing the whole body, should meet on fixed days, not less often than once a month, under the title of a School Council, to consider and discuss any matter which may be brought before them by the Head Master or any member of the Council concerning the teaching or discipline of the school. The Head Master should preside, if present. The council should be entitled to advise the Head Master, but not to bind or control him in any way, and should have the right of addressing the Governing Body whenever a majority of the whole council may think fit. When the council does not embrace the whole body of the assistants, the classical and the mathematical masters and the teachers of modern languages and natural science respectively should be duly represented in it. VI. School Council. Section 1.

VII. In the selection of the Head Master and of the other masters the field of choice should in no case be confined, either by rule or by usage equivalent to a rule, to persons educated at the school. VII. Selection of Masters. Section 1.

VIII. The classical languages and literature should continue to hold the principal place in the course of study. VIII.–XXII.

IX. In addition to the study of the classics and to religious teaching, every boy who passes through the school should receive instruction in arithmetic and mathematics; in one modern language at least, which should be either French or German; in some one branch at least of natural science, and in either drawing or music. Care should also be taken to ensure that the boys acquire a good general knowledge of geography and of ancient history, some acquaintance with modern history, and a command of pure grammatical English. Course of Study. Section 8. Section 8.

X. The ordinary arithmetical and mathematical course should include arithmetic so taught as to make every boy thoroughly familiar with it, and the elements of geometry, algebra, and plane trigonometry. In the case of the more advanced students it is desirable that the course should comprise also an introduction to applied mathematics, and especially to the elements of mechanics. Section 8.

XI. The teaching of natural science should, wherever it is practicable, include two main branches, the one comprising chemistry and physics, the other comparative physiology and natural history, both animal and vegetable. A scheme for regulating the teaching of this subject should be framed by the Governing Body. Section 8.

XII. The teaching of classics, mathematics, and divinity should continue during the whole time that each boy stays at school (subject to Recommendation XIII). The study of modern languages and that of natural science should continue respectively during the whole or a substantial part of the time, and the study of drawing or music should continue during a substantial part, at least, of the time.

XIII. Arrangements should be made for allowing boys, after arriving at a certain place in the school, and upon the request of their parents or guardians, to drop some portion of their classical work (for example, Latin verse and Greek composition), in order to devote more time to mathematics, modern languages, or natural science; or on the other hand, to discontinue wholly or in part natural science, modern languages, or mathematics, in order to give more time to classics or some other study. Care should be taken to prevent this privilege from being abused as a cover for idleness; and the Governing Body, in communication with the Head Master, should frame such regulations as may afford a sufficient safeguard in this respect. The permission to discontinue any portion of the school work should in each case rest with the Head Master, who, before exercising his discretion, should consult the boy's tutor (if he has one) and the master who has given him instruction in the study which he purposes to discontinue, Section 10.

should satisfy himself of the propriety of either granting or refusing the application, and in the latter case should, personally or through the tutor, communicate his reasons to the parents.

Section 9. XIV. Every part of the course of study above described should have assigned to it a due proportion of the whole time given to study. A scale has been suggested above (section 9).

Section 9. XV. Every part of the course should be promoted by an effective system of reward and punishment. When impositions in writing are set, they should be required to be fairly written, and their length should be regulated with a view to this requirement.

Section 9. XVI. The promotion of the boys from one classical form to another, and the places assigned to them in such promotion, should depend upon their progress not only in classics and divinity but also in arithmetic and mathematics, and likewise, in the case of those boys who are studying modern languages or natural science, on their progress in those subjects respectively.

Section 9. XVII. The Governing Body, in communication with the Head Master (Recom. III.), should settle a scale of marks for this purpose; and the scale should be so framed as to give substantial weight and encouragement to the non-classical studies. (*See* suggested scale, *suprà*, section 9.)

Section 4. Section 8. XVIII. Ancient history and geography should be taught in connexion with the classical teaching, and also in lessons apart from it but in combination with each other. They should enter into the periodical examinations, and contribute to promotion in the classical forms. Prizes should be given for essays in English on subjects taken from modern history. On the manner and degree in which modern history should be taught, we refrain, as we have said above, from attempting to lay down any general rule.

Section 9. XIX. For instruction in arithmetic and mathematics, in modern languages, and in natural science respectively, the school should be re-distributed into a series of classes or divisions wholly independent of the classical forms; and boys should be promoted from division to division in each subject, according to their progress in that subject, irrespectively of their progress in any other.

Section 9. XX. The school list issued periodically should contain the names of all boys separately arranged in the order of their merit and place in the classical school, and also once at least in the year, separately arranged in order of merit and place in the several schools of mathematics, modern languages, and natural science respectively.

Section 9. XXI. In order to encourage industry in those branches of study in which promotion from division to division is rewarded by no school privileges, and confers less distinction than is gained by promotion in the classical school, it is desirable that prizes and distinctions be conferred periodically,—

First, for eminently rapid and well sustained progress through the divisions in the several schools of mathematics, modern languages, and natural science respectively:

Secondly, for the greatest proficiency in mathematics, modern languages, and natural science respectively (*i.e.*, for the highest place in the divisions of these schools), in proportion to age.

Section 9. XXII. Special prizes should be given for proficiency in music and drawing, but these studies should not be taken into account in determining the places of the boys in the school.

XXIII. Entrance Examination. Section 5. *XXIII. Every boy should be required, before admission to the school, to pass an entrance examination, and to show himself well grounded for his age in classics and arithmetic, and in the elements of either French or German. It appears generally advisable that the examination in each subject should be conducted by one of the masters ordinarily teaching that subject.

XXIV. Promotion. Section 5. XXIV. In schools where seniority or length of time during which a boy has remained in a particular form or part of the school has been considered a ground for promotion, no boy should be promoted on that ground unless he has passed such an examination in the work of the form into which he is to be promoted as proves that he is really fit to enter that form.

XXV. Maximum Age for Forms. Section 5. XXV. No boy should be suffered to remain in the school who fails to make reasonable progress in it. For this purpose certain stages of progress should be fixed by reference to the forms into which the school is divided. A maximum age should be fixed for attaining each stage; and any boy who exceeds this maximum without reaching the corresponding stage of promotion should be removed from the school. A relaxation of this rule, to a certain extent, might be allowed in cases where it clearly appeared that the boy's failure to obtain promotion was due to his deficiency in one particular subject, whilst his marks in other subjects would have counterbalanced that deficiency had the system of promotion permitted it.

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* One of our number dissents from this Recommendation.—See p. 327.

XXVI. The charges made to parents and the stipends and emoluments of the masters should be revised, with a view to put both on a more simple and equitable footing. XXVI.–XXVIII. CHARGES AND EMOLUMENTS. Section 14.

XXVII. The charge for instruction should be treated as distinct from the charges for boarding and for domestic superintendence. It should cover instruction in every subject which forms part of the regular course of study, and tutorial instruction, where all the boys receive it alike, as well as instruction in school. This charge should be uniform for all boys who are not on the foundation. For the instruction of every boy on the foundation a sum should be paid out of the revenues of the foundation when they admit of it, and this payment should supersede all statutory or customary stipends and other emoluments now received by any of the masters from that source.

XXVIII. The aggregate amount of the charges and payments for instruction should be considered as forming a fund which should be at the disposal of the Governing Body, and out of which stipends should be assigned to the Head Master and other masters, according to a scheme to be framed by the Governing Body. These stipends might be fixed, or fluctuating with the numbers of the school, or with the number of each tutor's pupils, as to the Governing Body might seem best in each case; and, in fixing them, the profits to be derived from boarding should be taken into account, in the case of masters having boarding-houses. A small graduated payment or tax might also be imposed upon Masters having boarding houses, should this appear just and expedient to the Governing Body. Permission to keep a boarding-house should in future be given to masters only. Leaving fees should be abolished. Entrance fees, if retained, should be added to the instruction fund. It appears desirable that a Reserve Fund for building, for the establishment of prizes or exhibitions, and for other objects useful to the school should be formed wherever this may conveniently be done in the judgment of the Governing Body. In introducing this system the Governing Body would, of course, have due regard to vested interests, and would have regard also to such considerations of convenience as might properly modify or defer the application of it to any particular school. Section 14.

XXIX. The working of the monitorial system, where it exists, should be watched, and boys who may deem themselves aggrieved by any abuse of it should be able at all times to appeal freely to the Head Master. The power of punishment, when entrusted to boys, should be carefully guarded. XXIX. MONITORIAL SYSTEM. Section 13.

XXX. The system of fagging should be likewise watched. Fags should be relieved from all services which may be more properly performed by servants; and care should be taken that neither the time which a little boy has for preparing his lessons, nor the time which he has for play, should be encroached upon unduly. XXX. FAGGING. Section 13.

XXXI. It is desirable that the Governing Bodies should, after communication with each other, endeavour to make the holiday times at their respective schools coincide as far as possible, so as to enable school-boys who are members of the same family, but at different schools, to be at home for their holidays together. XXXI. THE HOLIDAYS. Section 17.

XXXII. The Head Master should be required to make an annual report to the Governors on the state of the school, and this report should be printed. It is desirable that tabular returns for the year, substantially resembling those with which we have been furnished by the schools, should accompany or form part of the report. XXXII. HEAD MASTER TO REPORT TO GOVERNORS.

Conclusion.

We have dwelt, in the foregoing sections, on such points as after careful examination we deem to require amendment or to call for remark—

1. In the external government (so to speak) of these schools, taken collectively, that is, in the constitution of their Governing Bodies, and the relation which the latter hold to the Head Masters and the schools:

2. In their internal government, the relation of the Head Master to his assistants, and that of the foundation scholars to the rest of the school:

3. In their course of study, which appears to us sound and valuable in its main elements, but wanting in breadth and flexibility,—defects which, in our judgment, destroy in many cases, and impair in all, its value as an education of the mind; and which are made more prominent at the present time by the extension of knowledge in various directions, and by the multiplied requirements of modern life:

4. In their organization and teaching, regarded not as to its range, but as to its force and efficacy. We have been unable to resist the conclusion that these schools, in very different degrees, are too indulgent to idleness, or struggle ineffectually with it, and that they consequently send out a large proportion of men of idle habits and empty and uncultivated minds:

5. In their discipline and moral training, of which we have been able to speak in terms of high praise.

In taking leave of this part of our subject it can hardly be necessary for us to add that we do not claim for the recommendations of this Report any authority other than such as they may derive from the evidence, and from the reasons given for them. This inquiry, by bringing together in one view the systems of nine different schools, and, to some extent, the results of those systems, has elicited much that could not be known even to the distinguished and able men who preside over them respectively, and has enabled us to form a judgment upon data which have never been in their possession. But we are well aware that any deductions drawn from evidence on a subject of this kind must be always liable to be corrected and qualified by actual experience. We are aware also, as we have observed before, that any system of teaching or of discipline which could possibly be established must require change and modification in the course of time. The recommendations, therefore, respecting teaching and discipline which we have made, and which we shall make in the Second Part of this Report, are to be considered as addressed to the Head Masters and Governing Bodies, to be carried into effect by them, we hope, substantially, as time and circumstances will permit. It has been our first and most important object to provide, as far as possible, that the future government of the schools shall be lodged in competent and enlightened hands; our second to furnish recommendations for the guidance of the bodies to be thus constituted, in the exercise of a discretion in which they cannot be bound by law.

It remains for us to discharge the pleasantest part of our task, by recapitulating in a few words the advances which these schools have made during the last quarter of a century, and in the second place by noticing briefly the obligations which England owes to them,—obligations which, were their defects far greater than they are, would entitle them to be treated with the utmost tenderness and respect.

That important progress has been made even in those particulars in which the schools are still deficient, is plain from the short review contained in the foregoing pages, and will appear still more clearly from the more detailed statements in the Second Part. The course of study has been enlarged; the methods of teaching have been improved; the proportion of masters to boys has been increased; the quantity of work exacted is greater than it was, though still in too many cases less than it ought to be. At the same time the advance in moral and religious training has more than kept pace with that which has been made in intellectual discipline. The old roughness of manners has in a great measure disappeared, and with it the petty tyranny and thoughtless cruelty which were formerly too common, and which used indeed to be thought inseparable from the life of a public school. The boys are better lodged and cared for, and more attention is paid to their health and comfort.

Among the services which they have rendered is undoubtedly to be reckoned the maintenance of classical literature as the staple of English education, a service which far outweighs the error of having clung to these studies too exclusively. A second, and a greater still, is the creation of a system of government and discipline for boys, the excellence of which has been universally recognized, and which is admitted to have been most important in its effects on national character and social life. It is not easy to estimate the degree in which the English people are indebted to these schools for the qualities on which they pique themselves most—for their capacity to govern others and control themselves, their aptitude for combining freedom with order, their public spirit, their vigour and manliness of character, their strong but not slavish respect for public opinion, their love of healthy sports and exercise. These schools have been the chief nurseries of our statesmen; in them, and in schools modelled after them, men of all the various classes that make up English society, destined for every profession and career, have been brought up on a footing of social equality, and have contracted the most enduring friendships, and some of the ruling habits, of their lives; and they have had perhaps the largest share in moulding the character of an English gentleman. The system, like other systems, has had its blots and imperfections; there have been times when it was at once too lax and too severe—severe in its punishments, but lax in superintendence and prevention; it has permitted, if not encouraged, some roughness, tyranny, and licence; but these defects have not seriously marred its wholesome operation, and it appears to have gradually purged itself from them in a remarkable degree. Its growth, no doubt, is largely due to those very qualities in our national character which it has itself contributed to form; but justice bids us add that it is due likewise to the wise munificence which founded the institutions under whose shelter it has been enabled to take root, and to the good sense, temper, and ability of the men by whom during successive generations they have been governed.

SECOND PART.

CHAPTER I.—ETON.

Statement.

THE COLLEGE.

Eton School is a School attached to a Collegiate Foundation, the legal title of which is "The College of the Blessed Mary of Eton, near Windsor." An inquiry into the School would logically therefore be subordinate to an Inquiry into the College; but it will be more convenient, for the purposes of this Report, and more agreeable to the importance which the School has actually acquired in relation to the College, to treat the two as distinct heads, assigning to each head such parts of the whole subject as most naturally range themselves under it. The distinction however is only roughly practicable, the two branches of the subject being necessarily entwined with each other. Some only of the Masters of the School are officers of the College, and some only of the scholars are members of it. Some of the members of the College are, and some are not, connected with the School; and the site, finances, and government of the one are inseparably mixed up with those of the other.

We shall proceed, in the first place to consider,—

1. The General Constitution of the College.
2. The Statutes of the College, and the Visitorial Authority to which it is subject.
3. Its Endowments, Revenues, and Expenditure.
4. The Governing Body.
5. The Conducts, or Chaplains, and Choristers.
6. The King's Scholars.

The Head and Lower Master will be more suitably considered in connexion with the School.

1. *General Constitution of the College.*

Original and present Constitution. Answers of the College, II. 1, 2.

Eton College was founded in 1441.* As originally constituted, it was designed to consist of a Provost, 70 Scholars, 10 Fellows, 10 Chaplains, 10 Clerks, 16 Choristers, one Head Master, one Lower Master or Usher, and 13 Bedesmen. In the reign of Edward IV., when it was deprived of some of its estates, the number of Fellows was reduced to seven. The College now consists of a Provost, seven Fellows, 70 Scholars, a Head and a Lower Master, three Conducts or hired Chaplains, 10 Lay Clerks, and 12 Choristers, besides 10 servants. The place of the Bedesmen is occupied by 10 almswomen.

2. *Statutes of the College, and Visitorial Authority to which it is subject.*

The Statutes.

The existing Statutes of Eton College were probably modelled upon those of Winchester, to which they bear a close resemblance. They contain, as might be expected, a great number of provisions which have long fallen into desuetude; and whilst they supply the historical basis for the actual government of the College, there appear to be but few portions of them which at the present day are, or indeed could be, really observed at all. The Provost and Fellows are aware of this; but they rely in part upon a clause appended to the Founder's Statutes,† which they interpret as conferring a general

Eton Evidence, 1129–1138, and Letter of the Bishop of Lincoln, *ibid.*

* The first stone of the College was laid in July 1441, and the two earliest Charters are dated in September and October of the same year. By the second of these Charters provision is made for 25 scholars only, and for 25 Bedesmen. The number of Scholars was afterwards increased, and that of Bedesmen diminished. The Statutes were finally completed and accepted in 1446. *See* Carlisle's Endowed Grammar Schools, i. 48.

† The clause occurs among the "Declarationes, correctiones, et reformationes statutorum," and is as follows:—"Item, quoniam diversa statuta et ordinationes per dictum fundatorem edita, cum propter "decassum et ablationem possessionum et reddituum dicti collegii, tum propter varia pericula et damna "quæ possunt dicto collegio et personis ejusdem verisimiliter evenire, non possunt ab eisdem commode "observari, declaramus et volumus, quod jurati observationem statutorum et ordinationum dicti collegii, et "in eisdem, aut eorum aliquo, delinquentes, non reatum aut pœnam perjurii incurrant quoquo modo, sed "pœna perjurii ubicumque ex dictis statutis incurrenda, si de perjurio alicujus socii, magistri informatoris, "vel capellani agatur, in pœnam per dicti collegii præpositum et majorem partem sociorum arbitrandam, si "vero de perjurio agatur dicti præpositi, in pœnam domini episcopi Lincolniensis qui pro tempore fuerit "infligendam arbitrio, convertatur; aliquo statuto seu ordinatione per dictum fundatorem in contrarium edito "non obstante." Heywood and Wright's Edition, p. 625.

power to dispense with any of them—a view of its effect and power in which we find it impossible to concur,—in part also upon the general principle of desuetude, to which we have adverted in the First Part.

Evidence, 5609.

Evidence, 1104–1128.

A MS. copy of the Statutes, with many cancellations and interlineations, exists in the British Museum, and an exact transcript of this was in 1818 published in the Appendix to the Report of the Select Committee (Lord Brougham's) on the Education of the Lower Orders. This is called Huggett's copy; it was formerly in the possession of Roger Huggett, who was a Conduct of Eton about a century ago, and is supposed to have obtained it by illicit means. Huggett suspected, and has recorded his suspicion, that the interlineations and erasures were made for the purpose of assisting the Provost and Fellows to evade their statutory obligations with a quiet conscience, and he asserts that they existed in the copy generally used in college business. We are informed, however, that no such interlined copy is now used at Eton, or known to have ever existed there. Another copy of the Statutes, together with the Statuta Primitiva and the Charters, was in 1850 published by Messrs. Heywood and Wright, and a careful comparison of this with a collated copy of the *Liber Originalis*, which has been furnished to us by the Provost, has satisfied us that Heywood's edition is, with sundry unimportant verbal and literal variations, such as are usually found in copies of ancient documents made at different periods, substantially accurate.

THE VISITOR.

See Correspondence, App. H a. Evidence, 1139–1147, 1619.

By the Statutes, the Archbishop of Canterbury and the Bishop of Lincoln, within whose diocesan jurisdiction Eton was locally situate, are made joint Visitors of the College. The Bishop of Lincoln's place as Visitor is now claimed by the Bishop of Oxford, the present diocesan of Eton, who has addressed to us a letter raising this claim, and requesting a decision upon it. We shall refrain, however, for obvious reasons, from pronouncing an opinion upon a disputed question of legal right, which turns upon the construction of the Statutes, and can only be determined by a Court of Law. We must, however, express a clear opinion that it is desirable that the question should be definitively settled. The Provost and Fellows have always, it appears, regarded the Bishop of Lincoln as their Visitor, and desire that he should continue to be so, as he holds the same office in relation to King's College, Cambridge, with which Eton is closely associated.

The Visitors are required to make periodical visitations at short intervals, but this practice has long fallen into disuse. There has been no visitation within the memory of the present Provost.

3. *Endowments, Revenues, and Expenditure.*

ENDOWMENTS AND INCOME.

See Answers of the College, I. and Statements appended.

Eton College is possessed of large landed property, producing, on an average of the seven years which ended with 1860, an annual income of 20,569*l.*; or, deducting expenses of management and local charities and donations, about 16,000*l.* Part of this property is let at rackrent, the residue at old reserved rents of small amount, fines being periodically taken on the renewal of the leases. The sources of income, and the amount derived from them respectively, are shown in the following Table:—

	Average during 7 Years, 1854–60, inclusive.			Total during the 7 Years.		
Rents and Rackrents	10,322	0	10¾	72,254	6	3¾
Redeemed Land Tax	1,081	9	6½	7,570	6	9½
Manorial Fines	386	3	10¾	2,703	7	3
*Fortuiti Proventus**	2,194	9	1½	15,361	4	0
Fines on renewal of Leases	6,585	5	2	46,096	16	4
Total	20,569	8	7½	143,986	0	8¼

EXPENDITURE.

The total expenditure for the above seven years, inclusive of expenses of management, subscriptions, and donations, and of the customary payments to the Provost and Fellows, which form, however, but a small part of their actual income, was 96,417*l.* 5*s.* 11¼*d.*; the average, 13,773*l.* 17*s.* 11¾*d.*

Statements A 3. A 2.

The different heads of expenditure, and the amount of each, during a period of 20 years, are stated in the Answers of the College; and there is a detailed account of all the particulars of expenditure for the year 1860.

* *Fortuiti Proventus* include compensation for land taken by railways, loans borrowed for building, &c. (no money was so borrowed during the above seven years), sums paid by the Provost and Fellows towards the repayment of loans, produce of stock sold, income tax returned, money received for timber, and sundry small items.

The gross income of the College, therefore, thus estimated, exceeded the expenditure, during the above-mentioned period of seven years, by a total sum of 47,568*l.* 14*s.* 9*d.*, the average yearly surplus being 6,795*l.* 10*s.* 8*d.* BALANCE SHEET.

It has not, however, been the practice of the Provost and Fellows to bring the renewal fines into account, or to consider them as part of the revenues of the College. These fines have been divided, in certain shares, among the Provost and Fellows themselves; whilst the rents, with other annual profits of a like nature, have been received and accounted for by the Bursars, and considered as constituting the whole corporate revenue, and the sole fund available for the payment of stipends, the maintenance of scholars, the support of the establishment, and the repair or enlargement of the College buildings. Extraordinary expenses have, therefore, been chiefly met by loans; and these loans have been repaid, partly out of the rents, partly by the Provost and Fellows out of the income derived by them from the fines; but this has been regarded by them as voluntary liberality on their part, and as a gift to the College out of a private source of income, on which the College had no claim. They consider "that by their management of the funds "the College property has been improved, and the proceeds strictly devoted to the pur- "poses intended by the Founder, without any personal benefit." For "building and other "works" during the twenty years ending in 1860, the College borrowed 19,400*l.* stock, of which 11,351*l.* 7*s.* 9*d.* had at Christmas 1861 been replaced by the Provost and Fellows, at a cost in money of 8,422*l.* 15*s.* 6*d.* The whole sum spent in building was much more than the money borrowed, and was in part raised by contributions from old Etonians, in part supplied by the College. One of the Fellows, the Rev. J. Wilder, besides other benefactions to the College, has munificently given 5,000*l.* towards the restoration of the Chapel, on condition that a sum equal to the interest on 4,000*l.* should be paid to him yearly during his life.

FINES. Evidence, 100, *et seq.*

Answers of the College, I. 8. Evidence, 255.

Mr. Batchelor's Letter, Evidence, vol. III., p. 63.

Evidence, 563.

According to this mode of computation, the total income for the seven years would be stated at 97,889*l.* 4*s.* 4¼*d.*, and the average at 13,984*l.* 3*s.* 5¾*d.*, and the average surplus would be only 210*l.* 5*s.* 6*d.* Subtracting sums contributed by the Provost and Fellows to repayment of loans, there would be no surplus, but a small deficiency.

The practice of taking fines and that of dividing them among the Provost and Fellows is believed by them, and by the Registrar, to have existed very soon after the foundation of the College. This is an inference drawn partly from the general practice of monasteries and collegiate bodies, partly from the disproportion which they think they can discover between the quantities of land comprised in some of the early leases, and the rents reserved upon them. The real value and solidity of the first of these grounds depend upon nice questions of time and degree in relation to the economical usages of past times, such as would require much antiquarian research for their solution. The second is confessedly based upon general impressions which have not yet been tested by investigation. No trace, we believe, is to be found of the fines having ever been brought into the accounts of the College, and we entertain no doubt that the present Provost and Fellows have followed, in this respect, a custom bequeathed to them by their predecessors.

These facts obviously raise two distinct questions, to which we shall advert hereafter. The expediency of continuing to grant beneficial leases is one question; the propriety of subtracting fines from revenue and dividing them among the members of the governing body is another.

The Provost and Fellows themselves appear in some instances to have been sensible that the mode of letting hitherto pursued is not good husbandry, and several leases have within the last 50 years been suffered to expire; others the lessees have themselves declined to renew. Opportunities have thus been taken in some cases of obtaining the command of valuable building land, and of effecting exchanges advantageous to the College. Such an exchange has transferred into the hands of the College property at Eton which formerly belonged to the Crown, and on which houses for Assistant Masters have been built, which are let at rackrent. The rents have thus risen for some time past in a greater proportion than the fines.

Answers I. 11. Evidence, 73, 86, 181, 184, 188.

	1840–1844. £	*s.*	*d.*	1856–1860. £	*s.*	*d.*
The average receipts from rents, rackrents, and manorial fines were - - -	7,379	11	0	10,800	0	11
Do. from renewal fines - - - -	5,751	6	9	6,980	10	11

See Table in Answers of College, I.

The additions thus made to the corporate revenues have been employed in meeting the increased expenses of the establishment (which have arisen in great measure from improvements in the condition of the King's Scholars), in repaying loans raised for buildings, and in forwarding other corporate purposes.

MANAGEMENT. Statement A; Evidence, 53 *et seq.* Stat. XXXIX.

The property of the College is scattered over the southern half of England, and is managed by the Bursars (principally by the senior Bursar), with the assistance of the Registrar and of local agents. The Statutes direct that the estates should be annually visited by the Provost and Vice-Provost or one of the Fellows; and frequent visitations appear to have been the ancient practice. This practice has of late years fallen into disuse, except for a short time during the provostship of Dr. Hodgson; and an opinion has been expressed to us, in which we concur, that it might usefully be revived.

PROBABLE INCREASE. Evidence, 73, *et seq.*

The revenues of the College are likely to rise steadily, though slowly. This rise may be anticipated chiefly from three sources,—from the conversion of fines into rackrents, and of arable and pasture land into house-property, and from the falling in of subsisting building leases. The College has valuable estates in the neighbourhood of London, parts of which will, if the present leases are suffered to expire, become available for building, whilst other parts are already let on building leases which have nearly 80 years to run. The probable accession of income which might be gained by running out leases has been computed roughly at about one half of the present gross annual income, or 10,000*l.*; we are unable to judge how nearly this estimate approximates to the truth, but we entertain no doubt that the income of the College will at no very distant period have considerably increased, and we believe that this increase may be accelerated by judicious management, and the extinction of beneficial leases.

SPECIAL TRUST FUNDS. Evidence, 199–209, 256–267. Statements A. A 2.

Funded stock, amounting in the aggregate to 27,632*l.* 12*s.* 2*d.* is held by the College on special trusts, chiefly for Exhibitions. An account of these funds, and of the annual receipts and expenditure under each head, is furnished in the Answers of the College. Eight thousand pounds stock, part of this sum, represents a sum of 4,000*l.* sterling bequeathed by Provost Godolphin for the increase of the Scholars' Commons. The interest of this legacy appears to have been unaccountably accumulated by the College, instead of being applied to the objects of the Testator's will. The whole 8,000*l.* has recently been sold out and the proceeds spent in buildings or repairs, the Provost and Fellows regarding it as a loan, and applying a sum equal to the dividends to the purposes directed by the Testator. This transaction, which is in substance a loan of a trust fund without security and to the trustee himself, is evidently irregular.

4. *The Governing Body.*

PROVOST AND FELLOWS.

The Provost and Fellows form the Governing Body of Eton College. We proceed to consider the constitution of this body; the mode in which its members are respectively elected, and the qualifications for election; their powers, duties and emoluments; and the relation in which they stand to the School.

QUALIFICATIONS OF PROVOST. Stat. IX. Answers of the College, II. 2.

The following are the statutory qualifications of a Provost of Eton. He must be, or must have been, a Fellow of Eton or of King's, must have been born in England, must be a Bachelor of Divinity or Doctor in Canon Law and Master of Arts, in Holy Orders,* and not less than 30 years of age.

Answers, Mr. Johnson, II. 2. Evid., 840. Evidence, 839-877.

The field of choice for this distinguished office is thus a narrow one. It has been stated to us that, at the death of Provost Goodall, there were not more than eight persons legally eligible, and we believe that the number has sometimes been still smaller.

How far these limitations are at the present day necessary or valuable, is a question the consideration of which will properly follow that of the Provost's duties. The present Provost and Fellows think it desirable that they should be retained, except that which requires the degree of Bachelor of Divinity. The Provost should be a clergyman, they think, because the Statutes impose on him some clerical duties. Other witnesses, among the Assistant Masters, see no reason why he should not be a layman. Mr. Johnson would prefer "a statesman or a man of letters." He thinks that a Provost of distinguished position and high attainments, whose mind had not been devoted during the greatest part of his life to critical scholarship and the work of teaching, and who might be expected to exercise an ample and varied hospitality, would be most useful and welcome to the school, and not the less so should he happen to be a layman. The requirement of Holy Orders was, it is well known, disregarded in some early cases. Sir H. Wotton and Sir H. Savile, the most distinguished perhaps in the whole list of Provosts, were laymen, though the former, from conscientious motives, received Deacon's Orders after his appointment. Sir Thomas Smith, elected 1547, and Thomas Murray (1621), were also not in Holy Orders.

Answers, Mr. Johnson, II. 3. Evidence, 4242–4246.

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* In the Answers of the College, II. 2, it is stated that the Provost must have been educated on the Foundation of Eton, and be in Priest's Orders. The former condition does not appear in the Statutes, and the judgment of Lord Cottenham *in re* University College, Oxford, i. Phill. Rep. 521, has settled that the words "*in sacerdotio constitutus*," are satisfied by Deacon's Orders.

The right of electing the Provost is by the Statutes vested in the Fellows, and, if not exercised by them within a certain time, lapses to the Visitor. In practice, however, the Fellows usually elect a person previously nominated by the Crown. We have been unable to ascertain when or how this practice arose. It is believed, however, that Henry VI., as Founder, claimed and exercised in his lifetime a power of nomination; there is evidence of its having been exerted, sometimes in favour of persons not duly qualified, by the Tudor and Stuart Sovereigns; and a series of Royal Letters of recommendation, from the reign of Charles II. to the present time, is stated to be in the possession of the College. By the College it is asserted to be a usurpation; and on two occasions during the last 20 years the Fellows have elected without waiting for a nomination. On the death of Provost Goodall the Crown recommended Dr. Hodgson, who had not then taken the degree of Bachelor of Divinity, and who was therefore not qualified; and the Fellows, disregarding the Letter, chose the present Bishop of Lichfield. Dr. Lonsdale, however, declined to accept the office, and Dr. Hodgson, having in the meanwhile acquired the necessary qualification, was ultimately elected in his place. The election of Dr. Hawtrey was completed before the Royal Letter in his favour reached Eton. These cases, from their special circumstances, are inconclusive as precedents, since in both of them the person who actually became Provost was the Crown's nominee. They prove that the Fellows have asserted their statutory claim to a free election; they do not prove that the Crown has acquiesced in that claim or abandoned its own. Sir J. Coleridge states in his evidence that, if the College chose to disregard a nomination, the Crown would have no legal power of enforcing it, and that disobedience would entail no statutory or other penalty.

Election of Provost. Stat. VII.

Evidence, 785, *et seq.*

Evidence, 5527.

It should be added that, in the case of King's College, Cambridge, where the Election Statute and the original practice were the same as at Eton, the claim of the Crown (which had nominated Sir Isaac Newton) was in 1689 resisted by the College, and after long dispute and much argument was abandoned.*

Evidence, 796.

It is evidently desirable that this question should be set at rest. "I venture," says Mr. Johnson, "to suggest that no more really important measure can be recommended "by the Commissioners than a legislative settlement of all doubts as to the right of the "Crown to appoint freely to the Provostship."

Answers, II. 2.

The qualifications for election to a Fellowship are thus described in the Statutes:— "De sociis Collegii nostri Regalis Cantabrigiæ, vel de hiis qui prius fuerant in eodem "et ex causis licitis et honestis recesserunt ab ipso, vel de presbyteris conductitiis "ejusdem Collegii de Etona, vel de hiis qui prius fuerant in eodem et ex causis licitis et "honestis recesserunt ab ipso, habilem et sufficientem, aut alias de collegiis vel locis "aliis, juxta ipsorum discretionem, nominent et elegant." The candidate must also be in Priest's Orders, and must be a Bachelor of Divinity, Doctor in Canon Law, or Master of Arts. Some of the words which we have quoted may admit of more than one construction. The interpretation put upon them by the College appears to be that the persons eligible in the first place are Fellows of King's, Conducts of Eton, and persons who have been Fellows of King's or Conducts or Scholars of Eton, and that the power to elect "de collegiis vel locis aliis" does not arise if there be a qualified candidate from any one of these classes. The practice, we are told, has been for many years to elect from the Assistant Masters. The possession of an income of 10*l.* a year is a statutory disqualification, but this is construed to mean an income derived from land. Substantially, therefore, and in practice, the conditions of eligibility are that a candidate should be or have been an Assistant Master, educated at Eton, in Holy Orders, and not possessed of landed property. The Electors are the Provost and Fellows for the time being.

Qualifications of Fellows. Stat. IX. Evidence, 904, *et seq.* Answers, II.

Under the Statutes, more than six weeks' absence from College without some plea of necessity allowed by the Provost and Fellows, or some employment abroad, or College business, vacates a fellowship. A similar consequence under the same Statutes follows the acquisition of land or any perpetual income of the value of ten pounds. In practice, the pecuniary disqualification has been construed to apply only to landed property, and the provision with respect to residence has not been enforced.

Stat. XV.

The emoluments assigned by the Statutes to the Provost were a yearly stipend of 75*l.* (of which 25*l.* was to be in lieu of the tithes, fruits, and oblations of the Collegiate Church of Eton) with twelve yards of cloth at 3*s.* 4*d.* a yard, and 3*s.* a week for commons, to be augmented in years of scarcity. He was also to keep three servants, "quorum unus "generosus vel domicellus, alii vero duo valecti," who were to receive livery and wages from the College. To each of the Fellows was assigned a stipend of 10*l.* a year, with six yards of cloth of the same quality as the Provost's, and 1*s.* 6*d.* a week for commons.

Emoluments of Provost and Fellows. Stat. XXIV. XXVIII.

* See an account of this transaction in the Preface to the King's College and Eton Statutes, collected by Messrs. Heywood and Wright, xxii.–xxviii.

Mr. Batchelor's Letter, Evidence, vol. III., p. 63.

From the earliest accounts which are preserved of the College expenditure, it appears that the Provost and Fellows until 1641 received their "Dieta" in kind, together with their statutory stipends. For some time after 1647 they received allowances in lieu of provisions under the head "Dieta in pecuniis," varying, in the case of the Provost, from 434*l.* to 204*l.*, and in that of the Fellows from 92*l.* to 37*l.*, the statutory stipends of 50*l.* and 10*l.* respectively being paid as before. From 1675 to the present day the stipend and allowances have been paid in one sum (279*l.* yearly to the Provost and 52*l.* to each Fellow), under the head "Stipendia cum allocat. pro dieta et liberatura." They also receive an allowance for candles and fuel; and payments, ranging from 48*l.* to 10*l.*, attached to the different College offices which they hold. The fixed sums thus allotted to the Provost and Fellows form, however, as has been already observed, but a small part of their actual emoluments. These chiefly consist of their respective shares of the renewal fines, which are divided among them in the proportion of two-ninths to the Provost and one-ninth to each Fellow. A ninth share of the renewal fines on an average of the 20 years ending with 1860 is reckoned at 662*l.* 13*s.* There is also a sum of 686*l.* 19*s.* annually divided amongst them under the name of redeemed land tax.

Answers, Statement A 2.

Table A 4, appended to Answers of College, II.

Taking all these sources of income into account the Provost and Fellows have furnished us with an estimate of their own incomes, according to which the Provostship is worth about 1,876*l.* a year, and a Fellowship from 801*l.* to 851*l.*

Stat. XXXVI.

By the Statutes a single chamber is assigned to each Fellow for his habitation ("singuli in singulis cameris collocentur"); and the rooms on the western side of the quadrangle, "cum parlura ibidem atque omnibus aisiamentis in eisdem," to the Provost. The Provost, as well as each Fellow, has now a separate house, rent-free, for which rates and taxes are paid by the College. It does not appear when this change took place. They have likewise some trifling allowances in fuel, candles, &c., and they enjoy the privilege of holding each one living; a privilege expressly denied to them by the Statutes, but obtained in the reign of Queen Elizabeth by a Royal Dispensation, the validity of which has been questioned (since the Fellows are likewise prohibited by the Statutes from accepting dispensations), but was upheld, after a lengthened argument, by a judgment of the Visitor, Sir W. Grant and Sir W. Scott sitting as his assessors.

Evidence, 758–766.

Ecclesiastical Patronage. Answers of the College, I. 9. Evidence, 721–767.

A list of the benefices in the gift of the College has been furnished to us, from which it appears that the whole number, including alternate presentations, is 40, of which—

	£		£
Four do not exceed 100 in value.			
Eight are above -	100	and not exceeding	200
Nine „ -	200	„	300
Nine „ -	300	„	400
Four „ -	400	„	500
Two „ -	500	„	600
One „ -	600	„	700
One „ -	700	„	800
One „ -	800	„	900
One „	1,000	„	1,200

Of these, one living of 247*l.* and one of 244*l.* are alternate, and to the single living which exceeds 1,000*l.* the College presents once in three turns. There are two others, the value of which is not stated; and there are also two small incumbencies in the sole gift of the Provost.

It is the practice of the Provost and Fellows, when a living falls vacant, to offer it to the members of their own body in rotation: if not accepted by any of them, it becomes private patronage; the Provost and Fellows presenting in turn, and the Provost having two turns to each Fellow's one. They inform us that their patronage is usually exercised in favour of a personal friend or relation. A Conduct is, however, after eight years' service, allowed the option of taking any living which may become vacant, provided it be not one of a certain number, which includes those of the greatest value. In December 1861 a College living worth 878*l.* was held by the Provost, and three others, worth respectively 708*l.*, 663*l.*, and 505*l.* by three of the Fellows. The present Provost has a small family living of his own, and does not hold any College benefice.

A living is never offered to an Assistant Master unless he has first obtained a Fellowship. Mr. Balston thinks that it would be useless, and, as we understand him, inexpedient on the whole, to offer the livings to the Assistants, as the temptation would be too small to prevail with a successful Master, and might be too great to be resisted by one who had not yet achieved success. But he admits that the prospect of preferment might be an inducement to accept a mastership, and that it would afford occasional opportunities of

Evidence, 4170–4174.

releasing men not thoroughly competent for the work. Two Assistant Masters—one a layman, the other a clergyman—have given evidence which agrees with the latter part of Mr. Balston's opinion, but not with the former. Mr. Johnson thinks the livings would furnish the best retiring pensions for Masters in Holy Orders:—

"4170. (*Lord Clarendon.*) Do you conceive that many of these livings would be accepted by Assistant Masters?—Not many perhaps, but some would. Evidence, 3184–3187.

"4171. Do you think that some of those livings would often be accepted by a tolerably prosperous Assistant Master?—No, but the advantage gained by the School would be if they were accepted by an Assistant Master who was not very prosperous.

"4172. Do you think that if such a system as that was established there would be always a certain number of those livings held by men who had been Assistant Masters in the School?—Yes.

"4173. (*Mr. Thompson.*) How many livings would you open in that way to the Assistant Masters, and under what conditions would you give them?—The inferior livings should be offered to young or unsuccessful Masters, the best livings given instead of Fellowships to men who have earned them fairly.

"4174. But you would not allow an Assistant Master to take a living until he had been some time in the School, would you. He must serve a certain time as Assistant Master, because you could not allow an Assistant Mastership to be a mere stepping-stone to a living?—If a man found that he was not doing well, or that his health was failing, I would allow him to take a living, and probably he would take a moderate one. As the case stands at present there is no kind of promotion for the Mathematical Masters, and they go away because they see no chance of it. Some of them have taken very moderate livings from other patrons, and I have no doubt that they would often take these livings from the College."

Mr. James thinks that parochial work is what a man in Holy Orders looks forward to for the closing part of his life, and that if the livings were offered to the Masters they would often be accepted in middle age. Evidence, 4850.

The duties of the Provost are those ordinarily assigned to the head of a Collegiate Foundation. He has to exercise a general superintendence, to take care that each member of the College fulfils his statutable obligations, to see that the College property is well administered, and the revenues duly applied. He is entrusted with the College Seal, must be present (unless inevitably prevented by sickness or otherwise) at all College meetings on important business, has a vote in elections to vacant Fellowships and to the offices of Head and Lower Master, and has the sole appointment of subordinate officers of the College. He exercises, as will appear hereafter, over the management of the School, a control which is very extensive and minute. He is *ex officio* Rector of Eton, but is not instituted to the cure of souls within the parish, nor does he receive the emoluments of the living, which are paid into the general funds of the College; neither can we ascertain that he practically undertakes the spiritual charge of the parish, the duties of which are performed by the Conducts as (nominally at least) his curates. This arrangement, according to the evidence of Mr. Paul, a late Conduct, does not work satisfactorily; the consequences which he represents as having arisen from it within his own experience, are disputed by the Provost and Fellows, but they are, to say the least, not improbable. The Provost also preaches in Chapel eight times in the year. This duty, and the superintendence, whether real or nominal, of the parish of Eton, constitute the whole of his clerical functions.

PROVOST'S DUTIES AND POWERS. Answers of College I. 2, and Statute VIII.

Evidence, 895–901, 1620–1648.

Answers, Mr. Paul, III. 43, 44.

The Fellows have a deliberative voice in all matters of importance affecting the College property. They audit the College accounts, and the concurrence of a majority of a College meeting (four, with the Provost or Vice-Provost, being a quorum) is required for leases and sales of the College property. Out of their number are chosen annually the Vice-Provost, the Senior and Junior Bursar, Precentor, Sacrist, and Librarian. The duties of the Bursars are to receive the rents and superintend the expenditure; of the Precentor "to be responsible for the College choir, their regularity of attendance, and "general behaviour;" and of the Sacrist to take "charge of the Chapel, the books, and "plate for the altar." The Fellows have no regular share in the government of the School, and no duties in connexion with it, except as joint guardians (with the Provost) of the College property, and as electors (with the Provost) of the Head and Lower Master, and except in the very rare case of a King's Scholar committing a grave moral offence, calling for expulsion or for some punishment little less severe. Mr. Dupuis, the Senior Bursar, in the course of his long experience, does not recollect more than six or seven such cases; Mr. Coleridge, since he has been a Fellow, not more than one. It appears, however, (as we might naturally expect to be the case) that the Provost frequently takes the advice of the Fellows on questions respecting the educational business of the School, instead of acting (as he is entitled to do) upon his own unassisted opinion, and that he would not, without conferring with them, sanction any alteration of importance;

FELLOWS' DUTIES AND POWERS. Answers of College, II. 2. Stat. XXXIII., Evidence, 957–1030.

Evidence 1008–1030, 3664.

Evidence, 3016, 3021, 3659, 3660.

and his judgment would doubtless in any case be considerably influenced by knowing what view persons with whom he is so closely associated, and who stand in such a relation to the College, would be likely to take of a suggested change.

5. *The Conducts or Chaplains, and Choristers.*

THE CONDUCTS. Answers, II. 2.

The daily duty of reading prayers in Chapel is divided among three Conducts or Chaplains (*capellani conductitii*), who likewise act as curates of the parish of Eton. They are appointed by the Provost, and each receives 120*l.* a year. A late Conduct, Mr. Paul, was also Assistant Master in College, receiving, as such, an additional stipend.

THE CHORISTERS. Stat. III. VII. XV. XVI. XXIX. XXXVI.

The sixteen choristers contemplated by the Statutes were placed, as regards board and lodging, and the supply of clothing and other necessaries, on the same footing as the scholars, sleeping in the same rooms with them, and sitting with them at meals; they were to be taught music by "an honest and virtuous clerk or priest" appointed for that purpose by the Provost, and they might likewise attend the grammar school, where they were to be taught gratuitously by the statutory masters. They had also a *cæteris paribus* preference in elections to scholarships.

Evidence, 586–623, 1482–1497.

There are at present no choristers exclusively attached to Eton College. It maintains, jointly with St. George's Chapel, Windsor, a choir of twelve, each of whom receives from Eton a gown and an allowance of bread, meat, and beer for commons; they are taught reading, writing, and music by a schoolmaster at Windsor, who is paid 20*l.* by Eton, and a further salary by the Windsor Chapter. There is an arrangement, we are told, that the Conducts shall teach them Latin, if required, but it does not appear that this has ever been required. They receive from Eton 15*l.* on leaving, which is made up to 25*l.* by Windsor. The services, like the support, of the boys are divided between the two establishments, a consequence of which is that there is no choral service at Eton on Sunday or any other mornings, St. George's being deemed to have a prior claim. This arrangement, which appears to be recommended by nothing but its economy, has subsisted for a long time—it is thought, since the Restoration. That it is bad for the College, which is obliged in the mornings to replace its choir by a dozen charity children, and for the choristers themselves, who are "obliged to go immediately from one place "to another to perform the same service," is admitted; but a distinct choir would involve, it is said, "such a large additional annual expenditure that it seems almost "impossible to entertain the idea immediately."

6. *The King's Scholars.*

STATUTORY QUALIFICATIONS AND ELECTION OF SCHOLARS. Stat. III.

The 70 King's Scholars or "Collegers" are elected by the Provost, Vice-Provost, and Head Master of Eton, and the Provost and two Fellows (appointed annually for the purpose) of King's. The statutory qualifications are poverty, aptitude for study, good character, and a competent proficiency in reading, plain-song, and grammar. No one is to be elected who has not completed his eighth or who has exceeded his twelfth year, unless, being under seventeen, he has made such progress in grammar that, in the judgment of the electors, he can be made a sufficiently good grammarian ("nisi, judicio "eligentium, in grammaticâ poterit sufficienter expediri") before completing his eighteenth. The possession of lands, tenements, or other possessions worth above five marks a year, incurable disease, or mutilation or any defect arising from the candidate's own act or fault, and incapacitating for Holy Orders, and illegitimate birth, or birth out of England, are disqualifications. Birth in serfdom was a disqualification likewise. A preference is assigned, in the first place, to candidates from places where the College has property, and then to natives of the counties of Buckingham and Cambridge, and, *cæteris paribus*, to choristers of Eton and King's, on account of their work and service to the two Colleges. Public notice is to be given nearly seven weeks before for the benefit of poor scholars, who may be willing to assemble ("confluere volentes") from any part of England.*

STATUTORY EMOLUMENTS OF SCHOLARS.

Tenpence a week was by the Statutes allowed for the commons of each Scholar. Cloth of a prescribed price and quantity was to be delivered to each Scholar at Christmas to provide him a gown for holiday wear during the ensuing year, and for daily use in the twelve months which were to follow. It appears also from the Eton Statutes, as

* In the Vetus Consuetudinarium Scholæ Etonensis, appended to Heywood's edition of the Statutes, the election is mentioned in terms which clearly show the view anciently taken of the mode and spirit in which it was to be conducted:—

"Hic septem hebdomadibus ante electionem in Regale Collegium Cantabrigiæ inchoatur exhortatio literaria Ætonæ, et affiguntur portis chartæ denunciantes liberum esse omnibus liberalis ingenii et egregiæ indolis pueris, ad bonasque disciplinas percipiendas aptis et idoneis, ad Collegium Ætonense accedendi, eorum judicium subeundi, qui id agent ut aptissimi quique ex omni Britannia in Collegium Ætonense subrogentur."

illustrated by those of Winchester, that the Scholars were also entitled to such a supply of clothing, bedding, and other personal necessaries, as should not exceed in value the yearly sum of 15*s*. Stat. XV. XXIX. XXXVI.

The Provost, however, states that no charge for clothing, as distinct from the gowns and the bedding, appears in any of the audit books, though these have been examined from the year 1506. Evidence, 311, (note.)

"On the accustomed days" they were to have "breakfast of the aforesaid commons" ("jentacula de communibus prædictis.") They were to sleep in the lower chambers under the Head and Lower Master, Fellows, and Chaplains, each boy of 14 and upwards having a separate bed. They were exclusively eligible to Fellowships at King's.

PAST AND PRESENT CONDITION OF SCHOLARS.

It is certain that until within a very recent period the King's Scholars derived little, if any, benefit from the vastly increased wealth of the Foundation, the advantages of which were enjoyed, and in reality monopolised, by the Provost and Fellows. Until about 20 years ago, they were lodged in one large chamber and three smaller ones, with one man-servant and a bed-maker employed for about half the day to attend on them and keep the rooms clean. In this "Long Chamber" they were locked up at eight o'clock at night (in winter they were assembled in it at five), and "saw nobody again until "half-past seven next morning." There was no provision for their moral superintendence. Great tyranny, exercised by the older boys over the younger, was among the consequences of this state of things. No breakfast was found for them, and their dinners, says Mr. Dupuis, speaking from his own recollection, "were really no dinners at all." The dinner consisted of mutton only, and there were no servants in attendance. "The "meal of tea was considered unnecessary;" and the supper provided in Hall at eight o'clock was "very insufficient;" so much so that all the boys above the Remove were in the habit of sending out for another supper for themselves. It was customary for the boys to hire rooms in the town, where they had their breakfast and tea and lodged during the day, at a considerable expense to their parents. Until within the last five or six years, every boy paid a certain sum to a dame, who undertook to give him a room when he was ill, to provide for his washing, and do other little necessary services. The expenses of a Colleger were thus not very much less than those of an Oppidan. It is evident that this state of things was not in accordance with the intentions of the Founder, which were to provide, as far as the revenues of his foundation and its other objects would admit, board, lodging, clothing, and education free of charge, and suitable to the habits of his time, for boys requiring such assistance, but of the same class as the Fellows; and there can be no doubt that if the letter of the Statutes was adhered to, their substance was systematically violated. The Vice Provost and Fellows are certainly right in thinking that the want of due care and attention to the comforts and moral superintendence of the boys prevented many parents from sending their sons to the College who would otherwise have been glad to avail themselves of it. "It has frequently happened," they say, "that the actual number of Foundation Scholars has fallen below the statutory "number. About 30 years ago the number did not amount to 50, and at previous "times the deficiency has been great." This deficiency, indeed, as we gather from the evidence of the Provost, did not disappear until a later date, which coincides with the change in the mode of election and the commencement of the other improvements which we are about to describe. Probably, also, it had a further effect, which has not yet wholly died out. Their condition was, says Mr. Carter, speaking from his own experience, "degrading in many respects to the character of gentlemen;" and this can hardly have failed to depress, in the estimation of the Oppidans, the traditional status and social position of the Collegers.

Answers of the College, II. 13. Evidence, 193–211, 299–313, 333–415, 636–643, 1359–1449, 1475, 4758, 4834.

Answers of College, II. 14.

Mr. Carter, Answers, II. 13.

Within the last 20 years there has been a great and progressive improvement; and it is due to those by whom that improvement was introduced (it began under Provost Hodgson), and to the present Provost and Fellows, to say that they are relieved from the reproach which unquestionably attaches to their predecessors. Forty-nine of the 70 Collegers have now single rooms; the remaining 21 were lodged, until 1861, in a large room under the superintendence of a Conduct and three upper boys; and each has now a small dormitory partitioned off from the rest. The accommodation in College seems at present to be as good as could be desired, except that fire-places, where they can be had, might be advantageously substituted for the hot water with which 44 out of the 48 rooms are warmed, and that the rooms appropriated to the sick are confined and inconvenient. There is an Assistant Master in College, whose rooms communicate with those of the boys, who has the domestic superintendence of them, and is responsible, in great measure, for their moral training. For these duties he receives from the College 230*l*. a year, with rooms, coals, and candles. The bullying and other evils, which made the Long Chamber a bye-word with old Etonians, have been entirely removed by these simple

Mr. Carter, *ibid.* Dr. Okes, 8897. Evidence. 5704–5708.

Evidence, 4819–4822. 5839–5842.

means, and are now only matters of history and tradition. There is a matron and housekeeper, and a sufficient number of servants for every purpose, except, as it would appear, for attendance at dinner in Hall, where the fags have to wait on their masters, and cannot, therefore, get their own dinners till their masters have done. Bread, butter, and milk are supplied for breakfast and tea (for tea and sugar the boys are charged a fixed low price), and a supper, at nine o'clock, of cold meat, which, as at the dinner, is generally mutton. Any additional nourishment or extra attendance which they may require in sickness is paid for by the College; and they have the gratuitous use of the Sanatorium, the College paying such expenses as their removal to it may occasion.

Their dinner consists of roast mutton five days in the week, and of roast beef on the other two, with vegetables, and beer, and with suet pudding and plum pudding on alternate Sundays, and fruit tarts in summer. They find cheese for themselves. The introduction of the beef and pudding appears to be due to the posthumous liberality of a deceased Provost (Godolphin), who bequeathed, in 1786, 4,000*l.* for the increase of the Scholars' commons; but the interest of the legacy was, until a comparatively recent period, accumulated, instead of being applied to the purpose for which it was left. The practice of feeding the scholars on mutton probably originated in convenience, at a time when the supplies of Windsor market and the ordinary diet of all classes were coarser and less varied than at present, when to simplify the accounts was a matter of primary importance, and the rents of the College were partly paid in sheep as well as in grain. The food supplied is ample in quantity, but the monotony of it palls, we are told, upon the taste of the boys, especially of the younger ones (who invariably get the inferior joints), and those of less robust health or appetite, a class likely to be numerous among boys who have been elected by competition at an early age, and are under a constant stimulus to work. No sufficient reason has been suggested for adhering to a monotony which must be often distasteful, and sometimes prejudicial to health.

Suprà, p. 60.

Evidence, 1384, 4352.

Evidence, 4758–4776, 5763–5776.

The average annual amount of a King's Scholar's bills, taking the bills actually sent in during many years, is computed by Mr. Paul at 49*l.* 17*s.*, whilst an Oppidan's annual bills range from 150*l.* to 210*l.* The maintenance and instruction, however, of a King's Scholar, though the charges have been greatly diminished, are not wholly gratuitous. He pays 10*l.* 10*s.* for tuition, 5*l.* 5*s.* towards the wages of the matron and servants in College, 5*l.* for washing, and 3*l.* for "school fees,"—a little less than 25*l.* in all. He also pays, as has been already stated, for his tea and sugar. About 25*l.*, therefore, covers his whole expenses, exclusive of clothes, travelling, and pocket money. A part of his washing was formerly paid for by the College (a washerwoman for cloths and linen garments, "lotrix mapparum aut vestium linearum," was among the statutory servants of the establishment), and this, for the sake of convenience, was commuted for the bread, butter, and milk now furnished for tea. At what time the Scholars first began to pay for tuition is not known; but Mr. Dupuis states that the charge was eight guineas when he went to school, and was increased to ten before he left it. A King's Scholar receives from his Tutor the same instruction, and makes as great demands on his time, as an Oppidan, who usually pays 21*l.*; and the opinion has been expressed to us by several witnesses, that as the Statutes contemplate an education free of charge, a tuition fee of either 10 or 20 guineas should be paid to the Tutor by the College in respect of each King's Scholar. Mr. E. Coleridge and other witnesses also think that the maintenance of the Scholars should be altogether gratuitous, which would involve the abolition of the charges for tea and sugar, washing and attendance; and no special reason has been suggested for retaining these charges, in respect of what, according to the habits of the present day, are necessaries.

Evidence, 5752.

Answers of College, II. 13.

Stat. XXXVIII.

Evidence, 406, 5758.

Evidence, 1414.

Evidence, 4179.

Mr. James' Answers II. 13.

Evidence, 3758. 5755.

From the mode in which the accounts are kept, it is not easy to ascertain precisely the whole cost of the King's Scholars to the College. It appears to range from 2,500*l.* a year to 3,000*l.*, inclusive of food, attendance, fuel, gowns, and the payment of the Assistant Master in College. With reference to this latter item, it may be observed that the Scholars were by the Statutes to be lodged in the same building as the Master and Usher and Fellows, and in rooms immediately below them. The Assistant in College, therefore, merely supplies the absence of that supervision and care of which the boys were improperly and culpably deprived when the Fellows and the two statutory Masters removed to separate residences. The alterations and additional buildings which have given proper lodgings and accommodation to the Scholars were paid for by the subscriptions of old Etonians, the Provost and Fellows contributing, however collectively 2,000*l.*, and the Provost, Fellows, and Head Master individually, 2,100*l.*

Mr. Batchelor's Letter. Evidence, Vol. III., p. 63. *See also* Evidence, 4792.

Had alterations and additions been made in former years, from time to time as the necessity for them arose, the whole of the proper accommodation might have been

provided out of the revenues of the College, which were undoubtedly the fund on which it ought to have been charged.

The payments to the Head and Lower Masters, including 150*l.* for Mathematics, amount together to 453*l.* 16*s.*, the present Head Master having also (like the Provost and Fellows) a house rent-free. If therefore the Scholars now receive (as they undoubtedly do) a better education than was or could have been contemplated by the Founder, it is an education which costs the College little more than 450*l.*, while they themselves pay 735*l.* in fees to tutors; and even this payment would not suffice, were not the tutors required to take them at a rate below that charged to the Oppidans, so that the education of the scholars is in part paid for by the Oppidans. Answers of College, A 4.

Until about twenty years ago, though the forms of an election were observed, the Scholars were, in fact, nominated by one or another of the six electors, and the examination consisted in construing a passage which the boy had got up beforehand. The effect was what might be expected. "Very stupid boys got in who had no business to get in." This system has been completely abandoned, and for the last twenty years the examination has been strictly competitive, and open to all boys not excluded by the Statutes, the successful candidate being chosen by a majority of votes. By an Ordinance of the Cambridge University Commissioners, made at the request of the College, the condition of birth within the realm of England has been relaxed so as to include boys born in any part of the British empire. The other statutory restrictions and preferences still exist; but the condition of poverty seems in practice to have been construed as excluding only boys entitled to independent property in their own right, and as giving a preference in consideration of narrow circumstances where they come to the knowledge of the electors. It is not the practice, however, to make inquiries into the circumstances of the candidates or their parents. Present Mode of electing Scholars. Evidence, 1228–1282. Evidence of the Provost of King's, 8888, *et seq.* Evidence, 2161–2171. 2184–2186.

The change from nomination to competition has had its natural effect. It has brought to Eton a great number of able and industrious boys who would not otherwise have come at all; and the King's Scholars have become, as the Provost expresses it, intellectually the *élite* of the School. In a letter written by him to the Head Master of Westminster, 4th February 1861, and quoted by the latter in his printed "Letter to Sir D. Dundas, "on the position and prospects of Westminster School," Dr. Goodford thus expresses himself:— Results of Competition. Evidence, 1241.

"The first and most marked effect of opening our foundation to competition has been that it has raised intellectually the standard of the boys in College, and through that, morally, their position in the School. The elections to College here, and hence to King's, have no doubt acted upon each other; and the mere admission here by competition would not, of itself, have produced all that we saw last year done by our youths in the Classical Tripos at Cambridge, and what we hope to see this year. * * * The class of boys which the open competition has drawn here, has been mainly the sons of Clergymen, or younger sons of laymen, whose elder brothers would inherit a sufficiency without the aid of a Fellowship; sometimes a tradesman's son, but not often. Looking down the list of my own division now, which contains 17 King's Scholars, I find 12 clergymen's sons, two younger sons, whose elder brothers are provided for; two sons of naval officers, and one who is a solicitor's son. I take these to be, as near as may be, the class of persons whom our Founder meant to benefit; and the leaven of steadiness and diligence, which they impart to the rest of the School, is most valuable to us."

The only doubt which has been suggested by the Provost as to the results of the competitive system is of a different kind. He doubts whether it has not tended to dishearten and discourage industry in the Oppidans by creating within the School a separate class of boys whose early proficiency gives them an advantage over the rest, which they are afterwards stimulated to maintain. That the King's Scholars carry off by far the larger proportion of the classical prizes and distinctions of the School is admitted by the Oppidans themselves. We shall have occasion to refer to this point hereafter, and shall only observe in passing that the explanation, were we asked to consider it as such, of the comparative failure of the Oppidans, would do little honour to their spirit and energy. If the Collegers were selected for superior talent or industry out of the Oppidans—boys already at the school—they would be superior to the Oppidans, not only as a body, but individually, and might, therefore, be expected to win all the prizes. But this is not the case. It appears from a return with which we have been furnished that not more than 25 per cent. are elected from among the Oppidans. The Collegers are a small though picked body; the Oppidans are a much larger body, though taken without selection; and although the average of ability among the former is probably higher, as the average of industry certainly is, than among the latter, we see no reason to doubt that there are among the five or six hundred Oppidans of the Upper School a great number of boys quite capable of running an equal race with their contemporaries among the seventy Collegers for prizes offered to individual talent and persever- Evidence, 1242. Mr. Mitchell, Evidence, 7079–7081. Lord Boringdon, 7494. Mr. Lyttelton, 8340.

ance. If, indeed, perseverance is encouraged among the Collegers, and is not encouraged among the Oppidans, it would be but natural that the latter should fall behind. Whether this is so, is a question which we shall have to consider under a different head. Here it is enough to say that the inferior success of the Oppidans in school contests seems to afford no argument against the practice of electing the Collegers by competition; nor do we understand that it is, in fact, so regarded by the Provost. He considers, indeed, that there is an emulation between the two bodies, which is advantageous to the School, and would be lost if they ceased to be distinct from each other.

Evidence, 2145–2149.

SOCIAL RELATIONS OF COLLEGERS AND OPPIDANS.

The Collegers are, however, severed from their schoolfellows not only by the mode in which they are admitted, by receiving an almost gratuitous board and education, and enjoying some small privileges in the way of precedence, but by being lodged in a separate building and wearing a distinctive dress. On the important question whether this separation works a social estrangement, and prevents them from associating freely and on equal terms with the Oppidans, a result which would be clearly disadvantageous to both, we have found some difference of opinion. We have been told, on the one hand, that "they are excluded from the chief good of an Eton education, social intercourse with the great body of their schoolfellows;" that they do not associate much with them; that, whilst the old feelings of animosity and jealousy have nearly died out, there is little community of interest between the two bodies, and that instances of close friendship between Collegers and Oppidans are rare. "I have never," says Mr. Browning, who was himself on the Foundation, "known a Colleger to have any great or wide "influence over the school at large. . . . A Colleger enjoys the privilege of being "in the society of clever boys, among whom work is general and fashionable, and "where he has every inducement to exertion; on the other hand, he breathes a somewhat confined atmosphere; he does not drink to the full of the spirit of Eton; he "lies in a quiet backwater, instead of being borne along in the full stream of Eton "life. . . . If these two bodies were to act more upon one another, it would be for "the mutual benefit of both." The Oppidans admit, says Mr. Johnson, that the Collegers are their schoolfellows, but do not feel them to be playfellows.

Evidence, 1283–1302, 1353–1358, 2137, *et seq.* 4315–4332.

Answers of Mr. Johnson, Mr. Wolley, Mr. Wayte, Mr. Stone, Mr. Cornish.

Answers of Mr. Browning.

Evidence, 4325.

These statements, however, appear to require considerable qualification. All the witnesses who have left the School within the last three or four years agree in saying that, whilst among the younger boys there is considerable estrangement, this disappears almost entirely in the highest part of the School. "It was almost a natural thing "for a small Oppidan to dislike a small Colleger,"—a dislike returned by the other, who puts on the Colleger's *esprit de corps* with his Colleger's gown. There is a class antipathy at starting—a feeling, as Mr. Wayte expresses it, of "social superiority "on the one side, and defensive pride on the other," which wears out as boys grow older. They do not, however, play together, except at fives, in some of the cricket clubs, and in the first foot-ball club; and established usage excludes Collegers from the eight-oar boats. The existing state of things is, says one witness, "a sort of custom," not founded consciously upon any real difference of birth or rank—which indeed hardly exists at all—but for the obstinate vitality of which it is not difficult to account, considering what the Collegers formerly were, and how they were treated, the importance now assigned among the Oppidans to success in games, and the more studious habits of the Collegers, and above all the strong and lingering power which tradition and habit exert over the minds of boys. It has greatly diminished with the improved position of the Collegers; and that it should continue on the whole to diminish seems to be inevitable, though the younger witnesses whom we have examined do not agree in recalling within the time of their own remembrance any material change in this respect; and we observe with satisfaction that the Masters are fully sensible of the importance of effacing the separation as far as possible, by every means in their power.

Evidence of Hon. C. G. Lyttelton, Mr. Mitchell, Lord Boringdon, Mr. Ainger.

Evidence, 5722, 5723.

The difference of dress, which strikes a boy's eye when he first enters the school, has doubtless some influence, as a visible badge of a distinction of class. The gown, which was worn originally, as it appears, by Collegers and Oppidans alike,* is now confined to the former. Some of the Masters lay considerable stress on the expediency of discontinuing it, whilst they admit that this "would be unpopular with the Scholars themselves, "who have a strong class feeling and regard the gown as an honourable distinction." Other witnesses think the gown has no sensible effect.

Evidence, 1351, 1352, 2140, 4324.

Answers of Messrs. Paul, Wayte, Stone, Browning, Cornish.

Evidence of Mr. Warre, Mr. Lyttelton, Lord Boringdon, Mr. Ainger, Mr. Mitchell.

It should be added that there is another side to the question. The Collegers, though not divided from the mass of the Oppidans by any broad distinction of birth or station, are commonly either younger sons, or the sons of parents of moderate fortune, and it is possible that their separate position may in some degree protect them from expensive

* *See* the Retrospective Review, Second Series, ii., 149.

habits. Their exclusion from "the boats" may be deemed a positive advantage to them from this point of view. There is perhaps a more effectual protection in the fact that they have less pocket money. Evidence, 2156–2170. 4375, 5414–5417.

The King's Scholars, as has been already stated, are exclusively eligible to Scholarships at King's College, Cambridge. The successful candidates are chosen annually by competitive examination. The number of vacancies at King's was necessarily uncertain until, by the reforms introduced there by the Cambridge University Commission, scholarships for a limited period were substituted for fellowships tenable for life. It will in future be four annually. In elections both to Eton and to King's each College contributes under the Statutes an equal number of electors. Evidence of Mr. Paul, Mr. Mitchell.

THE SCHOOL.

7. *Number and Composition of the School.*

Eton School contains at present from eight to nine hundred boys. The numbers in the list published at Election 1861 were as follows :— Numbers of School.

Upper school - - - - -	730
Lower school - - - - -	99
Total - -	829

Deducting the seventy King's scholars, the number of "oppidans," or boys not on the foundation, was 749.

In 1862 there were 840 boys, and therefore 770 Oppidans.

We have no account of the rise of the school. That the Founder of Eton, like the Founders of Winchester and Westminster, desired and intended that the benefits of his Grammar school should not be confined to a single class, is sufficiently clear from the statutes. The statutes of Eton College contemplate distinctly three classes, all of whom were to be taught gratuitously :—

1. Foundation boys, lodged, fed, and in part at least clothed by the Founder's bounty.
2. Boys lodged and fed by the College with the foundationers, but at a charge sufficient to cover the expense of their maintenance.
3. Boys resorting to the school for instruction, but not boarded within the College.

That boys of the second class or "commensales," sons of noblemen and gentlemen, answering exactly to the pensionarii at Westminster, and to the commoners and pensioners at the colleges of Oxford and Cambridge, did formerly exist at Eton, there is no doubt. The first Cavendish Earl of Devonshire, then a boy of nine, with his elder brother and a servant, was admitted on these terms in the year 1550. Between 1564 and 1648 the old audit books of the College contain the names of "commensales" who dined in hall during that period, varying in number from 37 downwards; they have entirely disappeared since the Restoration. It has been suggested to us by Mr. Wilder, that by reviving the "commensales" and admitting to the benefit of a gratuitous education a certain number of boys who should be required to pay the actual expense of their board, the usefulness of Eton might be considerably extended, and that this advantage might be offered to candidates who had failed in the competition for scholarships. It would clearly be in accordance with the Founder's intentions that the College should assist the education of boys not being members of the foundation, if not in this way, in some way analogous to this. We fear, however, that the establishment of a distinct class in the School might be found to enhance rather than mitigate the difficulties which have arisen from the distinction between Collegers and Oppidans. The establishment of Oppidan Exhibitions, tenable at any boarding-house, and equivalent, or nearly so, to the amount expended by the College on the education of each Colleger, would probably confer a less questionable benefit upon the School. Commensales. Retrospective Review, 2nd Series, II. 142. Secretary's Notes, in App. A. Rev. J. Wilder's Letter, App. H. Evidence, 1500–1526. Evidence, 1501–1508.

The Oppidans,—or, as they are called at Westminster, town boys,—have for centuries constituted the great bulk of the school. The young Cavendishes seem to have been Oppidans for a month before their admission into College, and in the Paston Letters there is a characteristic letter from a young Oppidan of 1467. Oppidans. Retrospective Review, *u. s.* Paston Letters, i. 297.

The total number, King's Scholars included, is now greater than at any time within the last 50 years. The fluctuations during that period are shown by the subjoined figures. Answers of Dr. Goodford, II. 11, note.

1812	540	1846	777
1817	477	1852	597
1833	627	1862	840
1836	444		

The rapid increase of the School of late years raises the question whether it is desirable that any limitation should be placed on its numbers. Both the Provost and the Head Whether Limit of Number

DESIRABLE. Evidence, 2188-2232.

Master think that it may well receive as many boys as can possibly be accommodated at Eton. They see no objection to a thousand, if room could be found for a thousand. They admit, however, that some disadvantages exist already, which are due to the magnitude of the School, though they do not think them serious. A very large staff of Masters are more difficult to govern, and can have less of personal intercourse with their head. We have been told by Mr. Coleridge that "the teaching force is already multiplied "to such an extent that the Head Master cannot manage it," and that "his mind, which "ought to be like the mainspring of a watch, the moving power of the whole machine, is "scarcely felt throughout the School," and that even this teaching force is overtasked with work. A great number of the boys must, of course, be personally unknown to the Head Master. The majority leave without having entered his division or had the benefit of his personal teaching and influence. Again, either the number of Forms or the number of boys in each Form must be very great. In the former case the rise of a boy to the top of the School must be proportionately slow, in the latter the Forms must be unmanageable, or they must be sub-divided into what are virtually parallel classes, a system adopted at Rugby and Cheltenham and at the great schools in Germany, but which is not unattended with inconveniences. The parallel system is not in use at Eton; in place of it there is a highly complicated arrangement of Forms, sub-divisions of Forms (called removes), and "Divisions," which will be explained hereafter. The practical effect is, that a boy who passes from the lower Fourth, which is the lowest remove in the Upper School, has to be promoted nine times before he reaches the upper Fifth, and to pass through or over sixteen "Divisions," obtaining about half of his promotions by seniority and the other half after a test examination. Whether this arrangement works well, we shall have to consider hereafter.

Evidence, 3712. *See also* 5517 (Sir J. Coleridge).

8. *Arrangement of the School.*—1. *Forms and Removes.* 2. *Divisions.* 3. *Admission.* 4. *Promotion by Removes.*

FORMS AND REMOVES.

The old series of six ascending Forms, consecrated by usage in most of the great schools of this country and in Germany, still subsists at Eton; but not for the purpose for which it was originally established—that of instruction in School. For that purpose a "Form" must, of course, be of manageable size and composed of boys nearly equal in proficiency. The lowest three Forms at Eton belong to the Lower School, which we shall consider separately hereafter, as it is for most practical purposes distinct from the Upper. The other three, after undergoing a gradual process of division and subdivision, now stand as follows:—

- Fourth
  - Lower remove.
  - Middle remove.
  - Upper remove.
- Remove
  - Lower remove.
  - Upper remove.
- Fifth
  - Lower Division
    - Lower remove.
    - Upper remove.
  - Middle Division
    - Lower remove.
    - Upper remove.
  - Upper Division.
- Sixth.

There are thus, in fact, eleven Forms or subdivisions of Forms in the Upper School, and a boy who advances regularly from the bottom makes ten steps to reach the top, each step marking, in theory at least, a grade of proficiency. The Form and remove in which a boy is denote his stage of advancement and his rank in the school; but the Forms first, and then the removes, have gradually grown too large to be handled by a single Master; and it has been thought better, for the purpose of teaching in school, to distribute the whole mass afresh, without disturbing the organization already described, into groups of manageable size called "Divisions," each of which has a Master of its own. The number of Divisions may be multiplied or diminished from time to time without affecting the number or arrangement of the removes, of which it is wholly independent; thus boys in different Divisions may be in the same remove, and *vice versâ*, and a boy may possibly be promoted into a higher remove without quitting his Division, or changing his Class-Master. The Division, therefore, in which a boy is marks the Master by whom he is taught, and the group of boys with whom he goes into school, for the time being. Sometimes, too, a boy passes over a whole Division without entering it. In 1861 there were 17 Divisions in the Upper School.

DIVISIONS.

Answers of Dr. Goodford, III. 10.

ADMISSION.

Before admission to the Upper School a boy has to pass an examination, consisting of some easy translations from English into Latin, prose and verse, and from Greek and

Latin into English. The standard is low; and nobody would believe, says Mr. Balston, how poor are the results obtained. If the candidate cannot come up even to this low standard, as is often the case, he is permitted to enter the Lower School, which admits any boy who is able to read. There is no inferior limit of age; no boy is admitted after 14, except on special grounds, and no boy can be placed, on entrance, higher than in the lower part of the Remove, or seven steps from the top of the School. The average age of entrance is from 12 to 14, and the average time of remaining at school four or five years.

Evidence, 3641. Answers, Mr. Carter, III. 5. Answers, Dr. Goodford, II. 31.

The system of promotion is likewise peculiar. "Removes," as they are called,* take place twice a year, in June and December. At each remove each subdivision of every Form in the school, except the sixth and the upper division of the Fifth, is promoted in a body, and takes rank as the subdivision next above it. Thus the boys in the upper remove of the Fourth Form pass in a body into the lower remove of the Remove, the boys in the lower remove of the Remove pass in a body into the upper remove of the Remove, and the boys in the upper remove of the Remove pass also in a body into the lower remove of the lower division of the Fifth Form. The same process goes on throughout the lower and middle divisions of the Fifth Form; the boys in the upper remove of the middle division passing in a body into the upper division; but at this point the system of removes ceases to operate, the numbers of the Sixth Form being limited, and vacancies in it being supplied by the promotion of individual boys from the upper division of the Fifth Form in order of seniority. The effect of this system is, that as a general rule, a boy remains during the whole of his stay at Eton in the remove* in which he is placed when he first goes there. He consequently regards it with somewhat of the same feeling as that with which a soldier regards his regiment, and his friendships are to a great extent formed and his spirit of emulation called forth, by the influences of his own remove. As the remove rises it receives accessions, new boys being placed in it from time to time until it has reached the Fifth Form, after which no new boys can be placed in it, and it begins gradually to diminish, as the boys composing it leave the school, until it is merged in the upper division, by which time a considerable reduction has probably taken place in its numbers.

Promotion by Removes. Answers, Dr. Goodford, III. 12.

The regular progress of a boy by the system of removes may, however, either be interrupted by his failing to pass the examinations which are required at certain stages, or accelerated by his taking a double remove. The removes within each Form take place without any examination; but, before the removes from Form to Form, "trials" are held, by which the fitness of each boy to pass into the Form above is tested, and the places of the boys within the Form are also determined. A boy who fails to pass the trials is not allowed to proceed with his remove, but remains in the Form in which he is, and thus sinks into the remove below his own. On the other hand, a clever boy is sometimes allowed to offer himself for a double remove. Thus, when the Upper Fourth are going into trials for the Remove, a boy in the Middle Fourth may obtain permission to offer himself for the same trials, and, if he succeeds in beating two-thirds of the boys in the Upper Fourth, he is at once promoted from the Middle Fourth into the Remove, and rises into the remove above his own.

One more point must be explained. The number of masters, as has already been mentioned, is now (like that of Divisions) greater than the number of removes. There are, for instance, four masters in the Fourth Form, though there are only three removes. Mr. A.'s division, therefore, will probably contain only a certain proportion of the Upper Fourth, Mr. B. will take the rest of the Upper and some of the Middle, Mr. C. perhaps the rest of the Middle Fourth, and Mr. D. the Lower Fourth. A boy in Mr. B.'s division, therefore, may pass from the Fourth Form into the Remove without ever going into Mr. A.'s division; or it may sometimes happen that a boy may pass from the middle to the upper remove without passing from one master to the other, at least for some time. As a general rule, however, the advance from remove to remove implies a corresponding advance from the division of one master to that of the master next above him.

* The apparent complexity of this system is much aggravated by the number of senses in which the word "remove" is used. It signifies :—

(1), the Form which is interposed between the Fourth and the Fifth.

(2), the subdivisions of the Forms; thus there are three "removes" or subdivisions in the 4th Form, two in the Remove, and so on.

(3), the process of advancing from one remove to another; thus a boy is said to "take his remove," to "lose his remove," or to "take a double remove."

(4), the set of boys who are in the same remove; thus if A, B, C, &c. are in the upper fourth, while X, Y, Z, &c. are in the middle fourth, A will speak of B and C as being "in my remove," and of X and Y as being "in the remove below me;" and this relation between the two removes will hold equally good up to the middle fifth, when A's remove will constitute the upper remove, middle division, and X's the lower remove, middle division.

The average age for reaching the highest Division at Eton appears to be 16 years 4 months; the average time spent in reaching it, 4 years 3 months; the average number of Divisions gone through in reaching it, 9.

Before quitting this subject we may observe that the June promotion takes place in the middle of a school-time, and has an inconvenient tendency to crowd the upper parts of the school for the rest of it. The greatest number of boys leave Eton at the end of the summer half; and it would in many respects be convenient if the removes took place at its close instead of in June. To put off trials till the close of the half would to some extent counteract the temptations to idleness for which the summer is remarkable, and would be a desirable step if it could be so managed as not to interfere with the College elections.

9. *Government of the School.—The Head Master, his Duties and Emoluments, and his relation to the Provost, and to his Assistants.*

THE HEAD MASTER. QUALIFICATIONS AND APPOINTMENT.

Answers of College, II. 3.

The general government of the whole School, Upper and Lower, is vested in the Head Master, subject to the control of the Provost. The government of the Lower School, subject to the control of the Provost, belongs to the Lower Master. The discipline and classical instruction of the Upper School were, in 1861, shared by the Head Master with seventeen Assistants; the Lower Master, with four Assistants, having the like charge of the Lower School.

Stat. XIV.

Evidence, 927–930.

The Head Master is by the Statutes to be a Master of Arts, "if such can be procured "conveniently," sufficiently instructed in grammar, and experienced in teaching, unmarried, and not holding ecclesiastical preferment within seven miles of Eton. He is not required to be a clergyman, nor to have been educated at Eton, but practically, he is always both the one and the other. In his case, as in that of the Fellows, the condition of celibacy has become obsolete. He is elected, and may be deprived, by the Provost and Fellows.

HEAD MASTER'S EMOLUMENTS.

Stat. XXVIII. XXIX. XXXVI.

Evidence, 1541, 1690–1697.

Answers, Dr. Goodford, II. 10.

Evidence, 1672–1698.

The statutory emoluments of the Head Master consisted of a yearly stipend of 24 marks, or 16*l.*, (each Fellow receiving 10*l.*) with the same commons, livery, and lodging as a Fellow. He actually receives from the College 219*l.* a year, and has a house within the College precincts, which the late Head Master held, and the present holds, rent-free; but this appears to be an indulgence not yet confirmed by usage. Besides this, he receives an annual payment of 6*l.* 6*s.* from every boy (King's Scholars excepted), an entrance fee of 5*l.* 5*s.* from every boy in the Upper School, and a leaving-present from every boy in the Fifth or Sixth Form, except King's Scholars. His income is liable, however, to certain deductions. He pays a stipend of 50*l.* to the senior Assistant Classical Master, and 44*l.* 2*s.* to each of the others; and some other sums for classical and mathematical teaching; about 15*l.* for examinations; and about 350*l.* for prize books. Altogether his gross receipts during the five years ending with 1861 averaged 5,744*l.*, his net receipts 4,491*l.* His net receipts for the year 1861 were 4,572*l.* 6*s.*

Stat. XIV.

Evidence, 2234–2254, *and see* 1139–1148.

By the Statutes the Head Master is strictly and absolutely forbidden to exact, ask, or claim anything "quicquam exigere, petere aut vendicare," in any manner from any boy attending the School, or his parents or friends, and is obliged to take an oath to that effect. When the late Head Master was admitted, this oath was not required of him by the then Provost; and Dr. Goodford has taken the same course on admitting his successor. This omission has been justified by the large and questionable interpretation given, as we have already mentioned, to the dispensing clause in the Statutes. The prohibition, however, had for a very long time been practically disregarded; nor could it practically have been maintained otherwise than by limiting the number of the School to so many as could be taught without assistance by the two Statutory Masters.

HEAD MASTER'S DUTIES.

Answers, Dr. Goodford, II. 12.

Besides the general superintendence of the Upper, and to a more limited extent, of the Lower School, and some minor duties, such as "calling absence" and reading prayers to the King's Scholars, the Head Master takes the whole work of the First Division, consisting of from 30 to 34 boys. It is his duty also, at the three annual examinations, called "trials," which together cover the whole Upper School up to the Upper Fifth, to set all the papers, except those in arithmetic and mathematics, and to look over a large portion of the work done. He also assists in the "intermediate examination" of the King's Scholars, and again at the election trials of the King's Scholars. Neither the late nor the present Head Master has complained to us that the labour thus imposed is, on the whole, excessive; but there is no doubt that, whilst the examinations last, it is extremely and inconveniently heavy, and leaves him but little time for superintendence, correspondence, and conferences with his Assistants. There appears to be no reason why, in some of the more important examinations, he should not be relieved by the assistance of competent persons invited for the purpose from the two Universities,

Evidence, 3404, 3410–3778.

whilst in others a larger share of the work might be assigned to Assistant Masters, particularly to some of the juniors, whose scholarship is fresh and their time not wholly occupied.

SUBORDINATION OF HEAD MASTER TO PROVOST.

Although the Head Master governs the School, he governs it under the control of the Provost. This control is not, like the power of the Governors in most other great Schools, an almost nominal check ; it is active, extensive, and minute. No Assistant Master can be appointed, no holiday or half-holiday given, no alteration of the school-hours made, no new school-book, or new edition of a school-book, introduced by the Head Master without the Provost's sanction. This control applies not only to matters of real importance ; "it has always been exercised, even in the smallest matters." Such is the account given of it by the Provost and Fellows themselves.

Evidence, 1161–1210, 3010–3116. 3782–3797.

This relation between the Provost and Head Master springs historically from the old position of the latter as a subordinate Officer of the College—"conductitius et remo- "tivus,"—and subject to the control of its head. His statutory position is still the same as it was when the School contained only the 70 Foundation boys, with such few "commensales" and day scholars as could be taught with them by a master and usher. And whilst the number of the Oppidans has gradually increased, the Provost has been constantly resident on the spot, and both Provost and Fellows have been men who, having spent much of their own lives as Masters in the School, were naturally disposed to claim and exert a control over the working of it, and to receive, perhaps, with more or less of reluctance, alterations suggested by their successors which had not been deemed necessary by themselves. Different opinions have been expressed to us on the question whether this control is or is not beneficial to the School. The opinion of the Fellows collectively is strongly in its favour.

"We believe this check upon the Head Master to be invaluable, if not necessary to the permanent interests of the school. Though at times it may be thought to impede rather than to facilitate progress ; it is calculated on the other hand to prevent ill-digested and inexpedient alterations, and thus to save the school from the danger of being dependent for the time being upon the Head Master alone. Practically, it has been found to maintain a steady course of development and gradual improvement according to the circumstances and requirements of each succeeding age."

Answers of College, II. 12.

Mr. Edward Coleridge, who has been Assistant Master and Lower Master, and is now a Fellow, thinks it "has been for the most part extremely beneficial. With reference "to anything that may have been written or said as to the interference of the Provost "being a hindrance to reforms of the establishment, I must emphatically deny it from "my experience of the school during the many years I worked in it." The present Provost abstains from expressing a decided opinion. He thinks it "useful to a Head "Master to have the advice of one who has filled the same office before him ;" the question whether interference is advantageous depends, he allows, on the manner in which it is exercised. During his own Head Mastership he "cannot say" that he wished to be free from it. But he "does not see any harm that could result" from setting the Head Master at liberty in all merely school questions, as to the selection of books and the like. The present Head Master, who was an Assistant for 20 years, and afterwards Fellow, thinks it "beneficial on the whole." "I think I may say that in all cases in which sug- "gestions were considered advisable for the school the Provost has consented to those "suggestions." He regards it, however, rather as giving to the Head Master a "right "to confer" with an experienced person, whose time is not taken up by the details of management. He does not remember any instance in which anything really good was stopped by the Provost. The present Lower Master, Mr. Carter, and most of the Assistant Masters, speak in a different sense. "It may be a question," says Mr. Carter, speaking of his own subordination to the Provost in respect to the Lower School, "whether any such check is necessary, and whether practically it might not be prejudicial "to the interests of the school by preventing the application of changes which otherwise "might have been imported with advantage." He thinks a modified check would be useful. Mr. Johnson says, "I believe that the Head Master is held by the world, and "in particular by the parents of pupils, answerable for the maintenance of customs "which he would, if he had full power, abolish, and for the refusal of improvements "which he cannot get leave to adopt."

Evidence, 3653. *See also* 5560–5565. (Sir J. Coleridge.)

Evidence, 1162, 1169–1171, 1200.

Evidence, 3010, *et seq.*

Answers, III. 7. Evidence, 6157–6172.

Answers, II. 3.

He expresses the same opinion in his oral examination :—

"4206. (*Lord Clarendon.*) What is your opinion with respect to the present relations between the Provost and the Head Master ?—They vary very much according to the disposition of the Provost and his love of interference. The interference of Dr. Hawtrey, when Provost, with the Head Master, was constant.

"4207. In what way ?—He interfered in such a way that the Head Master was simply crippled in all directions. The late Head Master did not like to press his own opinion in regard to any matter against that of the Provost.

"4208. You have heard that there was that sort of interference?—Yes; it acted as a great check. At all events there were several things which he could not get done, because he did not like to ask for them.

"4209. Which would have been done by him if he had not been controlled by the Provost?—Yes.

"4210. (*Sir S. Northcote.*) You are not speaking of applications which were made and refused?—In some cases they were.

"4211. But principally they were cases in which he was unwilling to put himself in the way of making applications?—Yes.

"4212. The consciousness that the Provost might refuse his consent had the effect of deterring the Head Master sometimes from asking?—Yes."

Answers of Mr. Johnson, Mr. Birch, Mr. Wayte, Mr. James, Mr. Browning, Mr. Cornish, &c. Evidence of Mr. Johnson, 4134. Evidence, 3783–3795.

Mr. Johnson himself would transfer the control from the Provost to a body composed of the Provost, three or four Fellows, and six or eight of the senior Masters, including the Head Master. Such a body, he thinks, would both exercise it better, and exert it less constantly and minutely. Mr. Birch wishes the Head Master to be independent of the College. Mr. Wayte believes that if the Head Master were practically absolute, like those of Harrow and Rugby, he would be more open to receive suggestions from different quarters, and improvements would from time to time be more freely introduced. Mr. Browning and Mr. Cornish think with Mr. Wayte. All the other Assistant Masters who have given evidence on the subject, except Mr. Durnford, agree in disapproving the present system, though they are not all agreed about the best substitute for it. They appear to desire for the most part that the Head Master should have free scope in questions of detail and in the ordinary administration of the school, but not that he should be absolutely uncontrolled. There is also a pretty general wish that some voice or influence should be definitely assigned to the body of Assistants, or some of its chief members.

Head Master's Relation to Assistants. Evidence, 3396. Answers, III. 8. *See also* Mr. James's Answers, III. 8. Evidence, 5207–5212. Evidence, 8109, 8200. *See also* 5485 (Sir J. Coleridge).

The practice, which has been introduced with excellent results at some other schools, of the Head Master assembling his Assistants at short intervals to discuss matters connected with the school, does not exist at Eton. He frequently, we are told, consults individual Assistants, and is always ready to receive suggestions from them; but there are no periodical or general meetings, except those which take place before each school-time, which last for a few minutes only, and at which only the classical Masters are present. He very rarely confers with them as a body; and it does not appear that, as a body, they are ever requested to express their opinion on projected changes or afforded an opportunity of doing so. "They may and do," says Mr. Stone, "memorialize the "Head Master, and their recommendations are considered, but it appears to me that "much valuable information is lost to the Head Master from the disinclination of the "individual masters to draw out their views on paper, more especially in the press of "school time, and merely on the chance of their being adopted. The opportunity "of communicating such views orally would be a great boon." It is clear, from many parts of the evidence, that the opinion expressed in this passage is largely shared by the Assistant Masters; and that the want of regular meetings for consultation, and of recognized opportunities for making suggestions and freely discussing them, has worked prejudicially on the relations of the Assistants towards their Head and towards each other, whilst it has probably retarded very much the progress of improvement in the school.

Evidence, 3402.

The explanation furnished by Mr. Balston is one which recurs very frequently in the evidence of the Head and Assistant Masters of Eton,—the want of time. He thinks, "the secret is that the Head Master, from want of time, is really unable to have "consultations."

Evidence, 3757.

It may be convenient to mention here a suggestion which has been made to us by Mr. Coleridge. He recommends that the whole Upper School should be parcelled out for general superintendence into a suitable number of great divisions—he suggests four—under a corresponding number of senior Assistants, one of whom might take charge of the Upper and Middle Fifth, another of the Lower Fifth, a third of the Remove, and a fourth of the Fourth Form, and who might together act as a small consultative council under the Head Master. This, he thinks, would give the Head Master a greater hold and a more pervading influence over the School than he has or can have now. It would also, in his opinion, serve another purpose. It would give to the younger Assistants, who are sometimes too young to be safely entrusted with the uncontrolled charge of a division, the aid and supervision of an experienced Master placed immediately over them.

10. *System and Course of Study, how composed.*

Course of Study.

The course of study at Eton was until 1851 exclusively classical; it now consists exclusively of Classics and Mathematics. There is a teacher of French attached to

the school, who resides at Eton; there is also a teacher of German, and one of Italian, who do not reside there, and lectures on Natural Science are delivered occasionally to such boys as choose to attend. In these subjects and in Drawing some instruction may be obtained by boys who are willing to give up a part of their play-hours for the purpose, and whose parents are willing to pay for them as extras. But they do not enter into the course of study, and the great mass of boys leave Eton, as will appear hereafter, without having learnt there any one of them.

Dr. Goodford's Answers, II. 11. Evidence 2407–2417, 2585, 2586. Answers III. 22. Mr. Balston, Evidence, 3584–3595.

11. *Classical Teaching: (a.) How distributed.—(b.) Classical Work in School and Size of Divisions.—(c.) Work in Pupil-room, Preparation for School-work and Correction of Exercises.—(d.) Private Work in Classical Pupil-room.—(e.) Number of Pupils to each Tutor.—(f.) General Proportion of Masters to Boys.—(g.) Other Duties of Classical Assistant Masters.—(h.) Appointment, Qualification, and Emoluments of Classical Assistant Masters.*

11. (*a.*) *Classical Teaching, how distributed.*

Division of Classical Teaching. Work in School and in Pupil-room.

The teaching of the Classics at Eton divides itself into two branches,—teaching in school and teaching out of school or in pupil-room; and the large proportion which the latter bears to the former constitutes the chief peculiarity of the Eton system. The teaching out of school again consists, partly in the preparation of lessons which are to be construed in school, and the correction of exercises which are to be shown up in school; partly in private reading, the choice and direction of which rests wholly with the individual teacher, and which is quite independent of the school-work. Every Assistant Master has a share in this double teaching—in school, as a master in charge of a Division—out of school, as a tutor: and every boy stands in a double relation to his tutor and to the master of his Division, so that, except during the short time which he passes in the School Division of which his tutor has the charge, he has two minds applied to his education at almost every point in his school life. The Head Master takes a Division, but does not act as a tutor.

11. (*b.*) *Classical Work in School. Size of Divisions.*

Work in School. Evidence, 2461. *See* Eton Tables, C. and D. in Appendix N; Evidence, 3599.

The work in school consists in construing and in repeating passages learnt by heart from Latin and Greek poets. Including the time spent in showing up compositions previously corrected by the tutor, a boy is in school on an average about two hours and a half on a whole school day; a lesson usually takes from 35 to 50 minutes. The large amount of repetition and of Latin verse composition, and the sameness and narrow range of the reading in Form, are among the chief peculiarities of Eton school-work; we may add, also, the large use of extract-books instead of original authors.

Fifty years ago the boys at Eton were taught, or supposed to be taught, in large masses, and the curriculum through which they were conducted was much narrower than at present. The whole of the Sixth Form with the Upper Fifth—198 in all—were, under Dr. Keate, heard together. "It was the commonest thing in the world," says Sir J. Coleridge, "for a boy to be a month or six weeks without being called up at all." Mr. Edward Coleridge remembers having been called up twice in a school term. Even in Mr. Walter's time, "boys seldom reckoned upon being called up more than once or "twice in the half, and the consequence was that many of them came in without having "looked at the lesson at all." Sir J. Coleridge was five years in the Fifth Form, "and "during the whole of that time, week after week, the main teaching of the school was "Homer, Virgil, and Horace; we never ceased doing Homer, Virgil, and Horace." The number of Masters in the Upper School was, in 1812, only six, and the average number in each Form 80. The average number in a Division does not at present exceed 40; the largest is 48; the smallest (the Head Master's) 32. There is a greater infusion of Attic authors than formerly in the higher Divisions; but Homer, Virgil, and Horace continue to be the staple of the teaching in school, and the cause to which this is chiefly due will be noticed hereafter.

Evidence, 3701, 5421.

Evidence, 5418, 3701, 9374.

Dr. Goodford's Answers, II. 11, note.

In the year which ended at Midsummer 1861 the books construed in school by the several Divisions were as follows:—

I. Greek Testament; the Odyssey (about six books); a play of Æschylus; part of a play of Euripides; seven Idylls of Theocritus; part of a book of Thucydides; two Orations of Demosthenes; two books of Virgil's Georgics; selections from Lucretius; part of Horace; part of a book of Tacitus; portions of Cicero's Letters. The number in this division was 32; the average age 17 years 6 months; the highest 18 years 5 months; the lowest 16 years 6 months.

Eton Tables, B. and C.

II. Different quantities of the same books (except Euripides). Number 32; average age 17 years 3 months; highest 18 years 9 months; lowest 15 years 3 months.

III.–IX. (Fifth Form Divisions.) Four books of the Iliad; about 60 pages of Extracts from Herodotus and Thucydides; about 20 pages of Theocritus; two books of the Æneid; nearly all the Satires and Epistles of Horace, and some of the Odes; about 70 pages of Livy from an Extract-book. These divisions contained about 300 boys. In the highest of them the average age was 17 years 3 months, the highest 18 years 11 months, the lowest 14 years 8 months; in the lowest of them the average age was 15 years 4 months, the highest 16 years 11 months, and the lowest 13 years 9 months.

X.–XIII. (Remove.) Greek Testament; about 1,280 lines of the Poetæ Græci; about 800 of the Scriptores Græci; about 800 of Cornelius Nepos; about 1,100 of Virgil; about 512 stanzas of Horace. The number of boys was about 160; in the highest division the average age was 15 years 2 months, the highest 17 years 2 months, the lowest 13 years 6 months; in the lowest division the average age was 14 years 1 month, the highest 16 years 7 months, and the lowest 12 years 4 months.

XIV.–XVII. (Fourth Form.) Greek Testament; about 432 lines of Farnaby's Epigrams; about 964 of Æsop; about 720 of Ovid's Epistles, and 650 of the Metamorphoses; about 660 of Cæsar. Number of boys about 160; in the highest Division the average age was 14 years 9 months, highest 17 years, lowest 12 years 7 months; in the lowest Division the average was 13 years 11 months, highest 16 years, lowest 11 years 10 months.

A boy read no Greek dramatic poetry in school till he reached the very top of the Fifth Form; he might, and probably did in all cases, read some in pupil-room, but this depended on the taste or judgment of his tutor. The Greek historians and Livy he read only in extract-books.

SIZE OF DIVISIONS.

In the judgment of the present Provost and Head Master the Divisions are now reduced to a convenient size. And it appears to be the general, though not the universal, opinion of the Assistants, that 40 is a perfectly manageable number, and is indeed to be preferred to a smaller, as more easy to keep alive and better calculated to quicken the interest and call out the powers of the teacher. That it requires some skill in handling appears to be admitted, and that there is some difficulty in making the process of "calling up," and the dread of being called up, a thoroughly effective stimulus, each lesson lasting only three-quarters of an hour; and this is a difficulty to which some of the younger Masters do not appear to be insensible. Mr. Carter, who has explained to us his mode of manipulating his Division, which is, however, in the Lower School, "calls up" 14 or 15 in the school-hour; Mr. James, 6 or 8.

Evidence, 3417–3423, 5000–5007, 5949–6008.

Evidence, 5194. 7932–7234.

In the Divisions of the Fourth Form and Remove places are taken during the lessons, but not higher, unless the Master of a particular Division should think fit to adopt this course. "Sometimes it is found useful to allow them to take places, sometimes to "arrange a first class of the best, but these modes have been less used since the "establishment of the system of collections (terminal examinations) in every last week."

Eton Tables, C.

11. (*c.*) *Work in Pupil-room. Preparation for School-work and Correction of Exercises.*

CONSTRUING IN PUPIL-ROOM.

Every lesson construed in school before the Division Master is, as a general rule, construed beforehand with the Tutor. This general rule applies only partially to boys in the two highest Divisions, as to whom the Tutor has a discretion, which is variously exercised. The time taken in construing is stated to average from about 20 to 25 minutes a lesson. Some tutors compute it at one-half, others at one-third, of the time which the lesson itself takes in school.

Answers of Mr. Carter, Mr. Johnson, Mr. Wolley, Mr. Birch, Mr. James, Mr. Thackeray. (See other references in the Observations on this subject.)

We shall state hereafter the grounds on which this practice is defended, and the objections to which it appears to be open. It is evidently a relic of the previous state of things which has been already described, and which preceded the distribution of the School into Divisions; and it has perpetuated one part of that state of things, for all the Fifth Form Divisions, except the highest, are still but one Division as regards the books on which they are engaged, and the same remark applies to the Divisions of the Fourth Form, and to those of the Remove. It appears to have been preserved chiefly for the sake of protecting the connexion between tutor and pupil, and to be valued chiefly on that account by the tutors, few of whom are willing to abandon it, in spite of the calls it makes upon their time.

TUTOR'S CORRECTION OF EXERCISES.

Another part of the tutor's duty is to correct his pupils' exercises before they go to the Master in school. To correct in detail is the business of the one, and it takes up

about a fourth of his working hours; to estimate the value of the exercise, and see whether it is treated generally in the way intended, is that of the other. It is evident that both of these duties might be as well performed by one man as by two (provided he would take the necessary pains), and probably at a saving of time and trouble; for whilst some tutors, like Mr. Johnson, may find in the diversity of subjects an agreeable change, others may think, with Mr. E. Coleridge, that it greatly adds to the labour. But there are two advantages in the system of tutorial correction of exercises, one of which is closely connected with the distinguishing merits of the tutorial system. It enables the tutor to form a correct estimate of his pupil's powers and progress, and to compare him, not only with other boys of the same age, but with himself. The master in class, measuring the boy by the standard of his contemporaries, may easily think his exercises good in cases in which his tutor, measuring him by the standard of his own abilities and previous performances, may see reason to think that they are below his powers; while in other cases the converse may take place, and the master in class may unduly underrate efforts which the latter may know to be very creditable to the boy. This is the main advantage of the system; the second and subordinate one is that the double process of correction and revision keeps both the masters who are engaged alive to their work, and insures the irksome labour of correction being performed carefully and punctually. The correction of exercises cannot under this system fall into arrear, as we have reason to believe has sometimes been the case elsewhere. That its value in this respect is great is the opinion even of those who see no advantage in "construing."

Evidence, 3701, 3709, 3710, 4492, 5010–5015, 8128, 8129.

Evidence, 4499.

11. (*d.*) *Private Work in Pupil-room.*

Beside preparing his pupils for their work in school and correcting their exercises, the tutor has also to do with them what is called "private business." This is simply, as we have said before, a certain quantity of reading, independent of the school-work, on any subject which the tutor may choose. This practice appears to have been introduced by degrees, in order to supplement the scanty and insufficient course of reading to which the boy was confined in school. The school taught him only Homeric Greek; his tutor only prepared him for his work in school; and neither his Master nor his tutor gave him any religious instruction: if his parents desired that he should have any, or that he should learn the language of the Athenian dramatists, orators, philosophers, and historians, or to write iambics and Greek prose, he had to obtain, and pay for, private tuition. As the supplement was evidently necessary, private tuition became a matter of course, and to afford it a regular part of the tutor's duty, the pupil, however, continuing to pay for it as an extra. Ten guineas a year was thus added to the school charges, and about two hours a week to the work. It is as a "private" pupil, strictly speaking, that he receives and pays for this share of his tutor's time; and his parents may decline to pay if they please, and can induce a tutor to take him upon the old terms; but the private business, whether paid for or not, is invariably done. The nature of it depends entirely,—now that Attic Greek has to some extent found its way into the school-work,—on the tutor's taste and discretion, and upon his judgment of what may be most useful to his pupils. Thus some read almost exclusively Greek plays, some read Modern History, some French.

PRIVATE WORK IN PUPIL-ROOM.

Evidence, 4303.

Evidence, 2335, 3914–3949, 4303–4307.

A tutor divides his pupils for this purpose into classes, and hears them in classes, and a boy is as liable to punishment for neglecting his private business as for neglecting his school work. Thus, to a course of reading in School, which is narrow and incomplete, is superadded another course, which the tutor may make as elastic and discursive as he pleases, which is indeed committed wholly to his discretion, and which only affects the boy's rise in the School by rendering him a better scholar, except that books read in private business and not in School are now sometimes set in "trials." But here again, as in the correction of exercises, the system is calculated to insure the very great advantage of enabling the tutor to measure the pupil's progress throughout his school life, and to supply the amount and kind of instruction, stimulus, and advice as to private reading, which his character renders desirable. If the system of "construing" should be abandoned, the system of "private business" will become doubly important in this respect.

11. (*e.*) *Number of Pupils to each Tutor.*

A parent selects for his son what tutor he pleases, and the number of pupils whom a tutor might take was until lately unlimited. Tutors have been known to have 100 pupils. They used not unfrequently to have 80 or 90. Mr. Balston had at one time 72, and commonly from 50 to 60; and he does not see why a man who understands his work

NUMBER OF PUPILS TO EACH TUTOR.

Evidence, 6115, 3377–3382. Dr. Goodford, Evid., 1704–1746. 1759.

should not be able to manage 50 very well. The present Provost, during his Head Mastership, fixed the maximum at 40; but this limitation has never been applied to tutors who were already at Eton when it was established, from tenderness apparently towards what might possibly be regarded as a vested interest. In 1861 the average number of pupils for each tutor was 37.

11. (*f.*) *General Proportion of Classical Masters to Boys.*

Proportion of Masters to Boys.

If 40 boys are not too many for a Division, nor 40 pupils too many for a Tutor, the existing proportion of Masters to boys at Eton is sufficient; if the number is too large in either case, this proportion is not sufficient. To increase it would be to diminish the profits of the Classical Assistants, which are chiefly derived from their pupils; but those profits, as will be seen hereafter, are ample; and a man can hardly have a vested interest in taking more pupils than he can properly attend to or than consists with the interests of the school.

It is obvious that on this subject no rule can be laid down which will apply with equal force to schools of unequal size, or unlike in their organization or methods of teaching. The proportion of masters to boys may be less in a large school than it can safely be in a small one, because a large school may be so arranged that a large number of boys in the same stage of proficiency may be classed and taught together by the same master and at the same time, whilst at a small school the groups will necessarily be smaller. The only limit in the first case to the size of a form is the maximum number who can be effectively handled together by one master at the same time. But where a considerable part of the work is private tuition, and where each tutor may have pupils from all parts of the school, the organization, and the advantage derived from the size of the school, *pro tanto* disappear. An Eton Master may more easily take a form of 40 boys in school than a Master at Winchester could; because the 40 at Eton would be more nearly on a level than the 40 at Winchester. But an Eton Master, besides having the charge of his division of (on the average) 40 boys, has likewise the tuition of 40 boys more, unclassified, and of all ages and degrees of advancement. Half of his work is that of a class master in a great public school; the other half of it more nearly resembles that which would be done by the sole master of a small private school. It seems to follow that, with the present arrangement of work, the number of Masters at Eton ought to bear a high rather than a low proportion to that of boys. Compared, however, with other schools, the proportion is, in fact, rather low than high.

Evidence, 3288–3300. 4989. 5191.

An addition to their number is not generally desired by the Classical Assistants, but many of them speak strongly of the heavy amount of their work and its exorbitant demands upon their time. An Eton Master fully employed is said to work 14 hours a day, from which, however, is to be deducted some time for exercise (Mr. Durnford allows himself an hour and a quarter), but very little for meals. Other witnesses compute it at from nine to ten. By common consent the work leaves little, if any, time for society or private reading. Mr. Balston seems to regard this as a positive advantage, as concentrating the Master's whole thoughts and attention on his duties, and he observes justly that these duties involve no severe mental labour, and that the holidays afford regular and ample relaxation. The true question, however, appears to be, not whether the work is unduly hard, but whether there is time to do it as it ought to be done. The general result of the evidence on this point certainly appears to be that a Master has less time at his disposal at Eton than at any other School. There seems to be more of pressure, more constant necessity for despatch. The art of working quickly—and especially that of hearing a lesson quickly—is not, however useful it may sometimes be, among the essential qualities of a good teacher; and, though it may doubtless be acquired by an able man and thorough scholar, there is some risk in requiring it to be learnt by practice.

See Evidence of Mr. Walford, 8122, *et seq.*

11. (*g.*) *Other Duties of a Classical Assistant Master.*

Other Duties of Classical Assistants.

Besides the share which, as Master of a Division and as Tutor, a Classical Assistant has to take in the teaching of the School, he has also, in his turn, to attend at chapel and to call the lower boys at absence, to assist in maintaining order and discipline out of school, and to take charge, if required, of a dame's house—a duty for the adequate discharge of which neither the time allotted for his visits nor the power with which he is invested appears quite sufficient.

11. *(h.) Appointment, Qualifications, and Emoluments of Classical Assistant Masters.*

Appointment of Classical Assistants.

Qualifications of Classical Assistants.

The Classical Assistant Masters are appointed by the Head Master, subject to the approval of the Provost, and it is understood that the Head Master has power to remove them, though he would be most unwilling to exercise it, save in a very extreme case. There is no record, we believe, of an Assistant having been actually removed. It has been an invariable custom to appoint Eton men, and, until within a recent period, men who were Fellows of King's, or had at least been Foundation scholars at Eton. The appointment of oppidan Masters is an innovation which was resisted by a late Provost and introduced with difficulty; and it is still only an exception to the rule. Dr. Goodford states that, of seven Assistants whom he appointed when Head Master, four were King's men, one had been a Colleger but not a King's man, the other two had been oppidans. He would prefer Eton men, but does not think that the choice should be confined to them. He sees no disadvantage in appointing a man educated at Winchester or Harrow, and would appoint one if he could not find an Eton man of equal calibre. "I have said so in "public before now. But I should first of all endeavour to find an Eton man to fill the "vacancy, and if I could not find an Eton man whom in my conscience I thought fit for "the appointment I would seek elsewhere, and would fearlessly appoint an individual to "the exclusion of those, whether they were Etonians or not, who were inferior to him." Mr. Balston expresses himself somewhat differently. He thinks the balance of advantage is decidedly in favour of the present system. He is of opinion that Etonians who have been on the Foundation should be preferred to those who have not; and he would not, if we understand him rightly, appoint a non-Etonian. For the existing usage, with its preferences, two reasons are assigned. An Etonian knows the habits of Eton boys and the traditions of the school, which a stranger would have to learn; and the Eton system of discipline and school-government has peculiarities, it is suggested, which are not learnt easily. "It differs," says Mr. Carter, "from most, if not all others, in "teaching a boy moral self-control, self-respect, and self-reliance, without self-consciousness, by combining strict discipline with the greatest possible amount of liberty and "independence of action; but if other than Eton men were employed as Masters or "tutors, men who, however excellent and desirable in other respects, were unacquainted "with Eton ways and habits from not having been at the school themselves, it would "be necessary to make such alterations of discipline as would greatly tend to change the "character, and impair, perhaps, the benefits derived from the school." There is more liberty he thinks at Eton than at other schools, and more than could safely be allowed unless both Masters and boys were thoroughly familiar with those traditions and usages by which the licence it would seem to give is practically controlled. Again, in the case of a boy educated at Eton, the Head Master is able, it is said, to test his fitness for the office by personally watching the growth of his character, whilst of a stranger he can only judge by the University distinctions he has gained. This applies more strongly, it is urged, to the King's scholars, who stay at school longer, and are more likely to be ambitious of a Mastership than the oppidans. Sir J. Coleridge, on the other hand, has published his opinion that the choice should be entirely open, and that the limitation to Etonians is unwise and prejudicial to the school. Mr. Johnson thinks that "nothing can "be more delusive than the system of taking old Collegers as such for Assistant Masters. "Many of those who come on the ground of their being Etonians, actually know less "about the school than other men who have lived there as men for a year or two." "They have lived so entirely among the Collegers that they know very little indeed of "the school generally. Some of the young men who are now Masters at Eton were "only in the school about four years, during which time they were entirely engaged "in their studies, and took little or no part in the games of the school. Being Scholars "of the College they knew very little of the social life of the school." It would be a positive advantage, in his opinion, to have among the Masters men who had had experience of the tone and habits of other great public schools; he sees no reason why the principle of free selection should not apply to the Head Master himself. The Mathematical Assistants, who are not, generally speaking, Eton men, do not appear to find any difficulty in acquainting themselves within a short time with the system and habits of the place, and do not feel that they are practically at any disadvantage on this account. A consequence of appointing Cambridge men almost exclusively is pointed out by Mr. Walford. He says:—

Evidence, 1194.

Evidence, 2078–2081.

Evidence, 2094.

Evidence, 3250, 3268.

Answers, II. 12.

Evidence, 3253, 3254.

Lecture at Tiverton.

Evidence, 4231.

See Answers of Mr. Browning, II. 13.

Evidence, 4233, 4234, 4240.

Evidence, 6737, 6738.

Evidence, 8169.

"I think it a disadvantage resulting from the overwhelming preponderance of Cambridge men among the Masters, that, while our best efforts are very properly directly towards imparting an accurate critical knowledge of the languages, we neglect to a very great extent what may be called the Oxford element in education, viz., the careful analysis of the argument and the digesting thoroughly the subject-matter of the books we read."

Emoluments of Classical Assistants.

Dr. Goodford, II. 10, 18.

Every Classical Assistant Master is paid, as such, 42 guineas a year by the Head Master, and this petty payment is supposed to remunerate his work in school. As Tutor, he receives 10*l.* 10*s.* from each *pupil*, and 21*l.* from each *private pupil* who does not board in his house, a distinction which, as has been already stated, is now almost obsolete. If he has a boarding house, he receives 120*l.* from each boy in it, the payment for board being blended in one sum with that for tuition. The sum paid for tuition seems to have been formerly 8 and then 10 guineas. How private business was introduced we have already seen; and it is now assumed in practice—and very justly assumed—that without private business the teaching of the school would be incomplete while the present system and method of teaching in Form are retained. It would seem to follow, either that every boy should pay 10 guineas, or that every boy should pay 20; the former, if it would fairly remunerate the tutor, if not, the latter. The tutor, in fact, expects 20 guineas, and ordinarily receives it; but he is not entitled to demand more than 10, though he may, perhaps, protect himself by refusing to take a boy otherwise than as a "private" pupil. Some parents of boys in dames' houses do, in fact, decline to pay the larger sum, narrow circumstances being supposed or assumed to be the excuse —a practice which, although originating undoubtedly in the liberal feelings of the tutors, yet appears objectionable as establishing different rates of charge for the same education. The payment for a King's scholar is always 10 guineas, and to him the tutor cannot refuse to give private business, as he might to another boy who did not pay as a private pupil; the King's scholars are therefore distributed among the tutors by private arrangement.

Evidence, 4900–4920, 4947–4959.

4925.

Evidence, 2315 (note).

In July 1862, the total number of oppidan pupils not paying for private tuition was 64.

Mr. Johnson, III. 14; Mr. James, II. 10.

Evidence, 4885, 4469. 4178.

Answers, II. 10.

Answers of Mr. Carter. II. 25.

The income of an Assistant Master depends, it will have been seen, until he gets a house, upon the number of pupils he can obtain; and when he is in possession of a house, on his success in filling it. For his first year or two therefore he may have little or nothing to live upon beside his private means. For his work in school as the master of a Division he gets a mere nominal sum; his pupils and his house, if he has one, constitute his whole means of support. In the opinion of some witnesses, this has a bad effect, by causing him to look upon his work in school as of secondary importance compared to his work in pupil-room. Mr. Johnson attributes in part to this cause the decline of learning among the oppidans. He recommends that the stipends should be increased. Mr. James, makes a similar suggestion, and proposes a plan by which it could be done without increasing on the whole either the receipts of the Assistant Masters, or the payments made for the boys. Mr. Carter, on the other hand, approves the present system, on the ground that, by making a man's income dependent on his work, it supplies a stimulus which would be wanting if each Master had a fixed income. His experience is, "that a tutor's success in filling his house from which his chief income is drawn, "depends in many cases entirely, in all very much, on the character he gains from his "school-work."

Answers of Dr. Goodford, II. 25.

The expense of boarding at a Classical Assistant Master's is, it will be seen hereafter, considerably greater than that of boarding at a Dame's, or with a Mathematical Assistant, and the Master's profit proportionately greater. The additional charge is, in the opinion of the Provost, "an indirect payment, not for any service of any kind rendered to the "School, but for the additional time and care which it enables the tutor to bestow upon "the boy, for the advantage which the latter derives from coming more constantly "in contact with his tutor in his room, at meal times, &c., and from the more domestic "and friendly relation which naturally thus springs up between them."

Answers of Mr. Carter, and Mr. James, II. 25.

Mr. James, Evidence, 4890.

The Lower Master, on the contrary, thinks the whole profit of a boarding house "unquestionably an indirect payment for other services rendered to the School, and that it "is well that it should be so." "The School," says Mr. James, "secures the services of the Assistant Masters for a nominal sum, by allowing them to make a good "income, if they can, by taking pupils and keeping a boarding house." "The whole "mass of income is a remuneration for the whole mass of work." The Assistant Masters generally appear to take the same view; they hold that the payment for board is inseparable from the payment for tuition; and that both together form a principal part of their receipts as Assistant Masters.

Answers of Mr. Wolley, II. 10. Mr. Hale, II. 29.

Answers of Mr. James, II. 10.

The time within which a Classical Assistant may get a boarding house is, of course, uncertain, but it appears seldom to exceed two or three years. Five years is said to be about the time usually spent before a man is in receipt of the full profits of the appointment. The number of boarders for whom payment may be received is limited to 30, (or, including two pairs of brothers, 32), but this rule does not appear to be universally known or strictly enforced. Taking the actual cost of boarding to be 70*l.* for each boy, the income of a Classical Assistant having 32 boarders and eight other pupils,

four of them paying 20 guineas and the rest 10, is computed to amount (leaving-fees included) to 1,845*l.* while his house is full. Taking the cost at 75*l.* (the estimate formed, as the present Head Master states, by the Income Tax Commissioners) it would be 1,685*l.* *See* Correspondence on profits of boarding houses appended to the Eton Answers.

The Fellowships, as we have already stated, have for many years been virtually appropriated to the Classical Assistants, and it is computed that about one Assistant in four gets a Fellowship after a service generally of 20 or 25 years. Sometimes they have been obtained early in life. We are informed that a Fellowship, valuable as it is, has not been an object of much competition, and that able men have for the most part been unwilling to exchange for it the still more lucrative position of a successful Assistant Master. These statements, however, refer to a period during the greater part of which the number of Masters was considerably less than it is at present. Evidence, 4112–4118.

12. *Mathematical Teaching: (a.) Its Introduction into the School; past and present Status of Mathematical Masters, and their Emoluments.—(b.) Arrangement of the School for Mathematics, and Time given to them.—(c.) Private Tuition in Mathematics.—(d.) Condition of this Branch of Study.*

12. (*a.*) *Introduction of Mathematics into the School; Status and Emoluments of Mathematical Masters.*

Introduction of Mathematics.

Before the year 1836 there appears to have been no mathematical teaching of any kind at Eton. There was a titular teacher of writing, arithmetic, and mathematics, who had been originally styled teacher of writing and arithmetic only. "I have heard it "reported," says Mr. S. Hawtrey, "that he went away for a little while and came back "as mathematical master." He does not appear, however, after this accession of dignity, to have taught, or been competent to teach, anything but writing and arithmetic, and he was an old man when Mr. Hawtrey came to Eton. Mr. Hawtrey, who had lately graduated as eleventh wrangler at Cambridge, received permission to give mathematical instruction as an extra to those boys whose parents wished them to learn; but, "in order "not to trench on the interests of Mr. Hexter," the only boys permitted to learn of Mr. Hawtrey were those in the Head Master's division, which contained about 30, or any others who had obtained a certificate from Mr. Hexter that they had attended his class and were competent to attend Mr. Hawtrey. Mr. Girdlestone, an Etonian and a scholar of Trinity, Cambridge, had previously enjoyed the same privilege, on the same terms, but had relinquished it at the end of a year; and it had since been offered to another Etonian in vain. This arrangement did not prove satisfactory. "I think," Mr. Hawtrey says, "there was a great cry among parents who objected to their boys not being allowed to "come to me at once without going to Mr. Hexter;" some of the tutors were of the same opinion; and after about three years Mr. Hawtrey was allowed by the authorities of the College to disembarrass himself and the school of Mr. Hexter, by undertaking to pay him a pension of 200*l.* a year. A deed to this effect was executed, with the concurrence of the Provost and Fellows, by the two contracting parties, and Mr. Hexter resigned.

On the subject of this section see Answers and Evidence of Mr. S. Hawtrey. Answers of Mr. Hale, Mr. Frewer, Mr. O'Neill, Messrs. Brandreth and Rouse. Evidence of Mr. Hale. Answers of Mr. S. Hawtrey and Evid., 6278. Evid., 6280.

By virtue of this transaction, Mr. Hawtrey succeeded to the office of Mr. Hexter, and was at liberty to take mathematical pupils from any part of the school; he was not, however, an Assistant Master, but held a position analogous to that now occupied by the French master. Nor was he provided with any place to teach in, the room which his predecessor had used as a writing school being wanted and taken for one of the classical Divisions. Mr. Hawtrey therefore built, at considerable cost to himself, a mathematical school, which appeared to us admirably adapted for the purpose, on ground leased to him by the College for 40 years, with an understanding that the lease should be renewed without a fine for 14 more. Mr. Hawtrey states that he has applied for a renewal, but that his application has remained unnoticed for four years,—an omission due, we presume, to accident or inadvertence. He also procured by degrees several assistants. Evidence, 6298.

Status of Mathematical Masters.

In 1851 mathematics were for the first time incorporated into the regular work of the school, and Mr. Hawtrey was made Mathematical Assistant Master, which placed him on the same level as the Classical Assistants. His own assistants, however, did not share his elevation; they became, or remained, only "Assistants in the Mathematical school," which position they still occupy. The distinction is by no means a merely nominal one; they had not a share, as every Assistant Master has, in the right and duty of maintaining discipline out of school; they were not allowed to wear the academical dress, and could not send in complaints to the Head Master, unless previously signed by Mr. Hawtrey. The distinction itself still exists; the Assistants in the Mathematical school are not even now "Assistant Masters," though some petty but annoying external marks of difference have been swept away. They may wear gowns, a concession which Dr. Hawtrey, when Head Master, could not obtain for them from Provost Hodgson; they are even permitted, by a change made in the beginning of 1861, to wear them in chapel. But they Evidence, 6705. Evidence, 6717.

have no authority out of school, and therefore "are not felt to be real Masters by the "boys." They do not meet the Head Master at "chambers," and are not, like the Classical Assistants, summoned by him to rare but occasional conferences. They have to wait much longer for boarding houses, are excluded from all but the inferior ones, and are only allowed to charge at the same rate as the "dames;" they cannot of course be "tutors;" and as religious instruction belongs to the tutor, a Mathematical Assistant, who may be in Holy Orders, cannot undertake any part of the religious teaching of the boys in his house without invading the province of a Classical Master, who is perhaps a young layman fresh from College. Their income, as will hereafter appear, is slender, and chiefly derived from private pupils. "It is barely sufficient," says the Provost, "with pupils. Of itself "it would not be sufficient."

Answers of Mr. Hale, III. 24.

Evidence, 2040.

A striking contrast between the prospects which Eton offers to a distinguished classic, and those which she holds out to one who has achieved equal or greater success in mathematics, is drawn by Mr. Johnson.

Answers, II. 12.

That this contrast is keenly felt by the Mathematical Assistants themselves, we have ample evidence; we have been told that drawbacks so sensible have caused many to resign the office, and there appears to be no doubt that they have deterred many from accepting it. That it should tend to lower not only the Mathematical Masters, but the study of mathematics, in the estimation of the boys, seems to us inevitable. Mr. Balston thinks otherwise, but that it actually has that effect is proved by much concurrent testimony. The younger Classical Masters are generally desirous that it should be removed. The present Provost himself thinks it disadvantageous; and we believe that under his Head Mastership it was considerably diminished; but we were unable to discover that Mr. Balston's influence was likely to be exerted in the same direction.

Answers of Mr. Frewer, III. 11; Mr. Ottley, II. 12, III. 11; Mr. Hale, II. 10; Messrs. Brandreth and Rouse, II. 10; *see* Mr. Johnson's Answer, III. 11; *see also* Answers of Mr. Wayte, III. 44; Mr. James, III. 44; Mr. Snow, III. 11; Mr. Browning, III. 11; Mr. Cornish, III. 44; *see* Evidence of Mr. Balston, 3451; Dr. Goodford, 1998.

Mr. Balston urges that the Mathematical Master must necessarily stand less high in the estimation of the boys than the classical, because he does less work with them; a view which, if just, would afford no reason why this false estimate, which should rather be corrected, if possible, by every suitable means, should be strengthened by artificial distinctions. Dr. Goodford's argument that the Mathematical Assistants were not chosen with a view to their taking part in discipline, and are not perfectly qualified for it, appears, on further inquiring into his meaning, to resolve itself in a great measure into the objection that the large majority of them are not Etonians. That in character, education, and attainments, as well as birth and social rank, they are perfectly equal to the Classical Masters, is not disputed: thus, while, according to Mr. Johnson, Etonians will not accept a position which they know to be one of inferiority, according to the Provost the position must continue to be an inferior one, because it is not filled by Etonians. It is evident that the suggested difficulty, if it exists at all, is due entirely to one cause. It never would have arisen if this important study, instead of being suffered to work its way by a gradual series of concessions, had been at the first regularly incorporated into the school-work, and placed on what is now acknowledged to be its proper level.

Evidence, 2051–2061.

4276, 4281.

EMOLUMENTS OF MATHEMATICAL MASTERS.

The emoluments of the Mathematical Assistants are derived partly from the payment of four guineas made by every boy in the school, partly from private tuition, partly from the profits of boarding. When mathematics were introduced into the school-work, it was considered necessary to make an extra charge for them. Mr. Hawtrey suggested six guineas, but the Provost and Fellows preferred four, leaving the Assistants at liberty to eke out their incomes by taking private pupils. Of the mathematical fee fund, increased by a payment of 150*l.* *per annum* made by the College for the instruction of the 70 King's Scholars, the Mathematical Assistant Master, Mr. S. Hawtrey, who has certain charges to provide for, receives eleven-twentieths; the remaining nine-twentieths are divided in different proportions among six of the seven Assistants. A yearly sum of 123*l.* is also paid by the Head Master and the Mathematical Assistant Master for the seventh.

Answers of Mr. S. Hawtrey, Mr. Frewer, Mr. Ottley.

Answers of Mr. O'Neill, Mr. Frewer,

The total sum available in 1860 for the seven Assistants was as follows:—

	£	*s.*	*d.*
Nine-twentieths of the fee fund	1,294	13	0
Paid by Head Master	123	6	0
Profits on 22 boarders, at 9*l.* each	198	0	0*
	1,605	19	0
Fees for private tuition	1,181	0	0
	£2,786	19	0

* The profit on 120*l.*, the payment for board and tuition at a Classical Assistant's, being taken at 45*l.*, the profit on 84*l.*, the payment for board at a Mathematical Assistant's, would be 9*l.* It would probably, however, be less than this, because the cost per head is greater in a small house.

We are informed that an Assistant Master with a family can hardly live at Eton under 800*l.* a year. Whether this be so or not, it is evident that the Mathematical Assistants, with no prospects and no provision but such as we have described, are at an extraordinary disadvantage compared with the Classical Masters, and that they could not be supported at all unless a large number of boys were considered, or considered themselves, to require extra tuition. It will be observed that during the same year there were in boarding houses occupied by Classical Masters 426 boys, at an average profit (on board alone, exclusive of tuition,) of not less than 24*l.* Answers of Mr. Wolley, II. 10.

12. (*b.*) *Arrangement of the School for Mathematics, and Time given to them.*

The time given to mathematical teaching at Eton is three hours a week throughout the school, besides an exercise (called by the boys "extra work") between each lesson. These three additional school hours were added in 1851, by diminishing the number of weekly half-holidays, and doing away with whole holidays. In the "trials," or examinations for removes, the highest marks in mathematics are allowed one-fifth of the value assigned to the highest marks in classics. The Mathematical classes are not exactly coincident with the classical divisions, but are not independent of them. The boys go to the Mathematical school in groups; above the remove each pair of divisions in succession constitutes a distinct group; all the boys in the Remove form a group by themselves, and all the boys in the Fourth Form. In the Mathematical school the boys in each group are classified according to their mathematical proficiency, and in the highest four groups the average number in a class does not exceed 12; in the two others it is about 21. A consequence of this system is, that a boy's advance in the Mathematical school is regulated on the whole, though not exactly regulated, by his advance in the Classical school, and that a good mathematician may be kept, during most of his time at school, in Mathematical classes much inferior to him, unless he happens also to be a good classic. A boy in the fourth classical Division may be ranked in the Mathematical school above all the boys in the third; but he must remain behind all those in the second, though they may be worse mathematicians than he. He is tied to his group, and cannot advance beyond the length of his tether.

Time given to Mathematics. *See* Mr. S. Hawtrey's Answers and Evidence.

Arrangement of School for Mathematics. *See* Answers of the Mathematical Masters.

The mathematical reading of an average boy extends to the first part of Colenso's Algebra and four books of Euclid. A "fair number" read trigonometry; a few advance to conic sections, and fewer to analytical geometry, which is the highest point. Mr. Hawtrey has never taken a boy into the Differential Calculus. Euclid and algebra are begun in the Fifth Form, and the rule is, says Mr. Hawtrey, that a boy does not get into the Fifth until he has a "fair" knowledge of arithmetic, including the rule of three and its applications, fractions, and decimals. Mr. Hawtrey has minutely described to us his system of marks, which is very careful and elaborate.

Extent of Mathematical Reading.

12. (*c.*) *Private Tuition in Mathematics.*

Besides the regular work in the Mathematical school, the Mathematical Assistants are allowed to give private tuition to boys whose parents desire it, at an extra charge of 10 guineas a year. For this the pupil gets three additional hours a week, which are taken out of his play-time. Mr. Hawtrey states that he at first objected to this arrangement, but that he is now satisfied with the working of it. It is useful, he thinks, in cases of exceptional ability, and of exceptional backwardness, whether due to incapacity, want of preparation, delicate health, or accident. During the whole of the year 1860 there appear to have been upwards of a hundred boys receiving "extra mathematics,"—Mr. O'Neill computes the number at 130. This is a large proportion of exceptional cases. From the fact that the Tomline prize, which is the chief distinction of the Mathematical school, has never yet been gained by a boy who had had private mathematical tuition, it may perhaps be inferred that its value, if it has any, does not lie in bringing forward special talent. Messrs. Brandreth and Rouse, Assistants in the Mathematical school, think that those who have it not are at no disadvantage with respect to their studies.

Private Tuition in Mathematics.

Answers of Mr. S. Hawtrey.

Answers of Dr. Goodford, II. 19. Mr. O'Neill, III. 14. *See also* Evidence of Mr. Mitchell, 7377. Answers, III. 14.

"There are few cases in which the work done exceeds what the boys are able to do with the teaching given in school. The boys who do best are those who work hard for themselves in their own rooms; they value more, and make better use of their time, when it is taken from their own pursuits and amusements than when it is taken from the time which they must necessarily spend in pupil-room. Unless these extra mathematics are made entirely independent of the school-work, it amounts to forcing some boys to spend more time over their work than others, or to do with help exercises which can be done, and are done, by other boys without help. If one of two boys works hard in his own rooms to get his work over, even if he spends the time thus saved in playing foot-ball in the passages, he is being better educated than the extra mathematician who sits in pupil-room half trying and waiting to be helped to do what other boys, no way

his superiors, manage to do by themselves. If two men are engaged to teach a boy the same thing at the same time, without concert, the work will no doubt be done; but they probably leave very little room for his own exertion."

12. (*d.*) *Condition of this Branch of Study.*

CONDITION OF MATHEMATICAL STUDY. Answers of Mr. Frewer, Mr. Ottley, Mr. Hale, Messrs. Brandreth and Rouse, Mr. O'Neill. Evidence of Mr. Hale. Answers of Mr. Johnson. Evidence of Lord Boringdon, 7758–7792; Mr. Mitchell, 7369–7376. *See* on this point Mr. Hale's Evidence, 6844–6852. Mr. Hale's Answers, III. 14. Evidence, 6797–6802.

The Mathematical Teachers at Eton appear to be able and assiduous, and, on the whole, to be tolerably satisfied with the progress made by the boys; but they feel that their own branch of study is depreciated and injured by the position assigned to it and to themselves in the school. The boys are encouraged, they with truth believe, to consider it of secondary importance, by seeing that it is so regarded by the authorities. The authority which the Mathematical Assistant has in school suffers from his having none out of school; his arrangements with his pupils must be made subservient to those of the Classical Tutor, and the interruptions which arise from this cause are detrimental to steady progress.

They are aware that so long as every boy must have a Classical Tutor, so long as the number of each tutor's pupils is limited and a boarder is more profitable than an outdoor pupil, and so long as the dames are allowed to compete for boarders, it would be difficult for a Mathematical Assistant to fill a large house. But this would be obviated, Mr. Hale suggests, by allowing the Mathematical Assistant himself to hold the relation of tutor to any boys whose parents desired it, and to whom mathematics were more important than classics, a change which he advocates on other grounds.

13. *History and Geography.*

HISTORY AND GEOGRAPHY. *See* Evidence of Dr. Goodford, 2644–2661; Lord Boringdon, 7731–7747; Mr. Carter, 6131–6154; Mr. Johnson, 4523; Evidence, 7745, 8548. Evidence, 2646. Answers of Mr. Johnson, Mr. Birch, Mr. Wayte, Mr. James, Mr. Stone, Mr. Thackeray, Mr. Browning, Mr. Cornish.

History and geography, ancient and modern, are taught only in the Divisions below the Fifth Form. Each Master in the Fourth Form and Remove chooses for his Division what book and what portion of history he thinks fit, and afterwards reports what he has set to the Head Master. The elements of Modern History are regularly taught in the Lower School. In the lower part of the Upper School the subject is changed from Modern History to Ancient, and although lessons are set commonly in the Fourth Form and more rarely in the Remove, yet so soon as these Forms are past, all direct instruction ceases, and boys are left to the inducements supplied by examinations at collections, and the opportunities given by holiday tasks, to continue and extend their reading. In the two highest Divisions of the school essays are occasionally set on historical subjects. On the whole, therefore, the subject, though not neglected, is neither regularly taught nor strongly encouraged. Nor during the four years that a boy commonly spends in the Fifth is he taught or questioned in geography at all, "except where one or two names "occur in the lesson which is being read." The consequence is, that the boys forget what they have learnt in the lower Forms. "I do not think," says Dr. Goodford, that "department is as efficient as it ought to be. I should very much like to put on an "extra school-time for it." The Assistant Masters generally agree in thinking the system defective in this respect, and in desiring the introduction of some regular teaching of history and geography.

14. *Modern Languages.*

FRENCH. Evidence of Mr. Tarver. 6885–7048.

Mr. Tarver, the single teacher of French at Eton, though himself born in England, is the son of a French gentleman who held the same office before him. He has had temporary assistants for short periods, chiefly in the summer, not because his pupils increase in the summer, but because they all come to him at once. Their French lessons are taken out of their hours of play, and in summer there is but a small part of the day which they are willing to surrender. Twice, however, he has had an assistant from a different reason; on the first occasion it was "enforced" by the then Head Master, Dr. Hawtrey, in order to provide for an Italian teacher who had no pupils, and appears to have been neither a successful nor a competent instructor in French; on the second, "it was "represented to him by some of the authorities that he ought to be assisted, owing no "doubt to the sort of appeal the public had made to Eton in various newspapers," and he called in a French Protestant gentleman, who "happened to be in the neighbourhood," but did not retain him long. Mr. Tarver himself has no recognized position in the school, other than that of "a person holding the privilege to teach French," and describes himself—not untruly, as it seems—as "a mere *objet de luxe*." He receives 10 guineas a year from each pupil, and gives each two or three hours a week. He reckons his average attendance, which is mostly from the Fifth Form, at 80, or about one-tenth of the school. In July 1862 he had 75, and he has had as many as 130. Whilst the number who learn is small, the teacher is embarrassed by obstacles which, from no fault

Evidence, 6893–6910.

6926–6932.

7024, 7025.

of his, largely frustrate his efforts to teach. The study of French is comparatively useless, if not steadily kept up. Being optional at Eton, it is not pursued continuously, but by fits and starts; it is taken up and dropped irregularly; and as it involves an extra expense to the parents, and to the boy a sacrifice of some hours of play, we are not surprised to find that the attendance is often greatly reduced by the most trivial reasons. A boy frequently begins in one school-time, and does not return the next. Being excluded from the school-work, it wants almost entirely the indispensable stimulus of reward and punishment. The prize for modern languages given by the late Prince Consort attracts generally a fair number of competitors; but it is worthy of observation that many of these competitors, about half of those honourably distinguished, and some of those actually successful in the competition, had not attended the French Master. French is not required, nor under the present Head Master allowed, to assist a boy's rise in the school.

Evidence, 2440–2468, 2471, 6997, 7807–7819.

"Dr. Goodford, acting, as he told me, upon the request of many persons to introduce it somehow into the work, allowed boys, on being examined in fifth form trials, to take up a French paper, if they liked. This used to get a few boys the benefit of some extra marks. The present Head Master has discontinued the practice."

Evidence 6957. *See also* 4461–4466.

If a boy neglects his work, or fails to attend, Mr. Tarver's only remedy is to complain either to the Head Master or to the tutor. But the present Head Master "does not appear to like to interfere." "Reports to him are unavailing." Mr. Tarver states that the second time he had occasion to complain to him, he was told that he had better find out whether the boy had any excuse for non-attendance,—a thing impossible for him to do until it was too late to call the defaulter to account. If he appeals to the tutors, they either take no notice of it, or content themselves with pinning up his report on the pupil-room wall. That the boys should consider the study as of little importance in the eyes of the Head Master, and attention to it hardly a duty at all,—that they should be "unscrupulous in shirking their lessons," and regard anything as a sufficient excuse for missing them, are natural consequences of such a state of things as Mr. Tarver describes; and he reasonably considers the general scale of proficiency in French at Eton, and the mode in which French can be taught there, "very unsatisfactory indeed." He sees no reason why it should not be compulsory, and thinks that three years would be enough, with proper discipline and regulations, to enable any boy to read a French book.

6936. 6946. 6964, 6965. 6961. 6958. 6971. 7008.

The opinion of the present Head Master on this subject was expressed very distinctly in his examination:—

"(*Lord Clarendon.*) Would it not be considered necessary by the authorities of Eton to render obligatory a thing which they think ought to be part of an English gentleman's education?—I should not.

"3527. You would not consider it necessary to devote any part of the school time to its acquisition?—No, not a day.

"3528. You do not intend to do so?—No.

"3529. Do you not think that it is a matter which a boy should be required to learn?—He ought to learn French before he came to Eton, and we could take measures to keep it up as we keep up English.

"3530. What measures would you take to keep up French, and I may also add, what measures do you now take to keep up English at Eton?—There are none at present, except through the ancient languages.

"3531. You can scarcely learn English reading and writing through Thucydides?—No.

"3532. (*Sir S. Northcote.*) You do not think it is satisfactory?—No, the English teaching is not satisfactory, and, as a question of precedence, I would have English taught before French.

"3533. You do not consider that English is taught at present?—No."

To the inquiry what measures he would adopt for keeping up French in the case of a boy who had learnt it, Mr. Balston was "not prepared" to give an answer; but he subsequently explained that he had no objection to the language being taught and made compulsory in certain parts of the school—below the Remove and after reaching the upper division of the Fifth Form,—though he would think it necessary to exclude it during the whole intermediate period. The interval between these two points comprises at present nine or ten school divisions and 370 boys, and appears to cover about three years out of the four and a half during which a boy commonly stays at school. Mr. Balston's objection appears to be, that the teaching of the classics at Eton is not so satisfactory that any time could safely be subtracted from it for other studies. Mr. Coleridge thinks it impossible to teach French in class. Of the Assistant Masters, the majority feel that the want of effective French teaching is a great defect, and that, if there are difficulties in the way of introducing it, they are difficulties which may be, and ought to be, removed. Several of them have expressed the opinion that it would be

See also Mr. Durnford's Answers and his Evidence, 3811. Mr. Coleridge, 3739. Answers of Mr. Johnson, Mr. Day, Mr. Birch, Mr. Wayte, Mr. James, Mr. Snow, Mr. Browning, Mr. Cornish, III.44. *See also* the

Answers of Mr. Carter, III. 44. Evidence of Mr. Johnson, 4445–4446, 4525–4537.

best to entrust the grammatical teaching of the language to the Division Masters themselves, with the assistance of one or two educated Frenchmen to instruct the more advanced scholars. It is admitted that this could not be done at present; but they believe that it would be practicable in a very short time. It has been suggested also that the study of French might conveniently be combined with that of modern history.

German. Italian. Dr. Goodford's Ans., III. 30. *See* App. H. p. 71.

The number of boys who learnt German in 1860 was from 20 to 25. Three learnt Italian. The teacher of Italian, Signor Volpe, has addressed a letter to us representing the little encouragement given to the study of that language, and urging the appointment of a resident Italian Master.

15. *Natural Science.*

Natural Science. Answers of Dr. Goodford, III. 9. Mr. S. Hawtrey, III. 18. Evidence of Mr. S. Hawtrey, 6591–6645; Lord Boringdon, 7822–7832. Mr. Johnson's Letter (Evidence 4750).

"Physical science is not taught." Lectures are delivered, however, once a week during the two winter school-times by men of eminence on scientific subjects. The attendance is purely voluntary, and there is a small payment, which defrays the lecturer's charges and incidental expenses. We are told that about 100 attend. At the end of each lecture some questions are proposed, to which those who are disposed to do so prepare written answers, for the best of which a prize is given; and at the end of the course questions are again proposed, to be answered from recollection. A list of the subjects has been furnished to us; they appear not to have been arranged in systematic courses, but to have covered a pretty extensive range, and embraced such portions of natural and experimental philosophy as were thought likely to be interesting to boys. Mr. Hawtrey, judging from his own observation, expresses his opinion that these lectures have been useful in imparting information and awakening an interest in scientific subjects.

16. *Music.*

Music. Dr. Goodford's Answers, III. 22; Mr. S. Hawtrey's Answers, III. 22, and Evidence, 6646–6677; Mr. Johnson's Evid., 4561–4574.

Music is not taught in the school. Some of the boys take private lessons, chiefly in instrumental music; and two of the tutors have private musical classes. An attempt to form a class on a larger scale, under Mr. Hullah, broke down a few years ago. The boys "got tired of it." Mr. S. Hawtrey has been for a long time desirous of introducing a music lesson into the arithmetic and writing lessons of the lower school, asking only an extra quarter of an hour for the purpose, but has not been able to induce Mr. Carter's predecessors or himself to give the necessary permission.

17. *Drawing.*

Drawing. Dr. Goodford's Answers, III. 22; Evidence of Mr. W. Evans, 8080–8086; Mr. Johnson, 4555–4560. Answers, III. 21.

There is a good Drawing Master, and a room fitted up with models and examples, and open for four hours a day. The average number of learners has been about 35—a small proportion, even when compared with the number learning at Harrow and some other schools. It was 47 during the last six months of 1860. The instruction given is in artistic, not elementary drawing. Practical geometry and military plan drawing are taught in the Mathematical school to anyone who wishes to learn, but Mr. Hawtrey states that the demand has fallen off since the latter ceased to be required in examinations for direct commissions.

18. *Deviations from Regular Course of Classical Study, in what Cases, if any, allowable.*

Deviations.

Except in the case which we are about to mention, no deviation appears to have been permitted at Eton from the regular routine of work in school and pupil-room on the ground of differences of bent or capacity, or the special requirements of a future profession.

Army Class. Answers of Mr. James, III. 18.

An "Army Class" was established in 1856. Boys whose parents desired it were permitted, with their tutor's consent, to attend a separate class under one of the Remove Masters for instruction in geography and history twice a week, and to substitute three additional mathematical lessons during the week for three classical lessons. This plan was at first intended to apply only to the Fifth Form, but lower boys were afterwards allowed to join the class. The working of it appears to have been unsatisfactory; boys who attended the class—most of them very young—were generally among the idlest in the school, and lost what interest they had previously taken in the regular work; and a remonstrance was ultimately presented to the Head Master by about two-thirds of the Assistants, which led to a regulation that no boy should join who was not in the Fifth and above 16, or who did not intend to remain at Eton until he went up for his examination; and that no boy attending it should be excused any of the regular school exercises, nor attend the Mathematical school at times when his division were doing classical lessons. This change appears to have effectually cured the evil

complained of; but the class has ever since been very small, numbering three boys at most, and sometimes none. The universal opinion among the Masters is, that no such special preparation is necessary to enable a boy of moderate powers and moderate application to pass the examination for direct commissions, framed as that examination is with a view to the ordinary teaching of Public Schools. Some witnesses, however, think that there are cases in which a particular mental bias, or the necessity of preparing for some profession, might usefully be admitted, under proper regulations, to justify a certain amount of deviation. Mr. Birch is of opinion that less original composition might be required from boys whom a three years' trial had proved unable to succeed in it, and more French and history given in its place. Mr. Hale's experience has convinced him that there are good mathematicians who can only get through their verses and themes by means of the most heavy labour to them and their tutors, and he suggests that such boys might be excused themes and verses, and required to give the time so saved to English, additional mathematics, and modern languages; and he would allow in such cases a paper in the higher branches of mathematics to be set instead of composition in the examinations. This would meet, he thinks, the case of boys intending to try for the scientific branches of the army, or for the Indian Civil Service. Mr. Coleridge has suggested a wider scheme, of which an outline is given in his evidence. He sees no difficulty, with a little additional machinery, in establishing at Eton as many different lines of special preparation, starting at certain ages, as would train boys sufficiently for every department of the Army, for the Navy, the Diplomatic Service, and the Civil and Military Services of India. He would retain throughout some classical teaching, but no composition, except prose translations from and into Latin and Greek. He believes that this could be done without any injury to Eton as a school, and with great advantage to the public service.

Suggested Facilities for Deviation.

Answers of Mr. Birch. III. 44. (a)

Evidence, 6803–6823.

Evidence, 3765–3772.

19. *General Arrangement and Employment of Time assigned to Study. School Books.*

The general difficulty which to the Head Master and some of his colleagues appears to forbid any extension of the school-work beyond Latin, Greek, arithmetic, and mathematics is want of time. This raises the question whether the time of masters and boys at Eton is now arranged and employed in the best way. For the Remove and nearly the whole of the Fifth Form in a regular week there are three whole-school-days, and on each whole-school-day four school-times, lasting about three-quarters of an hour each—in the whole about three hours. On Tuesday and Saturday there are two school-times, both in the morning—an hour and a half altogether. On Thursday there are three school-times, or about two hours and a quarter. The number of hours in a regular week during which the boys are in school is therefore between fourteen and fifteen. Besides this, they have their work in pupil-room, and so much as is necessary for the preparation of lessons and exercises. But the great number of occasional holidays make a regular week a very rare thing; we were told that in one particular school-term there was not one regular week. Every Saint's day is a holiday, and the eve of every Saint's day a half-holiday; and half-holidays are granted also on many other occasions, such as a birth in the family of a Fellow, the appointment of an Etonian to an office of distinction, and the like. But as a holiday does not excuse the boys from any part of their composition, the consequence is that the work of two days has very often to be crowded into one, and that it can seldom be exactly known beforehand what the distribution of the week will be. This irregularity, in a school where the temptations to idleness are so great as at Eton, can hardly be favourable to steady industry; and it must evidently aggravate very much (as in fact it does) the difficulty which the mathematical tutors find in making their arrangements with the classical tutors. There appears to be a general feeling that the time-table needs some revision, though Mr. Balston sees advantages in its irregularities, and Mr. Johnson is not able to assure us that the Assistant Masters agree with him in thinking that there should be fewer half-holidays or more school hours. Mr. Johnson's own words are:—

Arrangement of Time assigned to Studies.

Eton Tables, D.

Evidence of Lord Boringdon, 7931.

Evidence of Mr. Johnson, 4550, 4551.

Evidence of Mr. Hale, 6848.

Mr. Balston, 3601–3605.

"I particularly desire and earnestly advise the complete reconstruction of our time-table, with a view to greater regularity, and to the increase of the number of school-hours, particularly in the summer months."

Answers, III. 44. *See* Answers of Mr. Cornish, III. 42.

The question whether the time which is considered to be given to work is employed in the most profitable way, is one which could not be thoroughly answered without travelling through all the details of the work in school and pupil-room. We shall advert here only to some points prominently raised by the evidence. The preparatory construings, which belong to this part of the subject, have been mentioned already, and the great proportion which Homeric bears to Attic Greek.

Employment of Time assigned to Study.

Table C. Evidence, Mr. Ainger, 8833. Evidence, 3599. 7467–7474. Answers of Mr. Wolley, Mr. Stone. Answers of Mr. Johnson, Mr. Wolley, Mr. Wayte, Mr. James, Mr. Stone, III. 44. Mr. Walter, 9373.

The quantity of Latin and Greek poetry learnt by heart is, as has been already stated, very large. Speaking generally, every such lesson, which is construed, is also learnt by heart. A boy has to say 80 lines of Homer and 60 lines of some other author, alternately, five days in the week. Mr. Balston sets a high value on this exercise of memory as an unfailing test of industry, and "a thing which they cannot get done for them at any "rate." Granting this, as well as the great advantage both of "recitation" (properly so called) and of storing the memory from the classics, the question would still remain, whether the suggested purpose requires, or is best answered by, the repetition of 300 or 400 Latin and Greek verses, and those only, in every week. We have reason, however, to think that, even as a test of industry, it is sometimes deceptive, that the manner in which the repetition is heard by no means ensures its being learnt, and that the quantity exacted has very often the effect of making the exercise of memory mechanical and slovenly, and therefore worse than useless. When Mr. Walter was at school "a quick "boy learned the half dozen lines or so that he thought he was likely to be called up to "say, and got off in that way." He believes that there has been a great improvement in this respect, but his impression is hardly borne out by a witness whose experience is very recent:—

Evidence of Mr. Mitchell.

"7467. (*Mr. Vaughan.*) Do you know how many lines a week the Latin and Greek repetition would amount to at the top of the School, say, high in the Fifth Form?—I should think between two and three hundred lines.

"7468. Could that be easily shirked by a boy?—Boys have very seldom learnt it. They have got a way of guessing the piece they are likely to have.

"7469. Are they called up in order?—Yes.

"7470. So that they could get piping hot four or five lines, and be ready with it at the proper moment?—Yes.

"7471. Do you think that the repetition set to the boys to learn told really and effectively upon the composition by giving taste and facility?—I do not think it did.

"7472. (*Mr. Twisleton.*) That could be frustrated if the Masters were in the habit of setting on boys out of order and dodging them?—Yes, if they did not go straight through the lessons.

"7473. (*Mr. Thompson.*) A Master would be very unpopular who interfered with that routine, would he not?—He would, decidedly."

See also Lord Boringdon, 7923. Mr. Johnson's Answers, III. 43; Mr. Wolley, *ib.*; Mr. Wayte, *ib.*, 44; Mr. James, *ib.*; Mr. Stone, *ib.*

Many of the Assistant Masters are of opinion that the quantity of repetition might advantageously be diminished.

Table C. Answers of Mr. Johnson, Mr. Thackeray, III. 44. Evidence of Mr. Mitchell, 7438; Lord Boringdon, 7905; Mr. Lyttelton, 8598.

A Latin theme is done every week in the Fifth Form and Remove, translations into Latin prose very rarely. Besides the sameness of this work, wearisome to tutor and pupil, the objections which obviously exist to the weekly recurrence, year after year, of an exercise which tempts a boy to repeat continually the same phrases, and therefore the same ideas, instead of compelling him to grapple with the difficulty of throwing given ideas and turns of expression into Latin, seem to be felt by some of the Assistant Masters. The want of practice in translation is undoubtedly felt by Eton men at the universities; it should be added, however, that the same want appears, in different degrees, to be experienced by men educated at most of the other public schools.

There is little or no Greek prose, and no English writing, prose, or poetry, except two essays in a year for the Sixth Form.

School Books. Answers of Mr. James, III. 7.

It is the practice at Eton to use school books compiled and published specially for the school, and with the *imprimatur* of the College. When a new edition has been wanted, the revision of the book has been undertaken commonly by one or another of the Assistant Masters. No new book, and no new edition of a book, can be used in the school without the sanction of the Provost. It seems to be an unavoidable consequence of this system that the Provost should sometimes feel bound to regard two interests, not necessarily coincident—the interest of the school using the book on the one side, and that of those deriving pecuniary benefit from the sale of it on the other, and that the change of a book or edition should be often interfered with by considerations which would not arise if a different course were adopted. Such cases, it appears, are not wholly unknown. A fact mentioned by Mr. James shows that the market value at least of the Eton school books has deteriorated:—

Evidence of Mr. Johnson, 4400–4421. Mr. Balston, 3040–3047. *Ub. sup.*

"With reference to the present condition of the books used in the school, I consider this statement, which I had from the publisher a short time ago, very important; that whereas, some twenty years ago, the wholesale part of his business was by far the most valuable branch, it has been gradually declining since that time, and is now of very little value compared with the retail business; our school books, which were at one time the best that could be procured, no longer commanding much sale elsewhere."

The system itself and several of the books now in use are considered unsatisfactory by the Assistant Masters; and an attempt at amendment has been made, of which Mr. James gives the following account:—

"Several, I believe almost the whole body, of the Assistant Masters joined about last Easter* in requesting the Head Master with the Provost to appoint a Committee of Masters to consider what alterations should be suggested in the school books used, to make arrangements for the publisher with literary persons to re-edit such books as from time to time might require reprinting, and to consider generally what improvements might with advantage be introduced. In answer to this application, the Head Master informed us the Provost declined to acknowledge any Committee of the Assistants whatever on the subject, but that, if we liked to appoint a Committee of our own body for this purpose, he (the Head Master) would undertake to give due weight to our recommendations, and, if he approved of them, to urge them as his own upon the Provost. This is the state in which the matter stands at present; a Committee has been nominated, and has held a few meetings, but has neither power nor responsibility." *Ibid.*

Mr. Johnson, who was a member of the Committee, and took great interest in the matter, supplies its further history. The late Head Master, he says, gave the proceeding no support, and "limited the Committee to such an extent" that its members were not disposed to go on, and they have not been able to obtain any opinion from the present Head Master. Mr. Balston, in reply to a question on the subject, says that nothing is intended to be done through the Committee as such. He would wish it to be done otherwise. Evidence, 4402–4406. Evidence, 3047.

20. *Methods of promoting Industry.—Promotion.—Prizes.*

The system of promotion has already been briefly described. It will be remembered that a boy gets, as a rule, two steps or "removes" in every year. One he obtains as a matter of course and without examination; for the other he has to pass a test examination, called "trials," the standard of which is so moderate that it is a disgrace to fail at all, and that a boy must be "very stupid" who is kept down long. The "trials" are so far competitive that a boy who does well in them gets a higher place within his remove, though he does not advance the quicker in the school. On a recommendation from his tutor and the master of his Division, a boy may offer himself for a double remove; he is then examined, not with the boys of his own remove, but with those of the next above it; and, if he beats two-thirds of them, but not otherwise, he is transferred to it and rises with it, and thereby gains two steps in the school at once. This is not unfrequently attempted, and it generally succeeds. These examinations go on until the boy is landed in the Upper Fifth; after which he rises by seniority alone, if he be an oppidan. The King's scholars have about a year afterwards an examination of some severity, which determines their places in College. Besides the trials, there is an examination called collections, at the end of every term, in the school-work done during the term; the boys are classed in collections, but the class which each gains does not affect his place in the school, except that a certain number of marks are allowed for it, which are carried to his credit at the next ensuing trials. "It is a very easy thing to scrape "through collections without any reproof or punishment." Places are not taken, as we have seen, nor marks given for the daily work in school, except below the Fifth Form. The effects of this system obviously are to prevent very idle or stupid boys from stagnating altogether at the bottom of the school; to apply a certain small stimulus to them,—the fear of the discredit which is attached to "muffing a remove," and of being left behind whilst the corps in which they were originally enrolled moves on; to give them, however backward they may be, some change of work and some sense of progress. On the other hand, it renders it possible for a boy to rise in school rank, and in the difficulty of his work, without rising proportionately in knowledge. It enables a boy considerably above the average in talent or industry to rise fast; but steady and merely creditable diligence does not accelerate his rise in the school, though it gives him a good place in his remove. It keeps together each remove with its *esprit de corps*, and with the advantages and disadvantages which arise from accustoming each boy to feel that he is expected to move as fast as his schoolfellows about him, and no faster; but it undoubtedly operates to some extent as a protection to idleness, and fails to hold out that incentive to work which is supplied by the system of competitive promotion in use in some other schools.

PROMOTION. Answers of Dr. Goodford, III. 12, and his Evidence, 2587–2627. Evidence, 2595. 7697. *See also* Columns 3 and 5 of Table B. Mr. Ainger's Evidence, 8664–8692. Mr. Mitchell, Evidence, 7358.

Further, the absence of all examinations, except collections, after a boy has passed Upper Division trials, leaves him for some two years, more or less,—years the most important, perhaps, of all to his intellectual growth,—relieved from any regular stimulus to exertion. It has not been explained to us why yearly examinations, which are good for King's scholars in the highest part of the school, are inexpedient for Oppidans.

Except the Newcastle scholarship and medal, a prize of books worth 5*l.* for Greek iambics, two prizes worth 10*l.* each for Latin and English Essays, the Tomline prize for mathematics, and some other small prizes given by the Assistant Masters for proficiency

PRIZES. List of Scholarships attached to

* Easter 1862.

Dr. Goodford's Answers. *See also* his Answers, III. 13. Answers of Mr. S. Hawtrey, III. 13.

in the same subject and in arithmetic, and the late Prince Consort's prizes for modern languages, there are no scholarships or prizes given by competition and open to both Oppidans and King's scholars. Of these the Newcastle scholarship is open to boys in the Sixth Form, and in the Upper Division of the Fifth, and to those in the Middle Division who will leave school before the next examination; the Greek iambic prize to the two first Divisions of the school; the English Essay prize to the Sixth and such boys in the Fifth as the Head Master thinks fit to allow to write for it. There are some other rewards for meritorious school-work given by the Head Master. Thus any classical or mathematical exercise of special merit is sent up to him "for good" by the Master before whom it has come, and a book is given to each boy who earns this distinction three times, and to each boy who is first in the collections of his Division; the Head Master also gives prizes for the best compositions in Latin prose and verse done in his own Division during the half year. There are other prizes confined to King's scholars, and a considerable number of scholarships or exhibitions tenable by them at the university and given according to a general estimate of merit, but without examination, and subject to various restrictions. There are thus a good many minor distinctions, but very few of any importance, and the latter, for want of that publicity which makes rewards effective, and of that general competition which brings all the highest talent of the school at once into the field, do not appear to tell much upon the school. "They "are decided," says Mr. Browning, speaking of those in the Head Master's Division, "solely by the Head Master, and nobody ever knows who gets them. They are got "in a great measure by Collegers, but the exercise is not recited or printed, and no "pains are taken to make the school generally acquainted with who are distinguished in "that way." Mr. Johnson suggests the printing of the exercises, and that they should be awarded by judges to whom the competitors are personally unknown; "that more "opportunities should be given to the Masters to show some interest in scholar-like "boys who are not their own pupils, and that the attention of the school should be "more regularly called to those who distinguish themselves in the school, or, having left "it, at the universities; that, in addition to the one Newcastle scholarship, there should "be scholarships created out of the college revenues for Oppidans tenable at either "university, and that mathematics should be similarly encouraged." He thinks it also very desirable that, should the College increase the number of scholarships tenable at the school, or add to the exhibitioners, the new scholarships or exhibitions should be held by boys residing in the same boarding-houses as Oppidans. Sir J. Coleridge, who has gone more fully into this matter, would found as many as 40 of such Oppidan exhibitions, and would suppress some of the Fellowships for that purpose.

Mr. Browning's Evid., 5151. *See* Evidence of Mr. Walford, 8248, 8249. Answers of Mr. Johnson, III. 42. Answers of Mr. Johnson, II. 13. See Evid. of Mr. Paul, 5747. Sir J. Coleridge, 5569–5594.

General Methods of Promoting Industry.

We believe that we do no injustice to Eton in saying that it employs sparingly—more sparingly, perhaps, than any other great school,—the spur of emulation. In the system of promotion, the hearing of lessons, even the awarding of prizes, there is comparatively little of direct competition, and the distinctions which are given are not conspicuous enough to make them objects of general ambition or respect. Instead of emulation, reliance appears to be placed on the sense of duty, the influence of association, of parents, and of tutors, and what may be called the mechanical movement of the school; there has been an aversion to positive pressure of any kind; a great reluctance to exclude on account of mere backwardness, whether caused by idleness or by incapacity; a strong and laudable anxiety to afford all the boys as much liberty as they could safely enjoy, and ample scope for healthy amusements.

How far this system is likely to prove successful, and how far it has actually succeeded, as regards intellectual training, are questions upon which we might have been able to form a clearer opinion had we had the opportunity, which we desired, of testing directly the proficiency of the upper part of the school. There are, however, portions of the evidence which throw some light on them.

Evidence, 3823, 6098.

Mr. Balston's Evid., 3636. Mr. Johnson's Ans., III. 2. Mr. Coleridge, 3736. Mr. Carter, 6101. Mr. Warre, 5920.

All the Masters agree that boys who enter as Oppidans come to school for the most part very ill-prepared. Although the examination is easy, about 20 per cent. fail, and take refuge in the lower school, most of these being boys of nearly 14. "Hardly any "amount of ignorance," therefore, "prevents a boy's coming to Eton." This want of early education, we are assured, is an increasing evil.

Ans. of Mr. Day, Mr. Birch, Mr. James, Mr. Browning, III. 43.

The influence of parents, we are told, is by no means uniformly exerted to encourage industry. "My chief difficulty," says Mr. Birch, "in creating a love for classical literature "and honourable emulation among the boys, arises not so much from idleness among "themselves as from the light value generally set upon such proficiency at home." It is too often the case that boys are sent to school to form friendships and to be made gentlemen, rather than to acquire mental training and the habit and power of work. Yet Mr. Johnson has come to the conclusion, which we have no doubt is just, that the number

of Oppidans who have any expectation of inheriting property is much smaller than is commonly supposed, and the number who ought to be working for success in after-life much larger. And Mr. Browning "has never known any parent of an oppidan who has "not shown great anxiety about getting his son on. I think a better example at home "would be very valuable, but as to the anxiety expressed by the parent, and the manner "in which that is expressed to the boy, I should say that there is nothing to be "wished for." Evid., 4359. Evid., 5161.

It appears also to be generally admitted that with many boys, the emulation and ambition which are not awakened by the work of the school find scope in play. Position and influence in the school, which are the things that a boy most desires, are gained chiefly, and almost exclusively, by excellence in the cricket-field or on the river. The character, indeed, of a boy is important to his position; but intellectual distinctions have little weight in this respect. "There is nothing that makes work fashionable among the "oppidans. A boy has no chance of becoming one of the leading boys of the school by "work." "If he can do anything else, if he can row, or play cricket, or any other "athletic game, I do not think," says a good authority, Mr. Mitchell, "that he is "*thought the worse of* for reading." The charms of idleness are, as another witness has said, very numerous and very seductive at Eton, and it is not surprising that whilst amusement, and not labour, opens the readiest way to social distinction, and whilst the system of the school admits it, a healthy and active boy, with no strong natural taste for reading, should give to cricket more time and much more energy than he gives to work. Mr. Walford, 8254–8259. Mr. Browning's Evidence, 5147. Evidence, 7098. Answers of Mr. James, III. 19.

It appears a reasonable conclusion that a school to which the majority of boys come ill-prepared, to which many are sent chiefly to form their manners and connexions, and many others from wealthy homes where they have had no opportunity of seeing an example of steady work, and in which the general tone of feeling is such as we have described, is one which cannot safely dispense with any of the ordinary methods by which industry is made honourable, emulation kept alive, and the system of teaching rendered as effective as possible.

Mr. Balston himself thinks, from his experience as an Assistant Master, that from one cause or another the success of the work has not been in proportion to the pains bestowed on it. Evidence, 3634.

21. *Eton Education as a Preparation for the Universities.—For the Army.*

Of the under-graduates of the two Universities of Oxford and Cambridge in Michaelmas Term 1861, 249 had been educated wholly or in part at Eton. Assuming the time passed at the University before taking a degree to be from three to four years (at Oxford it is now nearly four), it would appear that the number of Eton boys who go annually to the Universities has lately averaged about 70. Taking the average number of the school during the four years ending with the summer of 1861 to have been 800, and the average time spent at school to be nearly five years, we may compute the number who left in each year to be about 170. According to this calculation, which of course is rough, rather more than 40 per cent. of the boys who annually leave Eton go to the Universities. The number of boys who actually left during the period between election and Christmas 1862 was 22, and the number of these who actually went to the Universities was 8, or 36 per cent. This information was furnished to us by Dr. Goodford, in reply to an inquiry addressed to him, in common with the Head Masters of the other schools. Mr. Balston, who succeeded Dr. Goodford as Head Master early in 1862, was unable to supply us with the numbers for the remainder of the year 1861–1862; and as the period embraced in Dr. Goodford's return was obviously too short to afford an adequate criterion, we applied to the Masters and others in charge of boarding houses, and to the Assistant Master in College, and received from them returns comprising the whole year 1862–1863. From these it appears that the total number who left the school in that year was 176,* of whom 18 were Collegers; that of the 18 Collegers 11 went to the Universities, whilst of the 158 Oppidans 68 either had gone or were intended to go thither. Allowance being made for some who might possibly fail to matriculate, this gives a proportion not differing very materially from the result arrived at by the first calculation, viz., somewhat more than 40 per cent. We may assume, therefore, that more than half of the boys who leave Eton do not go to either University. Proportion of Boys educated at Eton who go to the Universities. Returns. Appendix D. 1. Dr. Goodford's Answers, II. 31. Appendix D. 2.

The number of young men educated wholly or in part at Eton who entered the army or qualified for Woolwich within three years from September 1858 to October 1860, and from May 1862 to January 1863, was 50† or about 17 a year. The total number who offered themselves for examination was 66, or 22 a year. The returns received from the Proportion who enter the Army. Returns of Council of

* The school contained 840 boys in the summer of 1863.

† To this number two or three should probably be added as having failed at their first examination for direct commissions, but passed after a second. (*See* Enclosure D. Appendix E.)

Military Education, Appendix E.

boarding-houses and from the Assistant Master in College show that of those who left school in 1862–1863 about 33 either had entered the army or regarded it as their future destination; four of these were Collegers.

ETON EDUCATION AS PREPARATORY FOR THE UNIVERSITIES.

List of Honours, &c. appended to Dr. Goodford's Answers.

Of the results of an Eton education considered as a preparation for the Universities we can only form a very general opinion. The distinctions gained at the Universities by Eton men, when compared with the numbers of the school, do not certainly entitle it to rank among those which are most successful in this respect; but it sends out a fair number of good and well-instructed scholars. Within the ten years ending in 1861, during which probably 500 or 600 Eton men have gone to the Universities, it has had at Oxford 18 classical and two mathematical "Firsts," eight in law and modern history and one in natural science, and at Cambridge 17 Wranglers and 19* in the first class of the Classical Tripos; has twice gained at Oxford the Ireland and Hertford University Scholarships and the Craven Scholarship at Cambridge, besides other distinctions. The examination by moderators at Oxford occurring in a man's second year, and turning almost wholly on scholarship and mathematics, is the best test of school-work, and here the number of "Firsts" is 25. Etonians have gained also at Oxford the senior mathematical scholarship and the Johnson mathematical prize once, and the Latin verse prize and Gaisford prize twice; at Cambridge the Latin Ode and the Epigram prizes four times, the Camden medal twice, the Smith's prize, Chancellor's medal, Porson Scholarship and Greek Ode once, 12 Scholarships and seven Fellowships at Trinity, with other University and College distinctions. As to the mass of young men who enter at Oxford and Cambridge, and who do not try for honours, it has been already seen that the mental training which they bring from the schools where they have been educated cannot be rated high; and in this respect Eton can claim, at the least, no advantage over the rest. According to the evidence of the Dean of Christ Church and of Mr. Hedley, it is rather below the common level. The wealthiest, it is true, and therefore on the whole the idlest men, go to Christ Church; but Christ Church and University College contain one-half of all the undergraduate Etonians at Oxford, and one-third of the total number at Oxford and Cambridge.

See Part I. sec. 6. Answers of Oxford and Cambridge Tutors, &c. Appendix C. Westminster Evidence, 203–215. 241–254.

ETON EDUCATION AS PREPARATORY FOR THE ARMY. Returns of the Council of Military Education. Appendix E.

Of 36 Etonians who entered the army by direct commissions within the three years above mentioned, 16 came direct from Eton, and 20 had been afterwards at other schools or under private tutors. Eight others failed to pass the necessary examination, of whom three came direct from Eton. Of those who succeeded, coming direct from Eton, all passed in mathematics, English, history, and Latin, and all but one in French, eleven in drawing, only six in Greek. Among the unsuccessful candidates the largest number of failures was in Latin and French. It is remarkable that of all the 42 Eton candidates, only 27 took up Greek, and of these 12 failed in it. In history, Latin, the natural and experimental sciences, and drawing, those who came direct from Eton appear to have succeeded better than those who did not. In French and German the balance is slightly the other way. The conclusion from these figures is, that this examination requires, in the case of boys of ordinary intelligence and moderate industry, no special teaching which may not be had, either in the school course or as an extra, at Eton.

The numbers of Etonians who tried during the same period for Sandhurst and Woolwich respectively were as follows:—

	Sandhurst.			Woolwich.		
	Succeeded.	Failed.	Total.	Succeeded.	Failed.	Total.
Direct - - - -	5	0	5	0	1	1
Indirect - - - -	2	1	3	7	6	13
Totals - -	7	1	8	7	7	14

NUMBERS OF LOWER SCHOOL. For the whole of this Section, see Ans. and Evid. of Mr. Carter and Mr. S. Hawtrey, and Mr. J.W. Hawtrey.

The result of which is, that Eton has educated a very small number, but successfully, for Sandhurst, but has not yet succeeded in educating directly for Woolwich.

22. *The Lower School.*

The lowest three Forms at Eton constitute what is called the Lower School. The number of boys in the Lower School has varied very much. Between 1812 and 1833, it ranged from 79 to 37; between 1834 and 1839, from 22 to 11; it has since risen considerably, and was 99 in 1861. These figures are taken however from the lists annually published at election, a period of the year when the Lower School is not at its fullest: the *highest* number in each year since 1857 inclusive has never fallen below 100, and was 139 in 1859, 121 in 1861, and 140 in 1862.

* Fourteen of these and the two Cravens had been King's scholars.

The Lower School is arranged, for teaching, in five divisions, the largest of which, immediately before the Christmas holidays 1861, was 31, and the smallest 13; and is taught by the Lower Master and four Assistants (all Eton men), appointed by himself, with the approval of the Provost and Head Master. The proportion of masters to boys is much greater, it will be observed, than in the Upper School; little boys require, Mr. Carter thinks, more attention and individual teaching. Arithmetic, writing, and dictation are taught by Mr. S. Hawtrey with seven Assistants, who are not University men, but of whom four are certificated teachers. ARRANGEMENT OF LOWER SCHOOL.

The Lower Master—the *ostiarius*, or usher of the ancient grammar-school—has the general management of the Lower School, subject to the control of the Provost. He receives from the College 78*l.* 16*s.* a year, with a trifling allowance of bread and beer, and from each oppidan in the Lower School an entrance fee of 4*l.* 4*s.*, and an annual payment of 6*l.* 6*s.*, which are doubled in the case of noblemen's sons and baronets; and pays to each of his classical assistants 30*l.* a year. He has a boarding-house, and is tutor to his own boarders, who pay him 130*l.* instead of 120*l.*, the usual charge for a boy at a tutor's house. In explanation of this difference, we are informed that by a customary rule he is precluded from increasing his income by taking, as pupils, boys who are not in his house. Two of the assistants are confined as tutors to Lower School pupils, the two others are not. THE LOWER MASTER.

The studies of the Lower School are thus described by Mr. Carter:— COURSE OF STUDY IN LOWER SCHOOL.

"The system of teaching in the Lower School does not necessarily comprise any modern language, the subjects being Bible history, classics, geography, English history, arithmetic, writing, dictation, so arranged that classics, writing, or dictation are the subjects of three days in each week, while history, or geography, and arithmetic are taught on the other three; all of these form the subjects of examination twice a year, when the papers for each form (of which a specimen is enclosed) are set from the portions of work done by each form since the last examination, and looked over by the Lower Master with the single exception of arithmetic; the places are determined by him according to a boy's proficiency in each subject, arithmetic bearing a proportion of one-fifth to the rest of the work; these are the ordinary examinations according to which boys rise from one form to another twice a year. A deserving boy may at any time be promoted on the joint recommendation of the Master of the division and of the Tutor, a case which repeatedly happens; as, for instance, six boys were sent from the Lower to the Upper School at various times during the interval between election and Christmas. Should there be any difference of opinion, which seldom exists, between the Master and the Tutor, the Lower Master would examine the boy himself, and fix his proper position. This system, which has been changed and enlarged during the last three years, works well, and does not seem to require further change as regards the present subjects."

The Lower School boys prepare all their lessons in pupil-room in the Tutor's presence.

Their hours of work are longer than in any part of the Upper School, so long indeed that they appear to have little time for play. In summer, on whole-school-days, a boy is almost always at work from seven in the morning to six in the evening, and within these hours gets no exercise except in "running about the school-yard and going from "one place to another." After six in summer and after four in winter, he is able to play. Neither Mr. Carter, however, nor Mr. S. Hawtrey think that this close occupation has been practically injurious, though the former allows that the boys "have quite as "much as they can do." Evidence, 6077, 6512. 6085.

Hardly any age is considered too early, nor any age (under 14) too late, for admission into the Lower School. Boys may enter as soon as they are able to read; and they in fact enter, not unfrequently, at seven years old. On the other hand, we observe that out of 28 boys who were in the highest division in 1861, and were doing very easy and elementary work, 19 were above 14 years of age, and only three were under 12. Mr. Carter attempted four years ago to limit the highest age of admission to 12, but found it impossible. "There was such a pressure. Perhaps a boy had just passed the age, "and was not fit for the Upper School; the parent was disappointed, and pressed that "he should be taken into the Lower School." The Lower School thus opens a door to great boys who are too ill taught, or too dull, for the Fourth Form; once admitted, they move up in the regular course among boys much younger than themselves, and thus find their way into the Upper. A consequence of this is, that a considerable proportion of the boys in the Upper School are in knowledge much behind their years. Some of these, no doubt, are steady well-conducted boys, who have been kept back by ill-health or accidental causes. But the evidence shows that the most mischievous element in the school is that of the "big lower boys,"—of boys, that is, who are old enough, but not advanced enough for the Fifth Form. They are the greatest bullies, and set the worst examples. CONDITIONS OF ADMISSION TO LOWER SCHOOL. Evidence, 5869. Answer of Mr. Carter, III. 5. Evidence, 6098. Evidence, 8033–41.

Different opinions have been expressed to us respecting the Lower School. Mr. Carter is well satisfied with it, and would gladly see its numbers enlarged. Mr. Durnford would OPINIONS RESPECTING THE LOWER SCHOOL.

Evidence of Mr. Durnford, 3864 to 3898.

Mr. Durnford, Evidence, 3853–3863.

Evidence, 4385–4391.

keep it as a receptacle for boys too backward to be admitted into the Fourth Form rather than as a place of training for boys of tender age, though the boys in it, he says, are very well instructed, much better than at most private schools. There has been a great improvement in it as a school, especially since the accession of Mr. Carter's predecessor, Mr. Coleridge, who had "a remarkable power of teaching." Special arrangements have of late years been effectually made to provide board and lodging under improved conditions for boys of the Lower School. These are fully described in the answers of the Rev. J. W. Hawtrey. Mr. Johnson would prefer either a new Third Form—a part, like the Fourth, of what is now the Upper School—or a lower school, with a separate staff of teachers, from which no boy should enter the Upper School when over 14 years of age, nor without a sufficiently strict examination.

23. *Moral Training and General Discipline of School. Relation of Tutor to Pupil. Monitorial Power.*

Relation of Tutor to Pupil. *See* Answers returned by the Head and other Masters to Question II. 14. Evidence of Dr. Goodford, 2842.

The moral superintendence of every boy at Eton, as well as the care of his intellectual training, is entrusted wholly to his tutor. If he boards at a dame's or at a mathematical master's, the extent of the tutor's responsibility is still in theory the same, though what may be called the domestic superintendence of the boy necessarily falls in that case to the person in whose house he lives. This relation, which begins when a boy first enters Eton, and subsists during the whole time that he remains there, places him from first to last under the eye of one person, whose duty it is to watch over the growth of his mind and character, who is able to write regularly and fully to his parents, for whom he commonly acquires a strong personal regard, and whom he becomes accustomed to consider not only as a master and teacher, but as an adviser and friend. This institution has probably grown up by degrees, and is to be found, in various modified forms, in other great schools. At Eton the highest value is attached to it, and although the relation, as regarded by the boys, may not always be as confidential as it is considered to be by the tutors, we entertain no doubt that it is especially useful in so vast a school where a boy must pass quickly from one large class to another, and, until the very end of his career, must be personally almost a stranger to the Head Master.

Monitorial Powers. Ans. of Dr. Goodford and Assistant Masters to Qu. III. 27, 28, and his Evidence, 2819–2888, 2956–2964; Evidence of Mr. Balston 3330–3351; Mr. Johnson, 4575–4647; Mr. James, 4819–4831, 5095; Mr. Mitchell, 7105–7202, 7292–7295; Mr. Lyttelton, 8358 *et seq.*; Lord Boringdon, 7521–7541; Mr. Ainger, 8748–8797;

Mr. Birch's Answer III. 23.

The Sixth Form, and in some cases the upper boys in the Fifth, are empowered to punish breaches of discipline out of school by setting impositions, or by the more summary process of an immediate "licking." The captain of each house is also expected to assist the master of it in maintaining order. Among the King's Scholars the authority of the Sixth Form extends over all below the first six of the Fifth Form, and in certain exceptional cases over them also; it is frequently exercised, is considered to work well, and thought useful by the King's scholars themselves. Formerly, when tyrannical habits prevailed generally amongst the bigger boys in College, the power of the Sixth Form too appears to have furnished excuse for tyranny; but this has ceased since the appointment of an Assistant Master in College. Among the Oppidans it is confined to boys below the Fifth, and in practice is very rarely exercised at all. "It is not thought the thing;" "there is a sort of feeling against it;" and it has not the support of the public opinion of the school. There are offences, however, which a Sixth Form boy, whether King's scholar or Oppidan, would think himself bound to notice and put down, though what these are it would probably be difficult to ascertain, the question being one of feeling and opinion, rather than of law. And the Head Master considers that every Sixth Form boy holds his rank on the condition of discountenancing and putting down disorders and breaches of discipline, though it does not appear that a failure in this respect has ever actually been a cause of degradation. The Sixth Form does not, in fact, enjoy any social pre-eminence apart from that of age, and there seems practically to be no line of demarcation between them and the rest of the school. The monitorial system, therefore, with its formal delegation of powers and duties, which exists at some other schools, has virtually no existence at Eton; it has sensibly declined during the last 20 years, and has now dwindled to a shadow, and given place to the undefined prerogatives and half-recognized influence of age, popularity, and the social position won by success in the cricket-field or on the river. As these prerogatives are indefinite, so also is the sense of responsibility which ought to attend them; and as a "swell,"—that is, a boy who has achieved social rank in the school,—has it in his power to do much good, so he can also do no little harm. This absence of a clear sense of obligation, and this liability to abuse, are inseparable, of course, from an influence which is gained by position, and exercised by example. But they render it highly important that the influential class should be a class really worthy of influence, and that all available means should be used to make it so.

It appears to be the unanimous opinion of Masters and boys at Eton that this state of things works well. Eton is as thoroughly convinced of its own superior happiness in not having the monitorial authority as those schools where it exists are of the advantage of having it. But within the school itself there is the same difference; the King's scholars form in some respects a school within a school, and as between them and the Oppidans there is the same difference of government and opinion. The King's scholars, among whom the system has in great measure survived, cherish it and prefer it to the absence of system among the Oppidans.

Working of System.

On the subject of bullying *See* Evid. of Mr. Lybbe, M.P., and Mr. Stocker, 9551–9621; and Mr. Wolley's Letter, and Evid. of Mr. Mitchell, 7184–7202; Lord Boringdon, 7538–7541; Mr. Lyttelton, 8436–8440; Mr. Ainger, 8792–8797; a Junior King's Scholar, 9337–9354.

If the general tone of feeling and opinion at Eton is sound and honourable, if disorders are rare, and there is little bullying or oppression, and if this condition of the school may reasonably be expected to endure, there is no reason for desiring the revival of a system which has passed away. The evidence that we have received under these heads is generally satisfactory, and we have reason to believe that the moral tone and standard of Eton, like those of other great public schools, have not declined, but have, on the contrary, sensibly and progressively improved, during the last twenty years.

There are two points however connected with discipline which have been brought to our notice by several witnesses, and should be mentioned here. One is the singular custom known at Eton as "shirking;" the other the practice of resorting to certain public houses.

"Shirking."

Ans. of Mr. Wolley, Mr. James, Mr. Thackeray, Mr. Snow, Mr. Cornish, to Q. III. 40. Evid. of Mr. James, 5091–2; Mr. Walford, 8217–8222; Mr. Ainger, 8369–8874.

The nominal bounds at Eton are very narrow, and practically the boys are suffered to go where they please: a boy is expected however, if he sees a Master when out of bounds, to run away; the omission to perform this ceremony is considered disrespectful, and renders the offender liable to punishment. The tradition is thus kept alive, that the privilege of taking a walk is enjoyed only by connivance and upon sufferance. If there is any advantage in this, of which we are not aware, it is purchased by making the boys act as if they were doing wrong, whilst they know that they are not, and at the cost also of two not unsubstantial evils. Some Masters do, some do not, punish the omission to shirk; a boy is therefore liable to be reproved and punished by one for that which is no offence in the eyes of another. Further, it makes the detection of misconduct more difficult, by destroying one of the plainest indications of guilt. Suppose, says one witness, that you see a boy in what you suspect to be bad company. "You would "wish to get nearer, to be certain about it; and the moment he gets sight of you, it is "his duty to bolt and run away as hard as he can, or hide himself in a shop. I should "like to be able to say 'The fact of your trying to avoid me is a proof of your being in "'mischief.'" The prevalent opinion among the Assistant Masters appears to be that "shirking" is useless, and not entirely harmless, that it ought to be abolished, and that in lieu of it certain localities should be proscribed, and the boys strictly prohibited from visiting them.

Drinking.

Ans. of Mr. James to Q. III. 24. Evid. of Mr. Balston, 3172–3177; Mr. James, 5072, *et seq.* Mr. Browning, 5243–5269. Mr. Carter, 6031–6035; Mr. Walford, 8225–8246; Mr. Mitchell, 7282–7294; Lord Boringdon, 7586–7595; Mr. Lytteiton, 8406–8434; Mr. Ainger, 8786–8788.

Boys are strictly forbidden to go to public-houses. There are, nevertheless, two places of this kind, the "Tap," and the "Christopher," to which it is perfectly well known that they do go in numbers, and where they are never disturbed. "It is very much on the "same footing as shirking; if a boy takes every pains not to be seen going to such "places, nothing is said to him." It is punishable, but not wrong in the estimation of the boys; and, in the fact that they are not punished if they use certain slight customary precautions to avoid being found out, they have perhaps some ground for thinking that the opinion of the Masters is not widely different. It is only by going to public-houses that a boy can get a glass of beer after a hard pull on the river, and the beer given at meals in the boarding-houses is not uniformly good. We have no reason to believe that there is anything like drinking to excess. At the "Tap" the boys have a room appropriated to them, and have established rules for the maintenance of order, which are strictly observed. The practice, however, of drinking at a public-house, even in moderation and under regulations, is obviously one which may lay the foundation of a bad habit. Resorting to public-houses on Sunday would of course be much more severely punished, and is discouraged by public opinion; it prevails to no great extent, but is not unknown.

24. *Fagging.*

Fagging.

Ans. of Dr. Goodford, and Assistant Masters to Q. III. 29. Evid. of Mr. Johnson, 4643–4712; Mr. Mitchell, 7213–7240;

Fagging at Eton is now much milder than it formerly was, and it does not at present appear to tax heavily the time of the younger boys, nor to subject them to any serious annoyance or oppression. The power to fag generally is confined to the Sixth Form, and to the Fifth exclusive of the lower remove, lower division; the liability to be fagged, to boys below the Fifth Form. Every lower boy in each house is assigned as a special fag to some Sixth or Fifth Form boy in the house, and every lower boy in college to one of the first eleven in college. The duties of a fag consist in running on errands,

Lord Boringdon, 7542–7569; Mr. Lyttelton, 8441–8453, 9085–9337. Evid. of a Junior King's Scholar.

when required by any boy entitled to fag, in attending on his master at breakfast and tea; and, in College, calling him in the morning. We have been told that this attendance is inconvenient to boys who do not know how to manage their time well, and interferes in some degree with the school work or the breakfast of the fag. Occasionally this may be so, but according to the prevailing tenor of the evidence the inconvenience is not general, and not oppressive. The portion of a fag's duties which is really troublesome, and which is described in the following answers, (relating it must be observed only to fagging in College;) might obviously be much lightened by a trifling change:—

"9106. (*Mr. Twisleton.*) Of an evening, in your room, is there any time that you are absolutely free from fagging? —No.

"9107. You would never be certain of an hour or an hour and a half when you could not be called upon to fag?—No.

"9108. (*Mr. Vaughan.*) How many boys do you find answering to the call of the same prefect calling 'Come here'?—Very often all the lower boys go.

"9109. How many would that be, 15?—Yes, 15 or 16.

"9110. Only one would be wanted?—Yes.

"9111. So there is a rush of 16 boys to wait upon one?—Yes.

"9116. (*Sir S. Northcote.*) What is the part of the fagging that is most unpopular?—I think 'Come here' is, or else fagging at dinner.

"9117. (*Lord Lyttelton.*) When there are very few it would be worse than it is now?—Yes, much worse.

"9118. (*Mr. Vaughan.*) At every call of 'Come here,' every boy is expected to present himself?—Yes."

The fags in College have likewise, as has been already mentioned, to wait upon their masters at dinner before getting their own.

There is no doubt on the whole that fagging, as it now exists at Eton, is a popular institution, that it creates a connexion which is often an advantage and protection to a young boy, and sometimes leads to lasting friendships. And Mr. Lyttelton is probably right in thinking that it is not without its use in forming, on the one hand, habits of obedience and of respect for established authority, and, on the other, that of wielding power without abusing it.

Evidence, 8446.

From compulsory attendance at games a junior boy at Eton is more free than at some other great schools. There is no "cricket-fagging;" the power of fagging at fives is supposed to exist, but is seldom exercised or wanted, and if a little boy is called upon, in the absence of a valid excuse, to join with his house in a game of foot-ball, he does not feel it as a hardship.

Evidence of a junior King's Scholar, 9244–68.

25. *Punishment.*

Punishment. Ans. of Dr. Goodford to Q. 14, 26. His Evid. 2917–2955; Mr. Balston, 8625. Evid. of Mr. Carter, 6232. Evid. of Dr. Goodford, 2946–2949, 2936–2938. Mr. Lyttelton.

Corporal punishment is inflicted in the Upper School by the Head Master only, and in the Lower School by the Lower Master only. The Assistant Masters bring before their chief those offences with which they think that he alone can properly deal, and it is a rule, Dr. Goodford informs us, introduced within the last few years, that no complaint of this kind shall be made without previous reference to the boy's tutor. This regulation has been found very useful, and has materially assisted, with other causes, to diminish flogging, a punishment which is now administered much more sparingly than it was ten or twenty years ago. Dr. Goodford thinks that during his time there was a flogging five or six times a week, or perhaps not quite so often, and that it had a tendency to diminish. Offences were fewer, and there was less disposition to resort to it. This evidence does not entirely tally with that of a witness who left Eton about three years and a half ago:—

"8519. (*Lord Clarendon.*) Has flogging diminished since the time when you first went to Eton?—No.

"8520. (*Mr. Vaughan.*) Is it any great dishonour to be flogged, or is it regarded as a natural incident of the day?—It is regarded quite as a natural incident of the day.

"8523. (*Lord Devon.*) Supposing a form master to send up a boy to the Head Master, does the Head Master consult with the tutor or communicate with him before he sets the punishment?—No, very seldom. He considers himself a machine, and seldom takes any excuse, observing that what has failed to satisfy the complainant cannot satisfy him.

"8524. (*Sir S. Northcote.*) Does the master who sends up the boy first consult with his tutor before he sends up his name to the Head Master?—By no means necessarily.

"8525. Is not that always done. I thought it was?—No, I do not think so; the tutor generally hears of it eventually, I suppose.

"8526. Is it not always considered the rule?—No, I am sure that is not the case."

If, however, the punishment is inflicted as often as five or six times a week, it is much more frequent at Eton, in proportion to its numbers, than at other great schools to which our inquiry has extended. At Eton, as at some of the other schools, "impositions" are the ordinary punishment, and are set by the Assistant Masters at their discretion.

26. *Games.*

GAMES. Evidence of Mr. Warre, 5306, *et seq.* Mr. Mitchell, Lord Boringdon, Mr. Lyttelton.

The river, the playing-fields, and much open grass country, supply Eton with abundant facilities for health, exercise, and amusement, which are amply used. The attractions of the river rival, and rather more than rival, during the summer, those of the cricket-field: the captain of the boats is the greatest man in the school, and next to him ranks the captain of the Eleven. That too much time is given to play and too little to work, is admitted by those who set the highest value on athletic sports: cricket, if not more seductive, is more exacting in this respect than the boats, for the art of cricket-playing has now reached a pitch of perfection which demands for those who are ambitious of success in it professional instruction, and long and constant practice. Five hours a day, at least, on half-holidays (or thrice a week), and two hours at least on whole-school-days, are considered by the boys necessary in order to get into the Eleven. Five hours daily, one day with another, would probably be required of the captain, "for the sake of example," and are a common allowance for diligent, though less distinguished, players. No boy is allowed to go on the river who has not "passed" in swimming before a committee of masters; this rule, which Eton owes to the present Bishop of New Zealand, has entirely put an end to accidents, which were formerly not infrequent. The rifle corps serves, with other purposes, that of giving to boys who neither row nor play cricket, something to do; but to attempt to make it compulsory would, in Mr. Warre's opinion, destroy it altogether. Inevitably, perhaps, the shooting tends to get the better of the drill.

Evid., 8581. Mr. Mitchell, 7421–7428. Answers of Dr. Goodford and Mr. Durnford, III. 41. Mr. Evans, Evid., 8049. Mr. Warre, Evidence, 5372–5376.

Mr. Warre, who has himself taken an active and lively interest in what may be called physical education at Eton, speaks of the beneficial effects, not only physical, but moral, of a keen and energetic participation in games; it diminishes the class of idlers and loiterers—a class by common consent most mischievous, to whom too many temptations are offered by the street and little shops of Eton, and is an antidote to luxurious and extravagant habits, to drinking, and to vice of all kinds; and it is quite compatible with very steady reading. It would be very desirable, however, he admits, "if we could get them to put the same energy into the work." We cannot but call to mind distinct evidence by which it is satisfactorily proved that the greatest skill in cricket as well as in other games can be combined with very high proficiency in the studies of the school. To some of his colleagues there seems to be some danger lest the participation of masters in these sports should assist to exalt their importance in the eyes of the boys, and to flatter the notion that laborious pastime, by virtue of being laborious, may rise in moral worth to the same level as work; and this may doubtless be a real danger at a school where great encouragement is given to games, and not enough to industry. The true remedy is to redress the balance by adding to the incentives to industry.

Evidence, 5360–1. Mr. Johnson, Evidence, 4716–4718. Winchester Evidence, 1312–1325.

The expense attending the boats appears to be rather greater than it ought to be, and might probably be reduced by judicious management. More money than formerly, Mr. Warre allows, is spent on games; he estimates the total amount that passes through the hands of clubs or societies at 1,300*l.* a year; but he is doubtless right in thinking that what is spent in this way is thoroughly well laid out, and if not so spent, would probably go in more foolish and less healthy pleasures. The great incentive to extravagance is the foolish indulgence of wealthy parents, who supply their sons with too much pocket-money.

Mr. Warre. 5324–5394, 5396. Evidence, 5368.

27. *Chapel Services, Prayers, Preaching.*

CHAPEL SERVICES, &c., *see* answers to Question III. 24.

Besides the ordinary services on Sunday, the boys attend two services on every whole holiday, and one (at three o'clock in the afternoon) on every half-holiday. The afternoon services on Sundays and Saints' days are choral. Prayers are read in all the boarding-houses on Sunday mornings; and at all the tutors', and at some, but not all, of the dames', on week-days. Some of the tutors read a short sermon or address of their own composing to their pupils on Sunday night, which is attentively listened to, and seems to produce a good effect.

Mr. Browning, Evid., 5128, 5846–5849. Mr. Paul, Ans. of Mr. Paul and Mr. James. Mr. Balston, Evidence, 5180. Mr. Mitchell, Evidence, 7296. Mr. Birch, Ans. III. 44; Mr. James, *ib.*; Mr. Thackeray, *ib.*, 24; Mr. Cornish, *ib.*, 41; Mr. Hardisty, *ib.*

The evidence of several witnesses tends to show that the afternoon service on week-days, especially when there is no music, is too commonly regarded by the boys as little more than a roll-call; that they look upon it as a substitute for the calling of "absence," and upon the time consumed in chapel as so much taken out of their play; that they are inattentive, and anxious to get out. Many think that a short daily service, at a convenient hour in the morning, might be advantageously substituted for the present week-day services in chapel, and the morning prayers in the boarding-houses. In the upper part, at least, of the School, there appears to be a preference for choral services.

SERMONS. Ans. to Qu. III. 24. Evidence, 2889–2897.

There is one sermon in chapel on every Sunday, preached by the Provost or a Fellow in residence. If a Fellow is prevented from preaching, his place is taken by a Conduct. The Head Master delivers, during every Lent, a course of sermons or lectures on the Catechism, and is occasionally asked to preach at other times; but this is rare, and the

Evidence, 2907–2912. 3124–3159. 5617–5619 7298–7305. 7606–7612. 9503–9509.

same request is never made to an Assistant Master. From the evidence which we have received on this subject, we are satisfied that some change is very desirable; the nature of the change which we shall propose will be indicated hereafter.

The boys of the Lower School, for want of room in the Chapel, attend service at a church in the town of Eton, where they form part of the ordinary congregation, an arrangement which the present Provost would be glad to alter, if possible.

28. *Boarding Houses.*

Boarding Houses. Ans. of Dr. Goodford and Assistant Masters to Question II. 24, 27–29; Evidence of Provost, &c., 673–719. Evidence of Mr. W. Evans, Mr. Johnson, Mr. James, Mr. Hale.

Half a century ago the oppidans lived chiefly in boarding-houses kept by ladies, who were called "dames." During that period the number of dames' houses has gradually diminished; it has become customary for the Classical Assistant Masters to keep boarding-houses, and this is now a regular and principal source of the income of an Assistant Master. Many large houses have been built which are so occupied. There are at present at Eton 30 boarding-houses in all, the largest of which contains 49 boys and the smallest 5. Of these 17 are kept by Classical Assistants, 3 by Mathematical Assistants, 1 by the Drawing Master, 5 by gentlemen otherwise unconnected with the School, and 4 by ladies. The last 9 are still called dames' houses. Of the 17 kept by Classical Assistants 2 are confined to boys in the Lower School.

Ans. II. 21 Mr. James, *Ibid.* Dr. Goodford, Answer II. 30.

As we said before, it is stated to be a rule that no Assistant Master may board (and receive payment for) more than 30 boys, or, including two pairs of brothers, 32; but this rule does not appear to be universally known, or strictly enforced. Mr. Hardisty says that "great and dangerous laxity prevails in this respect. The good old rule has "recently been flagrantly broken, with great danger to the discipline and good govern-"ment of the School, 11, 21." The number in a dame's house is not limited. Three masters' houses and two dames' houses have more than 32 boys.

Payments for Boarding.

A boy at a Classical Assistant's house pays 120*l.* for board and tuition, the Master being likewise his tutor. At one house, the Lower Master's, the charge is 130*l.*, the ground of this exception being that he is not allowed to take as pupils boys who are not in the house. At a Mathematical Assistant's he pays 84*l.* and at a dame's from 63*l.* to 84*l.* for board and domestic superintendence alone, paying also as a rule 20*l.* to his tutor. Sixty guineas was the old charge at a dame's house, but it is now only retained at four or five of them. A boy, therefore, at a Mathematical Assistant's pays less by 16*l.* a year for board than one at a Classical Assistant's, and a boy at a dame's from 37*l.* to 16*l.* less.

The cost of boarding a boy varies, of course, according to the number in a house, being partly made up of house rent and servants' wages, which are greater in proportion when the number of boys is small. In assessing the Assistant Masters, the Income Tax Commissioners have adopted at Eton, after careful consideration, taking one house with another, a general estimate of 75*l.* a year; and this appears to be considered a fair calculation. Mr. Evans states, that with a charge of 84*l.* his house is "not remunerative" at its present scale of comfort; he is only enabled to keep it by the large number he takes (47). A dame charging from 60 to 70 guineas cannot possibly, he thinks, conduct her house with advantage to herself.

Mr. Wolley, Ans. II. 10. *See* Correspondence at end of Eton Answers. Evidence, 8065. Evidence, 8060.

From the facts which have been brought before us at Eton as well as other schools, we entertain no doubt that the real cost of a boy in a large house, managed liberally, but with ordinary prudence and attention to economy, must be less than 75*l.* a year, whilst at a very small house it may be somewhat more.

Tenure of Boarding Houses. Evidence, 685, 682. Evidence, 674–677. Evidence, 678.

Eight of the dames' houses, and all but six of those occupied by Assistant Masters, are the property of the College. Over the others the College has no legal control, but some control is practically exercised, and this has never been resisted, it being understood that no one can open a boarding-house without the leave of the Head Master. As a general rule, no house within the precincts and belonging to the College is let to any person not connected with the School either as a Master or as a dame, and no tenant can underlet without the permission of the Provost and Fellows.

It was evidently most important for the welfare of the school that the Provost and Fellows should retain in their own hands the entire control of this portion of the College property, and that no interests should be suffered to grow up in it which might prevent them from dealing with these houses from time to time, as the interests of the school might require. This is not, however, the course which has been pursued. Many of the houses have been let on leases for terms varying from 21 to 46 years, and several of these leases have been renewed very recently, so that a considerable time must elapse before the College can regain possession. Nine of the houses are sublet, the original lessee or his representatives commonly residing at a distance, and having nothing to do with the school. Sums, more or less considerable, have, in almost every instance, been laid out by the original lessee or the sub-tenant, and sometimes by both, in enlarging and improving the houses, and making them fit for the purpose for which they are used. The total

amount which has been thus spent, appears to be between 30,000*l.* and 40,000*l.* Besides this—and partly, no doubt, in consequence of it—the tenants and occupiers have come to consider themselves as having an equitable claim to a renewal, and this interest has been treated as a subject of sale and purchase. It has become usual for a dame, on becoming tenant, to pay a substantial consideration, either in a round sum or in the form of an annuity, to the previous tenant, for this interest, and for good-will. One lady has thus paid 2,000*l.* and an annuity of 100*l.* for sixteen years, besides the regular renewal-fine to the College, and an outlay of 1,300*l.* on improvements. Mr. W. Evans, who holds a twenty-one years lease, has paid, beside his renewal-fines, 7,300*l.* and upwards for good-will and improvements. A multitude of complicated and uncertain claims have thus sprung up, many of which can be measured by no legal standard.

Mr. Evans, Evidence, 8001, 8002, 8010. Mr. Hale, Evidence, 6780.

When an Assistant Master resigns his house it is usual for him to make a private arrangement with some one who wishes to succeed him; but if the Head Master thought the intending successor unfit for the charge of a boarding-house, he would represent it to the Provost, and the Provost and Fellows would support him and refuse to accept the new tenant. A Master who has laid out money on his house would expect, on quitting it, to have some part of the money repaid by his successor. The total expense, from this cause, from the purchase of furniture, and from necessary repairs, of coming into a large house has been stated to amount to from 1,500*l.* to 2,000*l.* Mr. James estimates it, from his own experience, at from 3,000*l.* to 6,000*l.*, but he rebuilt half of his house, including all the boys' rooms.

Mr. Ottley, Ans. II. 21. Mr. James, Evidence, 4965–4967. Evidence of Provost and Fellows, 985–1002. Mr. Wolley, Ans. II. 10. Evidence, 4876–4963.

The possession of a house, being so considerable a source of profit, though attended with some risk and a heavy outlay, is naturally a great object of desire to a young Assistant Master. Some rules appear to have been laid down to govern the succession to such as become vacant; but from the various claims and interests which have grown up, from the habit which has arisen of transferring houses by arrangement, and from the somewhat indefinite nature of the control exercised by the Provost and Fellows (or by the Bursars as representing them), whilst the Head Master can only interfere by the exercise of personal influence, some uncertainty appears to rest either upon the rules themselves or on the application of them. A house which has been once occupied by a Classical Assistant is never afterwards given or allowed to be transferred to a mathematical assistant or to a "dame." One exception has been lately made to this rule in favour of a gentleman who, having been obliged by ill health to resign his mastership, has been suffered to retain his boarding-house. But if a dame's house falls vacant, the rule is much less clear. It is said to have been settled in 1851, when mathematics were introduced into the school work, and the number of Mathematical Masters increased to eight, that they should succeed to dames' houses when vacant. This has been done in some cases, and the Provost and Fellows state that they would give the next they had at their disposal to a Mathematical Master, if he wanted one. The Provost, "as far as he is concerned "personally," would never give a dame's house to a Classical Master if a Mathematical Master wanted it. "I should prefer giving it to the Mathematical Master, if I had the "power; but the fact is, I have not the power to interfere with the lessee, except so far "as to prevent improper persons from coming there." He thinks there would be no competition between a Classical and a Mathematical Master; but it appears from other evidence that there has been such a competition in more than one case. A strict attention to the system now laid down would lead to the extinction of dames' houses; but we are told that no opinion against the dames' houses has been formed by the Provost and Fellows, and they suggest that to extinguish them would make Eton a still more expensive school. The result of this uncertainty is said to be, that "there is a regular scramble "for any house that falls vacant."

PRACTICE AS TO SUCCESSION TO A BOARDING HOUSE. Evidence, 680. Mr. Johnson, 4063–4070. Evid., 690. Mr. Hale, 6756. Evidence of Provost and Fellows, 689. Mr. Ottley *ub. sup.* Evid., 687. Evid., 699. Evid., 2019. Evidence, 692, 693. Mr. Johnson, Evidence, 4068–4070. Evid., 698–715, 716. Mr. Johnson, Evid., 4063.

We have already alluded slightly to the disadvantage at which the Mathematical Masters are placed in this respect, as compared with the Classical Assistants. The latter get houses usually within two or three years after their arrival; the former have to wait six or seven; and they not only receive 16*l.* less for the board of each boy, but are unable to obtain houses of the larger and better class. They may, says Mr. Johnson, by "special exertions and good luck succeed in getting an inferior house to accommodate "a small number of boys at a lower rate of payment than a tutor's house." Mr. Balston admits that "it is difficult to say what may be the chance of a Mathematical Master in "obtaining a boarding house." It is said, and is probably true, though the small houses they now occupy are filled without difficulty, that a Mathematical Assistant, being prohibited as he is from holding the relation of tutor towards the boys in his house, would not be able to fill a large one. This, however, raises the question, to which we shall revert, whether it is desirable that the prohibition should be maintained.

Mr. Hale, Answer II. 29. Answer II. 12. Evidence, 3506. Dr. Goodford, Evid., 2005–2011. Mr. Johnson, 4284–4312.

Every boy at a tutor's house sleeps in a single room, except in the case of brothers, who usually occupy a room together. This is also the case, generally speaking, at the

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Arrangements. Mr. James, Answer II. 22.

dames'; but in some of them, where the old charge of sixty guineas is nominally maintained, a single room costs 5*l.* extra. They have breakfast, dinner, tea, and supper, and meat twice a day, and we have heard no complaint of the quantity or quality of the food, except that as above mentioned the beer at some houses is not good. In these respects the scale of comfort at a tutor's house does not, we believe, differ from that at a dame's. Every dame's house is deemed to be under the charge of one of the Classical Assistants, who goes thither daily for a few minutes to call absence, and reads prayers on Sundays, and receives any complaints of misconduct which the dame may have to make. This appears to be the limit of his duties. Mr. Evans, whose house enjoys a great and, we believe, merited reputation for judicious and attentive management, urges that there is a positive benefit to the school in having houses kept by persons with no other occupation than the domestic care of the boys. Mr. Walter is of the same opinion; though, for other reasons, he would reduce the number of dames. The chief advantage, however, of a dame's house appears to be its greater cheapness. Besides paying less for board by 16*l.* a year, a parent may also, if he thinks proper to do so, escape the charge of ten guineas for private tuition, though the number who avail themselves of this privilege is not large.

Dr. Goodford, Answer II. 12. Evidence, 8018. Evidence of Mr. Walter, 9476–9481. Evidence, Mr. Johnson, 4305. Mr. James, 4950–4959.

Of the young boys in the Lower School some, but not all, live in the two houses set apart for them, those of Mr. J. Hawtrey and Mr. Dupuis. Mr. Hawtrey's house has been built and fitted up by him specially for the reception of little boys, and has a separate and spacious play-ground, and it appeared to us to be excellently adapted to its purpose.

See Mr. J. W. Hawtrey's Answers, "Prefatory Remarks."

29. *School charges and annual expenses of a boy at Eton.*

School Charges and Expenses. Answers of Mr. James and other Masters, II. 18.

The expenses of a boy in a tutor's house are as follows:—

Annual Payments.	£	s.	d.
Board and tuition	120	0	0*
Books and washing, about	10	0	0
Head Master	6	6	0†
Mathematics	4	18	0
Sanatorium	1	4	0
Petty school charges	1	3	0
Library (above Lower Fifth)	0	12	0
	£144	3	0

Single Payments.	£	s.	d.
Head Master, entrance	5	5	0†
Ditto, leaving present	10	0	0‡
Tutor, leaving present	15	0	0
	£30	5	0

Extras.	£	s.	d.
Extra mathematics	10	10	0
French	10	10	0
German	12	12	0
Drawing and materials	14	14	0
Fencing	8	8	0

Extras.	£	s.	d.
French, entrance	1	1	0
German, ditto	1	1	0
Drawing, ditto	1	1	0

A boy, therefore, who has extra mathematics and learns French, costs annually 165*l.* 3*s.* exclusive of his clothes, journeys, pocket-money, and other petty expenses. If he also learns drawing, it would be 179*l.* 17*s.* The average amount of the annual bills sent in by a tutor are computed by Mr. Eliot at about 175*l.*; by Mr. James at 65*l.* a school-time, or 195*l.* a year; by Dr. Goodford, at from 150*l.* to 210*l.* The amount of the "leaving-presents" to Masters is not fixed precisely; some Assistant Masters, we believe, do not take them from all their pupils, and the ill defined character of these payments is felt to be unsatisfactory by the masters themselves.

Answer II. 18. *Ibid.* II. 12. *Ibid.* II. 18. Mr Johnson, Evidence, 4720, 4721.

30. *Practice of giving Leaving-Books.*

When boys leave Eton it is the practice of their friends and acquaintances of the same standing to give them books as presents,—a practice which in itself has been undoubtedly founded on kind and generous feelings, and which may be of advantage, not only great but well deserved, to boys of high and popular character, as laying for them the foundation of a good library. We believe also that it is not without effect in fostering among the boys good temper, honour, manliness, and other qualities which are the elements of popularity in its best sense in the Public Schools, and in discouraging their opposites. The popularity of boys in such Schools may not depend as much as it ought to do upon qualities even higher than these; but, so far as it goes, we believe that its constituents are mainly good and sound, and there is reason to think that the hope of obtaining a fair number of leaving-books, the fear of falling unusually short in this respect, and the general opinion of the School on these points, are, at Eton, influences of some force and some value. We should be unwilling, therefore, to condemn the system as a whole. Complaint, however, has been made to us that the practice, as it now exists, far exceeds in

* At a dame's 84*l.* for board and 21*l.* for tuition, or 105*l.* † This is double, in the case of noblemen's sons or baronets.
‡ A boy in the Sixth pays 15*l.* or 20*l.*

extent the feelings which gave rise to it; that the system of giving books has become formalized, and is a matter of course; and that the consequent expense to parents is occasionally very inconvenient. We deem it right to mention this complaint in order that it may receive such attention from the Masters of the School as it may deserve. We do not, however, propose to make any recommendation on the subject, as the practice is one which it is scarcely within the province, if indeed it be within the power, of even the Masters to interfere with directly; and its continuance or modification must mainly depend on the intelligence and good sense of the boys themselves.

Observations.

Relation of the College to the School.

In the first part of the foregoing statement we have briefly described the original and present constitution of the Governing Body of Eton College, its powers and emoluments; we have now to consider whether it is well adapted for the functions which it ought to discharge, having regard to the intentions of the Founder and to the changes wrought in his foundation by lapse of time.

Objects of Foundation.

The main objects of this great College were evidently those which were commonly coupled together by the founders of similar institutions in the middle ages,—the promotion of learning and religion and the relief of poverty. To promote learning, a home and a sufficient though frugal maintenance were provided for a limited number of men devoted to study, and a school was established in direct connexion with a sister College in Cambridge, to which the scholars were to proceed: to advance religion, a noble chapel was erected, in which stated services were to be celebrated by an ample choir, and the Fellowships were confined to men of the clerical order: while the claims of poverty were represented by the bedesmen, and recognized by requiring indigence as a condition for gratuitous education.

Changes it has undergone.

The Eton of the 19th century is, as we know, very different from the Eton of the 15th. The College Grammar School of 70 poor boys is now only the heart of a vast school of more than 800, which has been frequented for many generations by the sons of the greatest and richest families in England, which has risen into national importance, and has rooted itself, more firmly even than the College itself, in the traditions that have gathered round it, and the multiplied and hereditary attachments it has created. Eton College has become, in fact, an accessory to Eton School: the Provost derives from the School most of his dignity, and finds in the direction of it a great part of his employment; the Head Master, though beneath him in rank, holds a position superior even to his in real importance; the Fellows are retired Masters, married and beneficed for the most part, non-resident during three-fourths of the year, and receiving a comfortable income, which they feel justified in regarding, as the world regards it, chiefly in the light of a pension; the boys of the School fill, and more than fill, the chapel. This great revolution, which could never have been contemplated by the Founder, renders it proper, and, indeed, necessary, to re-consider from our present point of view the whole relation between the College and the School,—a relation framed not only for a state of society very remote from the present, but for a totally different institution.

Scholars and Oppidans.

The Oppidans and King's scholars have hitherto in theory, and, to some extent, in practice, been subject to two separate authorities, divided from each other by a somewhat indistinct line. We think it clear that this separation should disappear altogether. Intermingled as they are in classes throughout the School, and as it is at least desirable that they should be in their hours of play, their education and discipline must practically be under one control; and any arrangement which assigns two governments to these two portions of the School must be illusory, and may be inconvenient, as leaving it to chance to determine which government shall in effect gain possession of the whole, by ascendency over the rival governing body.

Governing Body. Parish of Eton. College Livings.

Governing Body.

The most important powers at present vested in the Provost and Fellows are those of electing and removing the Head Master, and of exerting a general superintendence over the School. The first of these belongs, as has been stated, to the Provost and Fellows jointly; the second, to the Provost alone, who exerts it, however, in practice, with the advice and assistance of the Fellows. The Provost and Fellows, as at present constituted, are not, in our opinion, a body altogether well adapted for the exercise of either of these powers. The electors of the Head Master of Eton should, by their numbers, the mode of their appointment, and the position they hold in the public view, be absolutely secured from the intrusion, and even the suspicion, of personal and local influences, which can never be the case with a few men, intimately connected with one

another, all of one profession, and of whom all were educated, and the majority have spent most of their lives, within the walls of one school. Nor can it be beneficial to any school, as it has certainly not been beneficial to Eton, that its education and discipline should be exclusively controlled by a small number of retired masters, who cannot but have some bias, not the less real because they may be unconscious of it, against any serious change in the system under which their own lives have been passed, and with the practical working of which they have ceased to be familiar. These considerations point, in the first place, to an increase of the numbers of the Governing Body; in the second, to changes in the mode and conditions of election into it.

THE FELLOWSHIPS.

If the number of Fellowships is to be largely increased, it is clear that some, at least, of them must be without emolument. This presents, however, no difficulty. The duties which will be attached to a Fellowship will demand, it is true, especially at first, some time and attention; but they will not be really onerous. They will not require residence on the spot: and men, we feel assured, will be easily found, to whom the distinction itself, and the interest and importance of the services they will be enabled to render to the School, will be an ample recompence.

The Fellowships, however, were designed not only to supply a Governing Body for the College, but to provide a maintenance for studious men; an object which, while in a national point of view it is of much importance, deserves special attention in reference to the constitution of such a body as that to which we propose to entrust the government of Eton. It is not possible, nor perhaps desirable, that literature and science should offer to men who dedicate their lives to them prizes equal to those which may be gained by the pursuit of an active profession; but it is a public advantage that some places of honour, competence, and leisure should exist, to which such men may look forward as the rewards of intellectual labour. Men of this stamp, interested by their own habits and pursuits in the advancement of education, acquainted with the progress of literature and science and of enlightened public opinion, and residing during part of the year at Eton, may be expected to form a valuable element in the Governing Body, and to exert a most useful influence on the direction of the studies of the School. We have only to add that, in order to render Fellowships really available for this purpose, it is necessary that the field of selection should be wide. We shall propose, therefore, that a moderate income shall be attached to a certain number of the Fellowships, the holders to be chosen indifferently from men who have distinguished themselves in any branch of literature or science, or have done long and eminent service in the educational work of the school. Such service is in effect a service rendered to literature.

That such a body should be wholly self-elected is not desirable. We believe that the dignity, as well as the interests of the College, would be best consulted by vesting the appointment of a portion of its members in the Crown, though it might be objectionable to give the Crown the right of nominating to the stipendiary Fellowships.

We shall recommend therefore an increase of the numbers of the Governing Body; that of its members some shall be without emolument, and a certain proportion of these nominated by the Crown; that a smaller number, elected by the whole body, shall be persons distinguished in literature or science, or for services done to the School; and that these shall have competent incomes assigned to them, and reside at Eton during a part at least of the year.

The Fellows nominated by the Crown would of course be men qualified by their position or attainments to render service to the School. It would, we think, be well to mark the character of the School, and to insure its connection with the older Universities, by providing that the gentlemen so nominated should be graduates of Oxford or Cambridge. The elected Fellows, whether honorary or stipendiary, might be elected freely, under the single condition that they should be members of the Church of England.

THE PROVOST. Evidence of Provost and Fellows. 1634, 1637, 1638, 1641, 1648, 1654, Mr. Paul, 5854.

The same conditions should be required in the case of the Provost, but we see no advantage in requiring that he should be in Holy Orders. He fulfils, as Provost, no spiritual charge; and, though he has hitherto held the rectory of Eton, the duties have in fact been performed by the Conducts. Some of the Provosts who have shed the greatest lustre on the College, though their election was irregular, were, as we have already observed, laymen. The nomination being vested, as we think it ought to be, in the Crown, and the office being endowed with a fixed income sufficient to support its dignity, it would be an advantage both to the College and to the School that the area of choice should be very ample.

THE PARISH OF ETON. Evidence of Provost and Fellows. 1063, 1064.

The parish of Eton should be constituted a separate vicarage, and endowed out of the revenues of the College. The population of the parish, excluding the boys in the School, is stated to be about 2,000. It is suggested that 600*l.* a year should be set apart for this purpose, but this sum might be diminished should the vicar be provided with a house or adequate lodgings by the College.

The ancient connexion of Eton with King's College, which the changes now proposed will not destroy, has given to each an interest in the prosperity of the other. We shall therefore recommend that the Provost of King's, for the time being, shall always form one of the Governing Body of Eton. PROVOST OF KING'S TO BE A MEMBER.

The livings in the gift of Eton College have hitherto been treated as private patronage. If the distribution of these preferments were vested in the entire Governing Body, to be exercised as a public trust, we believe that a larger share of them would fall to the lot of the Assistant Masters, and we think that length of service as an Assistant Master, coupled with fitness for the care of a parish, ought to constitute a strong, though not an absolute or paramount, claim to a College living. There seems to be a special reason for this recommendation in the cases of some of the Senior Assistant Masters, who have served the College for many years in the reasonable expectation of succeeding not only to a Fellowship but to a living. We think that a College living should not be tenable with the Provostship, nor with a paid Fellowship. COLLEGE LIVINGS.

Having stated the views which we have formed respecting the constitution of the Governing Body, we may content ourselves with observing that the same reasons which have led us to these conclusions forbid us to adopt either the plan of reconstruction proposed by Mr. Johnson, which is framed on the principle of making selected Masters actually engaged in the work of the School the chief element of that Body, or the suggestion of Sir J. Coleridge, that the Fellows, reduced in number, should be required to conduct the half-yearly examinations, or to participate in education in some other manner suited to their position and dignity. It must not, therefore, be ascribed to any want of respect for the authors of these proposals, if we forbear to enter into the particular objections to which they appear to us to be respectively liable. OTHER PLANS PROPOSED. Answers of Mr. Johnson II. 2, and his Evidence, 4134 *et seq.* Evidence of Sir J. Coleridge, 5566 *et seq.*

It has been seen that the Fellowships have hitherto been regarded, in a great measure, as retiring pensions for Masters. If the changes which we recommend are carried into effect, they will serve this purpose no longer, except to a very limited extent. This presents, in our opinion, no substantial objection to those changes. The present emoluments of a Classical Assistant at Eton, compared with the work he has to do, and with the income which a young man of good and even of distinguished ability may reasonably hope to realize in any other profession, are undoubtedly high; under the scheme which we are about to propose they will be less, but still sufficient to attract thoroughly competent men, and to enable them, by the exercise of moderate prudence, to lay by some provision for their families. This does not, it is true, render it otherwise than desirable to offer, if there are the means of doing so, an inducement to men whose health or energy are declining to retire before their efficiency as teachers is seriously diminished. It is also desirable to meet cases in which a release from work which has become unsatisfactory would be gladly accepted, if that work had not to be exchanged, as it often must, for compulsory leisure, narrow circumstances, and the absence of a recognized position. But the Fellowships, as they now exist, are not a suitable provision for such cases. They are too large for mere retiring pensions, and too few for even the existing number of Classical Masters, which, moreover, we shall propose to increase; and there are, besides, the Mathematical Assistants, who ought to be taken into account. Further, a system of prizes, large, but few and uncertain, tends to impair the ordinary motives to prudence and economy, and, operating capriciously, tempts one man to abandon his work too early and another to cling to it too long. If our recommendations are adopted, a paid Fellowship will be, as we think it ought to be, a prize, open to the Assistant Masters but not confined to them, for eminent services in literature, science, or the educational work of the School; and a wise distribution of the church patronage of the College will be another and a new provision for many who may be willing to give up employment which has become tedious and unsatisfactory to them for parochial work. FELLOWSHIPS NO LONGER RETIRING PENSIONS.

Management of Property.—Fines.

The management of the College estates will, under this scheme, be vested in the new body which we propose to constitute; and those members of it who will receive any emolument will receive it in the shape of fixed stipends. Some time, however, may elapse before this scheme can come into full operation, and it is therefore necessary that we should advert to the questions raised by the practice which has hitherto existed of taking and dividing fines. FINES.

Without imputing any blame to the present Provost and Fellows for adhering to this practice,—blame which would be clearly unjust,—we must express our conviction that whilst the practice of taking fines is prejudicial to the College by rendering its estates less productive than they would be if let at rack-rent, that of withdrawing them from the corporate revenue is not conformable either to the letter or to the spirit and intention of the Statutes. Fines, whatever they may have been formerly, are now for all practical On this subject, *see* Papers by

Professor Rogers and the Secretary, Appendix A.

purposes a part of the ordinary profits of the lands in respect of which they are paid. A large proportion, therefore, of the actual income of the College is thus diverted from the purposes to which that income is by the Statutes directed to be applied. The whole present income of the Eton estates includes in fact their annual value at the time of the Founder, the nominal increase in that value which has arisen from the depreciation of money, and the real increase produced by improvement and other causes. A portion of the nominal increase is reserved for the benefit of the College by Sir Thomas Smith's Act, which provided that one-third of the old rents should be paid in kind; but the remaining two-thirds of it, and the whole of the real increase, are, by the system established at Eton, subtracted from the corporate revenue for the private and personal advantage of individual members of the Foundation. It is almost needless to add that, so long as the administrators of the estates derive the chief part of their income from fines, it must inevitably be their interest, and indeed necessary for their support, that the estates should be administered in a way which is not the best.

We are therefore of opinion that beneficial leases should be discontinued as quickly as the means at the disposal of the College will permit,* and in the meantime we think it desirable that all fines to be received hereafter should be brought into the accounts of the College. These changes should of course be effected with a due regard to the interests of the present Provost and Fellows. This might be done by allotting to them, should it be found practicable, fixed annual incomes equal to their average dividends for the last seven years.

College Offices.—Conducts.

College Offices.

The College offices of Vice-Provost, Bursar, Precentor, Sacrist, and Librarian have been hitherto held by Fellows. As regards the Vice-Provost, Bursar, and Librarian, we are not prepared to recommend any change, further than that we think it should be in the power of the Provost and Fellows to appoint for the discharge of the duties of Bursar a man of business not connected with their body, if they should think fit.

Conducts.

The office of Precentor and Sacrist might be held by one of the Conducts, who should be responsible as Precentor for the performance of the chapel services and the general efficiency of the choir. The addition of 80*l.* a year to the 120*l.* which is the present stipend of a Conduct, would probably make it a sufficient remuneration for the Precentor's duties. A second Conduct, appointed by the Vicar of Eton, with the approval of the Provost, might act as curate of the parish of Eton, and this would occupy the whole of his time. We see no occasion for retaining a third Conduct. Of the choristers we shall speak hereafter in connexion with the services in chapel.

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* On this subject some suggestions have been furnished to us which it may be useful to insert here.

"An estate beneficially leased is, to all intents and purposes, an estate mortgaged, the lessee being mortgagee in possession; but the money advanced is advanced on very high terms, viz. (in general) 6½ or 7 per cent. Now, it is manifest that if money can be borrowed at, say, 4 per cent., it is disadvantageous to continue borrowing money at 7. Suppose when the time for a septennial fine comes round, instead of renewing, you borrow the amount of the fine at 4 per cent., and do the same at the end of 14 years, then at the end of 21 you have the estate in hand, subject to the debt incurred, which might be paid off by instalments.

"It would be very easy to calculate the precise amount of gain by this process. Perhaps the following will be near enough:—

"I suppose the price to be 100*l.*

	£
100*l.* in 14 years, at 4 per cent.	= 173
100*l.* in 7 years, at 4 per cent.	= 132
Incumbrances on estate	= £ 305

"Or, if this be left as an incumbrance at 4 per cent., an incumbrance of about 12*l.* per annum.

"Now, an estate upon which the septennial fine would be 100*l.* would be of, perhaps, 45*l.* clear annual value; hence, when you get it in hand, it is worth to you 45*l.*—12*l.* = 33*l.* Previously you had been getting out of it only 100*l.* in 7 years, or about 14*l.* annually, or say, with reserved rent, as much as 16*l.*, or about *half* what you would get when the estate came in hand. It is manifest that you might, therefore, materially improve your income, and yet have a sinking fund for clearing the estate entirely from debt. The long and short of it is, that by the fining system the landlord gets about one-third of the real value of the estate, whereas, notwithstanding the mortgage upon it, he might by proper management get two thirds.

"There is an objection to running out leases, viz., that there is frequently no covenant in a beneficial lease as to the condition in which the land is to be given up to the landlord, and consequently, if the lease is to be run out, the land may be given up in a very exhausted state, and a large outlay may be required to bring the estate round.

"Also, it seems to me that there may be, in many instances, a moral injustice in running out a lease, the land having been treated as private property in consequence of the implied understanding concerning renewal, and being mixed up with freehold, &c. Hence, I think the plan of enfranchisement adopted by the Ecclesiastical Commissioners is not a bad one. You sell your interest in the mortgaged estate, and lay out the money in an estate at rack-rent. The best plan of all would be, I think, a mixture. In cases where running out the lease would be a hardship, I would enfranchise; in other cases I would buy out the lessee; and in cases in which neither could be done I would run out the lease. In fact, if money were got in hand by enfranchisement, you might borrow of *yourself; i.e.*, you might take the income first by running out some leases from the money in hand by enfranchising other estates."

King's Scholars.

King's Scholars. List of Honours, &c., appended to Dr. Goodford's Answers.

Although fewest in numbers yet not the least in point of importance to the School are the King's Scholars. In the days of the Founder they were the main objects of the education given in the School, and they have become in recent times the main support of its credit and reputation. Out of 19 Etonians who in 10 years gained places in the first class of the classical tripos at Cambridge, 14 had been Scholars. The condition of this body therefore is a matter of much interest and moment to Eton.

Its condition has been practically felt to depend mainly on two things, the method of election, and the position and treatment of the Scholars when elected; and great improvements, of which we have already given an account, have been effected in regard to both. In neither point, however, does such amendment appear as yet to have reached its height. The candidates for 15 vacancies down to the end of 1861 amounted to about 50, a number hardly proportionate in our opinion to the advantages which are now actually offered, still less to such as might be reasonably offered for competition. In the course of the same year was first commenced the practice of notifying to the public through the newspapers anything concerning the election; and hitherto, the public has been thus informed only of the time at which the examination would be held. But we think that a more explicit advertisement, comprehending the value of the Scholarships and the subjects of examination, would have had the effect of raising further both the number and qualifications of the candidates. As it would be desirable, moreover, that the advertisement should be able to announce an absolutely free and open competition, we recommend that the local preference to any places where the College has property, and to the counties of Buckingham and Cambridge, be abolished, and that neither illegitimacy nor bodily imperfection disqualify any one for election as a Scholar.

Answers of the College, II. 15.

Notice of Election. Evidence of Provost and Fellows, 1254–1256, 1303–1307.

Preferences and Disqualifications.

Again both the method of examination and the principle of selection seem susceptible of some improvement. The great range of age allowed to candidates, from the maximum of 16 years to the minimum of 8, tends itself to introduce difficulties. Under such circumstances it is considered but fair to set no less than five different sets of papers, each set of which is in fact addressed to boys of some one period between 8 and 16; thus, while it is absolutely necessary that answers should be compared, it is quite impossible that one answer should be compared directly with another. This difficulty, meeting the Examiners five times over in reference to each vacancy to be filled up, must of itself occasion much trouble; and here another consideration intervenes to increase the complexity of the test. It is held in order to meet fully the requirements of the Statutes that a boy in order to succeed must not only know more positively, but must know more in proportion to age and show higher talent, than a boy of any age below his own; on this principle, therefore, a candidate of 16 must exhibit extraordinary comparative proficiency and singular talent to outweigh the good proficiency and talents of a boy of 11.

Mode of Examination.

Evidence of Provost and Fellows, 1317–1322, 1336–1347.

There are thus not only five different standards, but each of the five must be satisfied in a different manner from that required for any of the others. The difficulty of deciding is confessedly very great, and produces much discussion; and it need not be observed that in proportion to the increase in the difficulty of deciding rightly must increase also the probability of deciding erroneously.

It is not unreasonable to apprehend that another inconvenience, quite distinct in kind, may sometimes arise out of this method of adjudication. Such a system, if effectually carried out, strongly tends to give success in the competition to the younger ages, inasmuch as with each increase of age the difficulty of succeeding becomes greater. But if success attends the competition of the younger boys chiefly, the system tends also necessarily to bring boys of tender age chiefly into the field as competitors. The strain therefore of competition, falling commonly on the age between 11 and 14, throws the strain of preparation very much on boys between 9 and 13; and here it may be remembered, too, that competitive learning involves competitive teaching, and introduces the eagerness of rival teachers as an additional spur to the efforts of their pupils. Both these combined must often prove a considerable tax on strength at such a tender age; and although they may not exhaust either the will or the power to do good work at a later period of life, yet the health may suffer for some years, and such a foundation for habits exclusively sedentary and studious may be laid as will tend to divide the School too distinctly into two classes of studious and of active boys, having little of that influence on each other which might improve both. The Provost, indeed, has not observed any such deterioration of health as affects a boy's school-work at a later period. Mr. James, however, expresses a most decided opinion that the smaller Collegers are inferior to their Oppidan school-fellows in physique, and that such "have been worked up very often tremendously" at the preparatory Schools. Under such circumstances, we think that it must at least prove the safer course to discourage such struggles at the tenderest age, by deferring the pro-

Evidence, 1326–1329, 4801–4813.

babilities of success to a time when the health has become confirmed, and both body and mind are more developed.

CHANGES RECOMMENDED.

We shall therefore recommend that a single standard of excellence should be applied to all candidates: and in order that this standard may be such as will give to age its natural advantage over those who have not long passed out of childhood we shall recommend that the Scholarships be awarded according to the same scale of merit by one examination, to which no boy shall be admitted under the age of 11, or above that of 14.

ELECTIONS TO KING'S. 8899–8923.

From the evidence of the Provost of King's it appears that a difference of opinion prevails between the two Colleges as to the principles on which the elections from Eton to King's should be made. The King's College electors consider that they ought to choose the best scholar presented to them; the Eton electors consider that they ought to give a preference to a boy of 18 over a boy of 17, though the latter may be the superior scholar. As each College contributes, under the Statutes, an equal number of electors, and as no provision is made for a casting vote, this difference of opinion has recently led, and may again lead, to great inconvenience and to the entire failure of an election. Differences between the electors might similarly arise in the case of elections to the foundation of Eton.

CASTING VOTE IN ELECTIONS.

We shall recommend that in the elections to the Eton foundation a second or casting vote be given to the Provost of Eton, and in the elections to the King's foundation to the Provost of King's.

COMPARATIVE COST OF FELLOWS AND SCHOLARS. XV. XVIII.

Nor is the method of election the only point of importance which presents itself to notice in considering all the possible means of making the Scholarships still more attractive than they now are. Under the original Statutes of the Founder, the annual cost of the seven Fellows to be charged on the funds of the College appears to have amounted to 104*l.* 6*s.*, being at the rate of 14*l.* 18*s.* for each Fellow, while that assigned to the Scholars, and provided from the same funds, was about 238*l.*, of which 33*l.* 16*s.* consisted in the stipend and allowances of those appointed to instruct them. Thus was the expenditure on behalf of the body of Scholars designed upon a scale which gave them for maintenance and education considerably more than twice as much as was allowed to the Fellows. At the present moment, however, the sum drawn from the College property on behalf of the Fellows over and above the annual value of their houses is about 6,000*l.*, while that taken out of the same fund for the support and instruction of the Scholars may, as it appears, be estimated at about 3,400*l.* But, if the cost of the Scholars bore the same ratio to the present cost of the Fellows as it did when the College was founded, they would now be drawing from the funds of the Institution not 3,400*l.*, but 14,000*l.* Again, the sum allowed to the Head Master alone under the Statutes, for the instruction of the Collegers chiefly, was nearly by one-third larger than the total allowance of any Fellow, whereas at the present moment it is by one-half less.

Answers of College, Statement A 4.

XVIII.

Answers, *ub. sup.*

Now we do not suggest the propriety, under present circumstances, of raising the cost of the Scholars to a sum approximating to such a proportion of the College funds. Credit must be given to the present Governing Body for having acted conscientiously and liberally by the Scholars. Yet since the intention of the Founder, thus declared by his apportionment of the funds, warrants a still larger expenditure on their account should it appear desirable, we are of opinion that the principle on which recent improvements have proceeded should be pursued further by granting them a full gratuitous course of education and a liberal gratuitous maintenance while at school. The assertion of this principle will involve the abolition of the small payments now made under the head of College charges for attendance, &c., and those for tea, sugar, and washing; it will also include not only an adequate payment for their tuition, now partly defrayed by themselves, but also an adequate payment in some form for all the services which they receive, indeed, from the Head Master in common with the rest of the School, but which are at present requited only on their behalf by a very inadequate stipend paid to him by the College. It appear hardly necessary to add that their diet should be more varied than at present.

CHANGES RECOMMENDED.

Government of the School.

Part I. sec. 1.

In assigning to the Governing Body and to the Head Master their respective shares in the management of the School, we shall propose to follow the general principles laid down in the First Part of this Report.

PROVOST'S CONTROL OVER HEAD MASTER.

The particular control which the Provost at present exercises over the Head Master in the management of the School will necessarily disappear under the new system. This control appears to have grown up as a substitute for a really effective Governing Body.

CHANGES RECOMMENDED.

It is, however, an inconvenient and unsatisfactory substitute. It is inconvenient that a control over the actual Head Master of Eton should be intrusted, not to a per-

manent body qualified to represent the permanent interests of the School, and in which individual peculiarities of temper or opinion are sure to be corrected and kept in check, but to a single person, who has himself formerly been a Head or Assistant Master, whose views of education are probably those which he formed whilst personally engaged in it, and who consults the Fellows, when he thinks proper to consult them at all, only as private and irresponsible advisers. The extensive and minute nature of this control is such as to confuse and impair the responsibility of the Head Master. The Assistants are discouraged from offering suggestions to a chief who is not himself in an independent position; and the necessity for constant reference to a superior authority tends to impede those minor improvements of detail without which a system degenerates into a routine. By the changes which we propose these inconveniences will be removed, whilst the right to confer with the Provost, and to obtain the benefit of his knowledge and advice, which Mr. Balston so highly, and, we doubt not, so justly values, will still remain, and will, we trust, be frequently and usefully exerted.

Mr. Balston Evidence, 3087–3090.

3010, 3015, 3027, 3032–3035.

We have already adverted to the evils which appear to arise from the want of frequent consultation on the affairs of the School between the Head Master and his Assistants. At a very large school like Eton, where the Head Master's supervision must necessarily be imperfect, and leave him uninformed of much that it is desirable for him to know, and where the Assistant Masters, from their number as well as from their occupations, are able to see very little of one another, the institution of a School Council, according to the outline sketched out in the First Part, is of the highest importance, and will, we believe, be of the greatest service.

School Council. Part I. sec. 1.

The various subjects of study taught in the School should of course be fairly represented in the Council. We shall recommend that it should consist of not more than 15 members, and should comprise a certain number of the Classical Masters engaged in each part of the School, including one at least who has not charge of a boarding-house, a certain number of the Mathematical Masters, and some of the Teachers of Modern Languages and Natural Science. In the absence of the Head Master, the Lower Master, if present, should preside.

The defects which Mr. Coleridge has pointed out, arising from a want of organization, and which he proposes to correct in a different way, will, we believe, be substantially cured by this measure.

Evidence, 3701, 3757.

Number of the School, System of Admission, &c.

The tutorial system, as it exists at Eton, seems to offer facilities for a large and indefinite expansion of the numbers of the School. The proper proportion of boys to tutors having been ascertained, it seems easy to increase the number of boys by increasing proportionately the number of tutors, and as each tutor is also the master of a class in school, the due proportion of boys to class masters may in like manner be preserved. But it is to be observed that, if this process is carried too far, the School is in danger of degenerating from a single well-organized public institution into an aggregation of less perfectly organized private ones, and that it may in fact be lost in the tutors' houses.

Magnitude of School. Inconveniences of it.

It will be remarked that the liberty of action which the several tutors enjoy, and which is undoubtedly one of the great advantages of the tutorial system, leads to considerable diversity in their modes of dealing with their pupils. Some think highly, and some think lightly, of particular branches of study; and, as their pupils are of course much under their influence, they encourage or discourage them to pursue those branches accordingly. Some of them, for instance, attach importance to the study of French, and make more or less successful efforts to teach it. Others, and among them the Head Master, consider that the study of French is incompatible with the due prosecution of the study of the classics in the middle part, or perhaps in any part, of the School. If the several tutors were really the masters of separate schools, each entirely and solely responsible for the education of his own pupils, such diversities of opinion as this would be of comparatively little importance; but this is not the case. The boys are in daily contact with at least two different masters, their own tutor and their master in class; and if they find that what the one values highly is of little account with the other they naturally become perplexed, and it is to be apprehended that in too many cases they solve their doubts between two contradictory views by taking that which gives them the smallest amount of trouble. Thus, in such a case as that above referred to, a boy, finding that his class master thinks nothing of French, and that the boys in his remove, who are the pupils of other tutors, are not learning it, and that the Head Master does not assign any value to it at trials, will arrive at the conclusion that his tutor is crotchetty, and that he need not work heartily at a study which, perhaps, is irksome to him.

Mr. Johnson, Ans. I. II. 11. Mr. Birch, *ib.* III. 43 Mr. Wayte, *ib.* Mr. James, *ib.* 44. Mr. Snow, *ib.* 43, 44. Mr. Cornish, *ib.* 44. Mr. Johnson, Evidence, 4445–4460. Dr. Goodford, Evid., 2407–2420. Mr. Balston, 3524–3544. Mr. Durnford, 3811.

It is obvious that in order to give the boys the full advantage of the mixed system of

class instruction and private tuition which prevails at Eton it is necessary to harmonize the work of the Masters and tutors, so that at least they may not perplex the boys by adopting inconsistent principles of teaching; and to accomplish this without unduly restraining the liberty of individual tutors must be a task of which the difficulty will be in proportion to the number of the persons engaged in the work of the School.

A somewhat different, but not less mischievous, kind of perplexity may be introduced into the School by the different views taken by the Masters upon points of discipline. This is a subject to which we shall have occasion to advert again; but we mention it here as an illustration of the difficulties which necessarily result from the administration of the School being confided to a large number of Masters having co-ordinate authority, and which must increase in magnitude with the increase of that number. If that which is a serious offence in the eyes of one Master is a slight one in the eyes of another, and none at all in the eyes of a third, the discipline of the School cannot be properly maintained.

These considerations lead us to the conclusion that some limit ought to be imposed upon the number of the Masters, and, as a consequence, upon the number of the boys in the School. Another ground for the same conclusion is to be found in the effect which an excessively large School has upon the boys themselves. The stimulus of emulation and the influence of public opinion may easily be weakened, and even destroyed, if the numbers of a School are allowed to rise to such a point as to render it difficult for the boys to know one another. When that point has been reached the tendency to split up the School into sets and smaller societies begins, and the influences of the boarding-house or of the pupil-room take the place of the influences of the School. It is stated in the evidence that in the opinion both of the Masters and the boys the present number of the School is not too large, and that the influences of the whole have not yet been lost in those of the parts; but the tendency to which we have referred is so obvious that we cannot contemplate the indefinite further expansion of the School without uneasiness as to its probable effects in this particular.

Lastly, it seems clear that the numbers of a Public School should not exceed what a single Head can himself exercise some actual personal influence upon.

These considerations are mainly of a general kind, and we have only to add that all such reasons appear on a magnified, or rather an exaggerated, scale at Eton.

From the unbounded spaciousness of the College grounds, the characteristic flexibility and absence of rigid system at the School, its popularity, and the constant increase in this country of the wealthy class, from which Eton is supplied, there seems hardly any positive limit to the extension of its numbers, which have been advancing steadily for many years.

We can understand the feelings of pride with which the authorities of the School and old Etonians must regard this increase, but we cannot think that its indefinite advance is desirable. In no long time the number of boys at Eton might be not far from that of the under-graduates at Oxford or Cambridge, whom we presume no one would think of subjecting to a single Head, and to an uniform system, such as is understood by that of the Public Schools.

The question what number is best for any individual Public School is one to be decided with reference to its past history, its general constitution and organization, its available funds, its local position, and many other circumstances which may properly be considered as giving it something of a distinctive character.

Mr. Walter (Q. 9500) considers 600 a better number than 800. Evidence, Mr. Coleridge, Sir J. Coleridge, Dr. Goodford, Mr. Johnson, 3712, 5517, 2214, 2215, 4728, 4733.

If the question were an open one, the number of 500 would appear to us, for a school like Eton, to be that which, under ordinary circumstances, might be expected to afford most effectually ample room for the beneficial influences of the system, and at the same time to be perfectly manageable by a single Head Master. The evidence to which we have referred above shows that under the present system the Head Master of Eton is unable to exercise that influence over the whole School which it is desirable that he should have. By relieving him of some portion of the labour of examinations, by organizing a School Council of Assistant Masters, and by some modifications of the course of study, means may be found for enabling him to accomplish more in this way than is at present possible; and, taking into consideration the excellence of the staff of Assistant Masters, and the length of the Head Master's personal experience as a tutor, we have little doubt that with these improvements in the organization of the School they will be well able to manage its present numbers, or about 800 boys. There are indeed actually more than that exact number; the schools and boarding-houses, since the ample additions just made to both of them, are fully adequate to it, and any material abatement of it would involve a great waste in those respects; and it is only just to leave to Eton the distinction as to this point which it has above the other schools, to which we propose that a similar rule should be applied. We should, however, be sorry to see this number

exceeded, and we are decidedly of opinion that it is of high importance to the welfare of the School that some such limit should be placed to its extension. In framing our suggestions, therefore, we have assumed that the number of the whole School, including oppidans and collegers, and the Lower as well as the Upper School, is not to exceed 800 boys, of whom we think there should be 650 in the Upper, and 150 in the Lower School. LIMITATION RECOMMENDED.

The precise mode in which this limitation should be effected, we leave to the consideration of the Provost and Fellows. It may be done either by limiting the number of the tutors and assigning a maximum number of pupils to each, or more simply and directly by fixing the numbers of the School, and admitting no more boys when the list is full.

In the event of the latter plan being adopted, it will be necessary to frame a scheme for the admission of boys upon a system, which may place all applicants on an equal footing. The scheme must be framed with reference to the proper age of admission, the qualifications to be required for entrance into the Upper and Lower Schools respectively, the mode of proceeding from the Lower School to the Upper, and, as an incidental matter, the regulation of the Lower School itself. We proceed, therefore, to offer some observations upon these points.

At present the parents of any boy can obtain his admission into the Upper School up to the age of 14, if they can find a tutor belonging to the Upper School who will take him as his pupil, and a boarding-house in which he can be lodged, and if he can pass a certain examination. We are of opinion that this limit of age should be maintained, and that the same conditions as to the acceptance of the candidate by a tutor and a boarding-house keeper should be required as at present. We also think that the examination should be retained, and should be made somewhat more stringent and extensive than it now is. Great complaints are made by many of the masters, not of Eton alone, but of all the public schools, as to the state of preparation in which boys come up from private schools. The consequences are that the work of the public schools is in arrear from its very commencement, that boys are carried on in subjects in which they have never been properly grounded, and that other subjects, especially the study of the modern languages, are neglected altogether, because they have not been taken up at a sufficiently early age. We consider that every boy should be required before his admission into the Upper School at Eton to pass an examination, and to show that he has been well grounded for his age in classics and arithmetic, and in the elements of at least one modern language, which would usually, we presume, be French, but might sometimes be German. Our attention has been called to the fact that a considerable number of boys, many of them nearly 14 years old, are now rejected by the Head Master upon examination as unfit for the Upper School, but subsequently present themselves as candidates for admission into the Lower School, where there is no limit as to the age of entrance, are placed there, and after a longer or shorter time rise into the Upper School after the age at which they could have been originally placed in it. The regulations as to admission into the Upper School are thus evaded, and the consequence is that a certain number of very backward boys are placed with other boys who are several years younger than themselves, make their way with difficulty through the lower forms of the school, and leave before reaching the higher part of it. This admixture of older and backward boys with younger and more forward ones is a fruitful source of evil; the big boys are ashamed of their position, and frequently take refuge from the sense of shame in determined idleness; they embarrass the masters of their classes, and keep back the boys with whom they are associated; it is among them, too, that the greatest tendency to bully is found to exist. SYSTEM OF ADMISSION. *See* Part I. sec. 5. Mr. Johnson Answers, III. 2. *See* Mr. Johnson's evidence, 4384, *et seq.*

It seems to us very important that measures should be taken to correct this evil. The regulations as to the age of admission should be carried further than at present. Not only should boys be inadmissible into the lowest form of the Upper School after 14, but boys who fail to proceed from form to form with reasonable rapidity should be required to leave the School. We think that no boy should be admitted into the Remove after the age of 15, or into the Fifth Form after that of 16; and that no boy should be allowed to remain in the School after he has passed either of those ages without obtaining promotion into the Form for which it is prescribed as a maximum. No boy ought to be allowed to remain in the Lower School after the age of 14. We think, too, that boys passing from the Lower School to the Upper should be required to pass the same examination as boys coming from other Schools are to pass, and that if they cannot do so, they ought not to be allowed to remain at Eton; the Lower School, in short, should be kept perfectly distinct from the Upper; the boys in it should have no preference over the boys from private schools in the admissions to the Upper School, and the admission lists for the two Schools should be kept entirely separate. The plan which we recommend is, that the Head Master should keep an admission list, upon which the names of candidates CHANGES RECOMMENDED. *See* Part I. sec. 5.

for admission into the Upper School should be entered in the order in which applications are received; no boy's name, however, should be entered until he has completed his eighth year. As vacancies occur in the School, they should be offered in succession to the boys on the list, no distinction being made between boys who may happen to be in the Lower School and others. It should be optional with each boy whether he will present himself as a candidate for examination at once, or wait for another vacancy; but each boy who presents himself should be examined, and if found unfit to enter the part of the School for which his age qualifies him, he should be placed at the bottom of the list. No boy's name should be retained on the admission list after he has completed his 15th year. It will probably be found convenient to fix a minimum as well as a maximum of age for admission into the Upper School, and we suggest that the minimum be taken at 11 years.

The Lower School.

THE LOWER SCHOOL.

We have already adverted (above, pp. 93, 94) to the differences of opinion which exist as to the advantages of the Lower School. If there were no such school it would be a doubtful question whether to recommend its establishment; but as it exists, and as several important measures have of late years been taken for its improvement, we are not disposed to recommend its abolition.

CHANGES RECOMMENDED.

It seems to us that the School may be made practically useful as a model preparatory School if restricted to boys of tender age, and confined to the proper instruction of those boys with a view to their admission into the Upper School. For this purpose the studies of the Lower School should be carefully adapted to those of the Upper; the masters of the Lower School should devote their whole attention to that School; and they should neither attempt to combine the care of Upper School pupils with Lower School duties, nor be encouraged to look upon their posts in the Lower School as merely introductory to masterships in the Upper School. The care and instruction of little boys is as important and, in some sense, as difficult as the care and instruction of older boys. The arrangements for the Lower School boys, though much improved, are still very imperfect. Many of the boys board in the same houses as the Upper School boys, while the Lower Master takes Upper School pupils into his house, and is even allowed to take a larger number of boarders and to charge them a higher sum than the Assistant Masters may. It is true that he is forbidden to take out-door pupils, but it appears to us to be wrong that he should take any Upper School pupils at all. We shall propose that every boy in the Lower School be required, unless he lives at home, to board in the house of the Lower Master, or in one of the houses kept by the Assistant Lower Masters, and that neither the Lower Master nor the Assistant Lower Masters be allowed to receive any but Lower School boys, or to keep them after they have risen into the Upper School.

Mr. Carter, Answers 11. 18, 32. Evidence, 5872-5881.

With regard to the admission of boys from the Lower School into the Upper, we have already said that it ought not to take place by way of promotion, but by a regular examination, in which a boy from the Lower School should stand on the same footing as a boy from any private school. It follows as a corollary that boys admitted from the Lower into the Upper School should not be obliged to enter the latter at the bottom, but should be allowed to take the highest place in it for which they are fit. A clever boy who, from standing low in the Head Master's list, had not obtained an admission into the Upper School till he was just 14 might be competent to take a place in the Remove, and ought to be allowed to try for it. The teaching of the Lower School would thus overlap the teaching of the Fourth Form, which would be of no disadvantage to either of them. The Lower School might be so arranged as to have an upper class in which the work done should be fully equal to that of the Fourth Form, and boys who had reached this class might be allowed, as an exception to the general rule we have laid down before, to remain in it up to the age of 15, supposing that to be the maximum age for admission into the Remove. Boys of that age would of course be inadmissible into the Fourth Form, and must understand that if they fail of the Remove they must leave Eton. These are details which the Provost and Fellows will have no difficulty in arranging. We merely desire to indicate the principles which we think should be kept in view.

While upon the subject of the Lower School we think it right to state that the work which is required of the boys seems to us to be in excess, and that the boys are not allowed a proper amount of relaxation and exercise. The Provost and Fellows should have their attention directed to the re-arrangement, in concert with the Lower Master, of the system of study, so as to obviate this inconvenience.

We shall speak of the studies of the Lower School in connexion with those of the Upper.

Work in the different Divisions. The Tutor's construing.

It appears from what has been stated already that the extremely large classes of the old Eton system have been gradually broken up into Divisions of moderate and manageable size. With this change has disappeared the first and most direct evil consequence of such an arrangement, that of distracting the attention of one man capable of instructing only 35 or 40 boys by a throng of 200. If this direct mischief had been the only one that must have attended that excessive magnitude of the forms, the whole inconvenience of the system would have been remedied by recent improvements on this point. In our opinion, however, the system had some other indirect consequences inseparable from it so long as it lasted, and these having been unnecessarily retained still affect the teaching of the School. A school which consists of enormous Forms is necessarily a school in which the same authors are read and the same books used by a vast number of boys. Two hundred heard in one class must read the same books, and the whole of such a school consisting of 600 boys might therefore present a list of authors showing no greater variety and number than the small part of another school in which the same number of boys were distributed into classes of 30 or 40 scholars. That the Eton, therefore, of the days of Dr. Keate should have been remarkable for the narrowness of its curriculum in classical reading was almost a necessity imposed upon it by its organization at that time.

SCHOOL-WORK, CAUSES WHICH HAVE AFFECTED IT. Rev. E. Coleridge, Evidence, 3701.

Sir John Coleridge, Evidence, 5418.

But the present condition of Eton shows that if such a change in the size of the classes be not followed into all its legitimate consequences, large masses of boys may still be reading the same works and the same quantities of them, although arranged in several classes and taught by different class-masters. If we turn, for instance, to the work of a single Division of the Fifth Form we find the number of Attic Greek authors read to be one, the number of Latin prose authors one, the number of Latin poets two, the number of Greek poets two, these indeed the best and freshest, although not containing one specimen of the Attic amongst them. Such work, if regarded as the work of one Division, is choice and various, but considered as the work of six or seven Divisions, and of two or three hundred boys, it involves two obvious inconveniences. The first of these is that boys of all ages between the extremes of thirteen years nine months and eighteen years eleven months are performing the same tasks. A second objection is to be found in the fact that one and the same boy is compelled to read the same books, encounter the same difficulties, harp on the same styles (competing all the while with the same rivals) for two or three years together. Mr. Johnson appears to see no great harm in this, because different passages of the same author, as his style undulates, so to speak, in higher and lower degrees of difficulty, will meet the level of every age and every degree of proficiency in matters of construction and criticism. Nor does he feel much objection to it as tending to make the work stale and wearisome, because the varying style even of a single classic author may so break monotony both in language and ideas as to support students through the lucubrations of many years in the same book

SAMENESS OF IT.

Table C.

Table B.

Mr. Johnson's Evidence, 4430, 4440.

Mr. Balston does not desire even so much latitude as this; he thinks the arrangement excellent, because even the same passage of the same author may, in the hands of skilful men, open questions so different that the teacher of the young may propound out of it elementary matters to the least advanced, while the teacher of the old may extract from it materials to exercise the wit and improve the knowledge of the most proficient. Perhaps, however, very able men are here attributing to a system merits not really belonging to it, but so contrary to its tendencies that if found and realized at all they have been artificially imported into it by the ingenuity and determination of a few teachers, while in the hands of many or even of themselves, as soon as their best efforts are relaxed, the more natural tendencies of the arrangement, which are prejudicial, become its effects. Mr. Balston himself, when asked whether as a matter of fact these differences of treatment are carried out, replies that they are so in the classes. But even in the different classes of the School, according to the concurrent opinion of many who have had recent experience as teachers or learners, this possible difference of treatment is not carried out nor likely to be carried out in practice. In the pupil-room this process must be still more difficult, for the lesson lasts but about 20 or 25 minutes, and as it does not appear practicable for a tutor to subdivide all his Fifth Form pupils into more than two sets, one class contains an assemblage of boys very unequal in age and attainments. Mr. Balston himself speaks of it here as that "which may easily be" and "is expected," rather than that which actually is and can be made apparent to common observers. In fact, the teaching everywhere is likely to be the same to all. Meanwhile the younger boys find the lessons in themselves so much too hard in kind and too long in quantity, that even what they may have learned by the quick and royal road of "cribs," they are not in a state to get through at all before a searching class-master within the appointed time; and the elder, too often mistaking familiarity for

Mr. Balston's Evidence, 3307.

INCONVENIENCES OF THIS.

Lord Boringdon, 7652. Mr. Walford, 8167. Mr. James, 5020. Mr. Durnford.

Mr. Balston, 3311–3323.

Mr. James, 5021, 5022.

knowledge, slur through first-rate authors of which the professed study of years has failed to give them the real mastery. We are of opinion, therefore, that the books read in the several Divisions should be re-arranged so as to provide work more precisely appropriate to the students in the several different degrees of proficiency through which they pass in their ascent up the School. The progress of boys would be assisted by this, and the present distribution of the old unwieldly Forms into Divisions of more reasonable size permits the introduction of such a change. But here we are met by an obstacle, effectual as long as it exists, to prevent the application of any such remedy. Latin and Greek authors are, as we have seen, construed in school only after they have been construed in pupil-room; and every tutor may possibly have pupils in every Division who will look to him to superintend this preliminary lesson. If, therefore, there were different work for each Division of the Fifth Form, each tutor having pupils might be called upon to teach many different sets of pupils in Fifth Form work alone. Now the tutor cannot sub-divide his pupils into sets or classes equal in number to the several Divisions of the School. He has but the time and faculties of one man to bestow on pupils who in their class-work are taught by many. If, therefore, their class-work is different, as they cannot be taught in pupil-room together, they cannot be taught in pupil-room at all. Any thorough change, therefore, in the work of the several Divisions thus necessitates an abolition of that part of the tutorial system which consists in construing before the tutor.

Practice of construing in Pupil-room an Obstacle to Change.

Now it is contended on the part of some that, if this were the only plea for the continuance of the present curriculum of the classes, it would be sufficient. The construing to tutors is an institution so valuable in the estimate of such persons, that not only must it be preserved on its own account, but it should rescue from modification the School curriculum, whatever may be its peculiar inconveniences. It has, we are told, a good effect in the pupil-room; because, when the higher boys are set on, it puts them on their mettle, to be as smart and accurate as possible, in order to release both tutor and pupils from the pupil-room: and when the younger boys are called up in their turn, this recalls to the seniors elementary matters which they might otherwise disdain and forget. It has a good effect on class teaching, too, as enabling the master to insist on a general high standard of accuracy, and also to give some time to his own remarks and criticisms. It brings the boys into contact with two minds over the same work instead of one; it gives to the tutor fresh opportunities of insight into the character and progress of his pupil.

Pleas urged for this Practice. Mr. Johnson's Evidence, 4470.

This view of its merits, however, is not universal amongst the Eton Masters. Hard facts stated by experienced witnesses here again speak otherwise. Boys do not generally know their lessons well in the class-room, although this is the chief object aimed at, and they notoriously have recourse to "cribs" although this is the chief evil guarded against by the practice. Those who seem to construe fluently have not learned carefully, as they appear often with the English written over the Greek and Latin. The lessons thus done a second time are often done in a hurry for the second time, because they must be twice done. There is constantly acting on the tutor's mind a temptation to call on the quicker and cleverer boy to construe in order to save time; and as it is the practice of some tutors to go through the lesson with one advanced set in the presence of another set, who listen to one construe before they have to construe themselves, a temptation is systematically offered to the pupils to neglect very careful preparation. According to the Provost of King's, who sees some reason to prefer the old practice to the new, it was the habit of the tutor in past times himself to construe to his whole pupil-room. We are inclined to consider its chief use to have been that of a supplement to a system which gave the same work to elder and younger boys. In such case the younger may generally require some artificial assistance to carry them through. A custom, therefore, which brought all before a tutor, where commonly some older boy watched or corrected by him first construed the task, supplied at once a rapid method of learning, and an easy correction of imperfect learning, to younger boys, who were thus enabled to make a fair appearance in the class-room. If, when the large classes were subdivided, the class-work of the subdivisions had also been changed and varied, the construing system, it seems to us, might have been dispensed with; and we now think it better that a change in class-work should supersede the tutor's construing, than that the tutor's construing should forbid the change in class-work. The acknowledged failure of this practice to give a real knowledge of the lessons, its occupation of valuable time, its susceptibility of abuse in various ways, its tendency to supersede the independent work of the boy, as well as its vital connexion with the faulty organization of the class-work in school, induce us to recommend its abolition. We, therefore, shall suggest both that the work in the several Divisions be recast so as to adapt the reading and composition of each boy to his pro-

Objections to it. Mr. Walford's Evidence, 8177. Mr. Mitchell's Evidence, 7347. Mr. Walford's Evidence, 8178, 8139. Mr. Johnson, 4472. Mr. Durnford, 3979–3982. 9023 *et seq.*

Changes recommended.

ficiency as he rises in the school, and also that boys cease to construe their lessons in the pupil-room before taking them up to the Class-Master.

Course of Instruction.

Modifications required in Course of Instruction.

We are of opinion that the course of instruction at Eton requires modification and re-arrangement. It appears to us that the attempts which have of late years been made to introduce a certain amount of what may for the sake of convenience be called modern studies into a course originally framed with a view to classical learning alone, have not been thoroughly successful; and we attribute this want of success partly to the imperfect recognition of the value of the new studies, and partly to the fact that no serious effort has been made to harmonize what is new with what is old. It is not sufficient to add new branches of study to the old course, it is necessary to make room for them by a revision of the old course itself.

We have already recommended, not only for the sake of economizing time but upon other grounds, that the practice of construing in pupil-room should be abolished. We shall further propose:—1. A revision of the time-table and a modification of the present system of holidays during the school-time: 2. Some reduction in the length or frequency of the repetition lessons.

Revision of Time-table. *See* above, sec. 19.

1. The irregularity of the time-table is a matter of almost universal complaint. It must be unnecessary for us to point out that, if it is inconvenient now, when classics and mathematics alone have to be considered, it will become infinitely more inconvenient, and indeed, intolerable, if other studies have to be introduced into the school course.

Considering how large a part of the work done both by the boys and the masters is done out of School, and how necessary it is to give ample time to the former for the preparation of their lessons and the composition of their exercises, and to the latter for looking over exercises and conducting "private business" with their pupils, it is obviously desirable so to arrange the time-table as to leave certain days in the week comparatively free from School-work; and there can be no objection to giving the boys longer play hours on some days than on others; but we can see no advantage in making the number of holidays and half-holidays in each week variable and uncertain. As long, however, as the Saints' days are observed as School holidays, this irregularity is inevitable; and we are of opinion that the first step to a reform of the time-table must be the abolition of that mode of observance. We shall propose hereafter that the chapel services should be made daily instead of occasional, and should take place at the same hour on Saints' days as on other days. It would follow that the school hours on Saints' days should be also the same as on other days. Ascension day should of course be kept as an entire holiday. No other holidays should, we think, be granted beyond those included in the regular arrangement for the week, except in obedience to a Royal command, or on the occasion of some important national event. The distinctive School festival of the 4th of June would of course be kept as at present.

Reduction of Repetition Lessons.

2. The repetition lessons appear to occupy too much time, especially in the upper part of the School. In a regular week the Head Master spends seven hours in hearing the repetition of his Division, consisting of 32 boys. In the next Division, consisting of an equal number of boys, about six hours and a half appear to be spent in the same way. In the lower Divisions the time so occupied is not more than four hours. It is an objectionable feature in the system, that, while the master often remains in School hearing lessons for as much as an hour and a half at a time, the boys need not spend much above five minutes apiece there, each coming in when he expects his turn and going out as soon as he has said his portion of the lesson. In some cases, it appears, the boys are able to escape the necessity of learning the whole lesson, and contrive to pass muster by guessing at and learning that part only in which they are likely to be set on. This piece of evasion may of course easily be defeated by a different system of hearing the lesson; but the waste of time to which we have above adverted requires correction. It seems to us that it would be a great improvement to divide the classes, at the time of the repetition lessons, into much smaller subdivisions, and to employ the masters of several Divisions in hearing the repetition of one Division at a time, so as to get through it rapidly. Their own Divisions may meanwhile be employed with the mathematical, French, or other masters, so that there need be no waste of time.

Mr. Mitchell, Evidence, 7466–7472.

We are persuaded that by the adoption of such measures as these, and by a careful revision of the time-table on the part of the masters, room may be made for the introduction of the Modern Language and Natural Science classes without injury to the other work of the School. It is not for us to prescribe the details of the arrangements which should be made; but, in order to show that what we recommend is not an impossibility, one of our number has so applied to the circumstances of Eton the plan of studies

See Part I. sec. 8.

and scale of time to be allotted to each which we have proposed for adoption in all public schools, as to afford a basis upon which a working arrangement might be made by those upon whom the practical responsibility for the School management will rest.*

SUGGESTED SCHEME OF WORK.

* The following is the scheme referred to:—

The following suggestions are offered with a view to show how it will be possible to introduce the study of modern languages, of natural science, and of music and drawing into the school course without unduly diminishing the time given to classics, or the hours of recreation.

I. The time now given to school work in class in a regular week is, in the Head Master's division, 22 hours, of which three are given to mathematics, seven to repetition, and 12 to construing. In the next division the time given is 21 hours, of which three are given to mathematics, six to repetition, and 12 to construing. In the remainder of the Upper School the number of hours is 19, of which three are given to mathematics, four to repetition, nine or ten to construing, and three or two to history and geography.

In a very large proportion of weeks, however, the additional holidays and half-holidays reduce the amount of time thus allotted to school very materially. It is thought that a regular allowance of 12 hours a week for all classical work, including repetition lessons (which ought to be diminished in length or in frequency), and including also the history and geography lessons, will be sufficient. It is suggested that on three days in the week there should be three hours given to classical work in school-class, and that on the other three days one hour should be given. The time which the classical masters have to spend in school would thus be reduced from 16 or 19 hours in a regular week to 12 hours in every week. It is also proposed to relieve them of the "construing," which takes up some 10 hours a week. They will thus have more time left for "private business," for looking over exercises, and for preparing the class-work.

The total number of classical masters will be 22, viz., one Head Master, 16 assistants, who are tutors, and five assistants who are not tutors. They will be able to divide the 650 boys of the Upper School into classes averaging about 30. All these classes may be in school under their respective form-masters at the same hours.

II. It is proposed that every boy in the Upper School should receive three hours' instruction in mathematics in class every week. The number of mathematical masters being seven, and the number of boys to be taught 650, the classes may on the average contain 15 or 16 boys. The number of hours which the masters will spend in school in the week will be 18, a larger number than is required of the classical masters; but these have many other duties from which the mathematical masters are exempt. They may give four hours to class work on the days on which there is only one classical lesson, and two hours on the days on which there are three classical lessons. Each of them may thus give three hours apiece to six classes of 15 or 16 boys, or to 93 in all, so that the whole seven could teach 651 boys.

III. It is proposed that each boy in the Upper School should give two hours a week to class work in modern languages. It is proposed to have three teachers, to give each of them a class of about 30 boys, and to require them to attend in school 14 hours a week, namely, three hours a day on two days, and two hours a day on the other four. This would enable each master to give two hours apiece to seven classes of 31 boys each, that is to say, to 217 boys, so that the three masters could teach 651 boys in 14 hours.

IV. It is proposed that a certain number of boys in the Upper School, and possibly in the Lower School also, should give two hours a week to class work in natural science. It is proposed that there should be two lecturers, each of whom should attend school for 14 hours a week, namely, for three hours on two days, and two hours on the other four. Suppose that each took a class of 40 boys at a time; he could then give two hours apiece to seven times 40, or 280; and the two masters could between them teach 560, which is probably more than would learn, so that the classes might be made smaller.

V. It is proposed that each boy in the Upper School should have the opportunity of learning music or drawing for two hours a week, and that a certain number of them should be obliged to learn. It is proposed that there should be a drawing lesson of an hour every day in the week, and a music lesson of an hour twice a week, the days for the music lesson being those on which only two hours apiece were devoted to the modern language and natural science classes. One-third of the number of boys learning drawing, whatever that number might be, would attend at each drawing lesson, and a proper number of masters must be provided. All the boys learning music would have to attend each of the music lessons.

By this plan there would be 11 hours every day during which some class or other would be open, no class interfering with any other class. The following scheme will illustrate their working:—

—	Classics.	Mathematics.	Modern Languages.	Natural Science.	Drawing.	Music.	Total.
Monday - -	3	2	3	2	1	0	11
Tuesday - -	1	4	2	3	1	0	11
Wednesday -	3	2	2	2	1	1	11
Thursday - -	1	4	3	2	1	0	11
Friday - -	3	2	2	3	1	0	11
Saturday - -	1	4	2	2	1	1	11
	12	18	14	14	6	2	66

There will remain 13 hours in every day for chapel and meals, sleep, and recreation, without any interference with any of the classes.

It will of course be understood on the one hand that the boys will not all be in the school during the whole, or anything like the whole of the 11 hours for which the classes are open; and on the other hand, that they will not be without occupation during the time they are out of school.

The number of hours which a boy will pass in school will be 21 in the week, namely,—

In the classical school - - -	12 hours.
mathematical school - -	3 „
modern language school - -	2 „
natural science school - -	2 „
music or drawing school - -	2 „
	21 hours.

In addition to this, he will probably have to devote to "private business" with his tutor - -	2 hours.
preparation of classical lessons - -	10 „
mathematical lessons -	3 „
modern language lessons -	2 „
natural science lessons -	1 „
verse and prose composition - -	5 „
	23 „
Add time in school - - -	21 „
Total amount of work per week - -	44 hours.

Thus, he will have somewhat more than seven hours a day school-work, the preparation connected with it, and composition; and if to this we add ten hours for meals and sleep, he will have six or seven hours left for recreation and private reading. The length of time required for preparation of lessons and for composition will of course vary with the abilities and industry of each boy, and his time for recreation will be increased or diminished accordingly. It must also be remembered that clever boys, and such as are likely to obtain distinction in competitions for prizes, the Newcastle scholarship, and so forth, as on the one hand they will be able to save part of the time which we have supposed to be allowed for preparation, so on the other hand will be sure to apply, not only the time so saved, but some of the time of recreation, to the prosecution of their private studies independent of the school-work.

In the foregoing arrangements it may perhaps appear that sufficient allowance has not been made for the waste of time that must take place in going from one class to another. This will be not wholly inconsiderable, as the boys will often have to go from school to their boarding houses, and back to school again; but it is to be observed, that the scheme has been so drawn up as to exclude any overlapping of classes at all, and that in practice it will be found possible to allow a certain amount of overlapping without inconvenience. The classical repetition lessons, for instance, might be going on at the same time as some of the other lessons. Thus, if the repetition lesson were from eight to nine, and there were a mathematical class from half-past seven to half-past eight, and another from half-past eight to half-past nine, it would be easy to arrange that the boys

Introduction of New Branches of Study.

It will be observed that in this scheme provision is made for the instruction of each boy in all the branches of study which we recommend. It may, however, appear to the School authorities to be desirable for boys to defer commencing some of those branches, such, for instance, as Natural Science or Drawing, until they have made a certain amount of progress in their other work; or, on the other hand, to discontinue these studies at a certain point in case of their showing no especial aptitude for them, or in case of their being anxious to devote a greater amount of time to other portions of their education. We are of opinion that the best arrangement would be, that boys should begin the study of elementary drawing on their first admission to the School, and should be required to continue it until they reach the Fifth Form, by which time their hands and eyes will have been partially educated, and they will have been able to show whether they have such natural aptitude for the pursuit as to render its further prosecution desirable. Boys whose parents preferred it should be allowed to take up Music instead of Drawing. The study of Natural Science should, we think, be made compulsory upon all boys for a certain portion of their school life. If it should be found that there is sufficient time for it, it might be commenced on a boy's first admission, and might be continued until he reaches the upper division of the Fifth Form. The evidence which we have taken on the subject convinces us that boys may profitably begin the study of some parts of Natural Science at a very early age. Such an opinion, however, must be necessarily limited in its application by a consideration of the time which a boy has at his disposal; and as it appears to us clear that at Eton the boys in the lower part of the School are much more severely worked than the boys in the upper part, and as we think it essential that they should add French, and desirable that they should add Drawing or Music to their other studies, we hesitate to offer a positive recommendation that they should be called upon to take up Natural Science also, and we therefore suggest as an alternative that this study should not be made compulsory upon any boy until he reaches the Fifth Form, the point at which we have proposed to make the further pursuit of Drawing or Music optional. It should then continue to be compulsory until the boy reaches the upper division of the Fifth.

Mr. Faraday, 40, 47, 50. Dr. Carpenter, 25–27, 63, 65, 66, 75, 88, 93. Sir C. Lyell, 34–37. Dr. Whewell's Letter, Appendix F.

While anxious not to overtask the younger boys, who, as we have said, are fully tasked already, we are convinced that we may safely recommend the addition of French, and Drawing or Music, to their present course, feeling sure that the imposition of a proper examination upon their admission to the School will lead to their being better prepared before they come there, and will enable the masters proportionately to diminish the amount of pressure which it is now necessary to put on them in order to make up for time previously lost.

Deviations. *See* Part I. sec. 10.

When boys reach the upper division of the Fifth Form, an opportunity should, we think, be given to them of varying their course of study with reference to their destinations in life or to their individual tastes and faculties. The average age at which boys reach this part of the School is about 16; and this is in many cases a critical time, as respects both the development of the boy's own character, and the decision of his parents as to his future career. Many boys are taken away from Eton at this period of their lives, because the School fails to supply the kind of teaching which they then require. Others who have worked fairly and made some progress in the elementary parts of the classics up to this time, there begin to fall off, as the work becomes more advanced. They may have learnt to construe and to compose with tolerable correctness, but they fail to appreciate the higher beauties of the authors set before them, or to compose with anything like spirit or elegance. On the other hand, this is the time at which ambitious and clever boys begin to work for the Newcastle scholarship and other school prizes, to prepare themselves for the University competitions, and to feel an interest in private

attending the later mathematical class should say their lessons in the first half hour of the repetition, and the boys attending the earlier one might say theirs in the second half hour. It would also be possible to make some similar arrangement with regard to the hours of breakfast, tea, and even supper, which some boys might take half an hour earlier or later than the usual time. The school hours might also overlap the play hours, provided that two hours at least in every day were left entirely clear of all lessons, whether with the tutor or in class, so as to give the whole school the power of joining in common amusements at that time. In summer, the time from six to eight or nine, and in winter, the time from twelve to two, might be strictly reserved, so as to insure to every boy the free and uninterrupted enjoyment of either an "after 12," or an "after 6," on every day in the year.

The number of hours assigned to classical school-work in the week is 12. This would allow of 12 lessons of an hour apiece; or of 12 lessons of three-quarters of an hour, and three of one hour. The best arrangement would probably be to assign 12 lessons of three-quarters of an hour each to the work of construing, and such instruction in grammar, history, and geography as may be ancillary thereto; and three lessons of an hour each to repetition lessons. The hours of the repetition lessons might indeed be extended if necessary. If four minutes were allotted to each boy in a class of 30 boys, two hours would be required to hear the whole class. These two hours might easily be given by the masters on the three days in the week for which only one hour has been set down for classics. They might be given either together or separately. In four minutes a boy could recite 40 or 50 lines perfectly; and this would be a great improvement upon the present system of "saying."

classical reading. It is therefore on all accounts desirable that some greater latitude than is at present allowed in the choice of studies, should be given to boys in this part of the School; and we recommend that arrangements should be made for allowing boys after reaching the upper division to drop either a certain portion of their classical, or a certain portion of their other work, in order to devote more time to the remainder. The parts of the classical work which might best be spared would probably be the Latin verse composition, the Greek composition, whether in verse or prose, and some portion of the repetition lessons. On the other hand, boys wishing to devote themselves more entirely to classics, might be allowed to give up either Natural Science or to a certain extent Modern Languages. Great care should be taken to prevent these privileges from being abused, and the exemption from particular studies claimed as a pretext for idleness. We think that the regulations under which it should be granted, should be carefully framed by the Provost and Fellows in communication with the Head Master and School Council; and that the permission to discontinue any portion of the school work should, in each individual case, rest with the Head Master, who should not grant it unless upon the concurrent recommendation of the boy's parents or guardians, and of his tutor, nor even then, unless himself satisfied of its propriety.

Subject to these restrictions and exceptions, we think that Classics, Mathematics, Modern Languages and Natural Science should continue to be studied to the top of the School, and that no boy should be allowed to take his removes without passing in each of them the examination proper to the part of the School in which he is.

PROMOTION IN UPPER PART OF SCHOOL. CHANGES RECOMMENDED.

The system of promotion by removes now goes no further than the upper division of the Fifth Form; and although there are examinations for the Collegers, there are none for the Oppidans after they have reached that division. We think this an error, and have little doubt that it is one of the causes of the acknowledged want of energy among the Oppidans in the upper part of the School. The remedies which we shall propose are these two:—That the upper division be subdivided, like the middle and lower divisions, into two removes; and that promotions from the lower into the upper of these removes, and from the upper of them into the Sixth Form, be determined by competitive examinations. The number of the Sixth Form is, we think, too limited in proportion to the size of the School. We shall propose its extension.

The Mathematical Masters and the Teaching of Mathematics.

MATHEMATICAL MASTERS. Sec. 12, *supra*.

In a former part of the report we have perhaps sufficiently indicated the measures required for placing mathematics on their due level at Eton. It is impossible to go into much detail on this point; and it seems enough to say that the Provost and Fellows should bear in mind the principle of entire equality between the Classical and Mathematical Masters, as to their share in the general discipline of the School, the behaviour of the boys towards them, and indeed in all points as far as practicable.

The ancient classical spirit of the place may indeed operate for an indefinite time in depressing mathematics; but we believe that what we have recommended will gradually more and more counteract this tendency.

School Prizes and Rewards.

We shall venture to make a few recommendations under this head, but they do not appear to require many observations in support of them.

(*a.*) Prizes confined to Oppidans.

See, among others, Dr. Goodford's Evidence, 3001–3003. Sir J. Coleridge, 5541, 5542. Mr. Browning, 5145–5153. Mr. Ainger, 8694–8696. Lord Boringdon, 7489–7495.

We have already adverted to the great superiority in scholarship shown for many years past by the Collegers above the Oppidans. Much will be found in the evidence on this subject. Considering the highly valuable character of the endowments of the Foundation, the unrestricted competition through which they are attained, and many circumstances bearing on the position of the Oppidans, we can hardly expect that this inequality should ever be wholly redressed, though we believe that some of the measures we have advised may have a tendency to do so. But we are disposed to recommend, in accordance with the opinion of many witnesses of authority, a more specific provision for the encouragement of the Oppidans in their studies, in the establishment of exhibitions for which they alone will be allowed to compete. Such a measure is perhaps to be justified by the existence of a special evil rather than on general grounds, though we may observe that it may be looked on as simply countervailing the separate prizes offered to the Collegers in their proper endowments.

OPPIDAN EXHIBITIONS.

Sir J. Coleridge, 5569–5596. Mr. Johnson, Evidence, 4362. Mr. Wilder's Letter, Appendix H. Mr. Cornish, Ans. III. 44 (13). Mr. Browning *ib.*, 42 (5).

Most of the details of these exhibitions should be left to the Provost and Fellows to settle, but we may state that in our opinion they should, if possible, be not less than 20 and probably not more than 40 in number; that they should be tenable while the holder

remains at school; that those who stand for them should be under the age of 16; and that not less than half of the whole number be given for classical attainments, the rest for excellence in any of the compulsory branches of school-work.

(*b.*) Prizes for composition and translation.

PRIZES FOR COMPOSITION AND TRANSLATION.

We recommend that prizes be given for original composition in Latin prose and verse and in English verse; and also for translations both of prose and poetry, and both into and out of the classical languages. We have already referred to the evidence of several witnesses showing that the exercise of translation is not sufficiently attended to at Eton.

PUBLIC RECITATION OF PRIZE COMPOSITIONS.

We also concur in the opinion expressed to us that too little is done at Eton in the way of public celebration in honour of those who attain such prizes, as is so frequent at many schools; and we advise that the prize compositions be publicly recited by their writers, and the prizes given, before the whole school and such visitors as may be collected for the occasion.

Mr. Johnson, Answer III. 44.

Lastly, we add a suggestion respecting the Newcastle Scholarship. After the examination for this, which is by far the greatest classical honour in the School, the Examiners announce the names of a certain number of boys, next below the scholar and medallist, who have done themselves credit. This list, popularly known among the boys as "the "select," varies in number about from 8 to 12 or 14. It is a high distinction, but it does not appear in the School lists, though all other prizes and distinctions are there recorded.

NAMES OF "THE SELECT" TO BE PRINTED.

We advise that the School list of every year should contain the names of "the select" for that year and for a certain number of previous years.

Chapel Services.—Prayers.—Preaching.

CHAPEL SERVICES. *See* above, Sec. 27.

We proceed to observe on the system of Chapel Services at Eton, which we have already partially described.

Mr. Paul, Answer III. 24. Mr. Stone, *ibid.* Mr. Browning, Evidence, 5129. Mr. Paul, Evidence, 5846–5849.

We are glad to be able to express our belief that there has been of late years a great improvement in the demeanour of the boys when in Chapel, in the number of communicants among them, in their joining in the responses, and in the singing. In these latter respects, however, they are still much inferior to what they might be. As above noticed, there is a marked difference between the conduct of the boys on Sundays and their conduct at the week-day services. There appears to be still prevalent among the boys much of the feeling that has often been commented on at Eton, that the week-day services are simply roll-calls. We think that it would tend in good measure to counteract this feeling, and that it would be on various grounds very beneficial, if, according to the recommendation of the witnesses to whom we have referred, an entire change were made in the Eton Chapel system, as relates to the week days.

Before proceeding, however, we must observe that on Ascension Day, which (except Sundays) is the only great Church festival that can occur during the Eton school-time, we suggest no change. We recommend that that day be a whole holiday still, and that the full morning and afternoon services be performed as they are at present.

CHANGES RECOMMENDED.

We propose that, with this reservation, there be no distinction, in respect of the Chapel Services, between one week day and another; that on every week day there be a short morning service in Chapel, attended by all the boys, and, as far as possible, by the Masters, in lieu of morning prayers in the boarding-houses; and that this service be, as nearly as possible, of the same length on each day. On the Saints' days that which is peculiar to the service of the day should be included according to the Prayer Book. We say "as nearly as possible," because we do not desire that the services should be necessarily identical on all the days. They should, no doubt, consist wholly of selections from the Liturgy; but these might be somewhat varied from week to week, or in other ways. Different prayers might be used; a lesson might be read alternately with the Psalms or Canticles, and so forth. These details we desire to see left to the Governing Body to arrange, expressing only a decided opinion that the length of the service should not exceed a quarter of an hour. At present, as we have observed, the Lower School do not go to the College Chapel, but to the Chapel of Ease in the town. This arrangement, which even now is obviously unsatisfactory, would become still more so under the proposed alteration. The Governing Body should provide, as they may easily do, for the attendance, at least on week-days, of the whole School in the College Chapel. We recommend that in no case, except that of Ascension Day, the boys should be required to attend any other week-day service than this.

CHOIR.

With the services on Sunday, apart from the question of preaching, we do not propose to interfere, with one important exception, relating to the musical part of the service, and on which we have to make suggestions which will regard the week days as well as the Sundays.

We are bound to say that we can discover no justification at all of the total neglect

which we have described, on the part of Eton College, of the statutable provisions that require the College to maintain a proper choir and choral service in their own Chapel. We by no means intend any particular censure on the existing Provost and Fellows; for, though we have no certain evidence of the times at which the discontinuance of the ancient practice may have begun or been completed, we have no doubt that it has long been disused, and the present or recent members of the College may, to a certain extent, urge the usual plea of desuetude. But we cannot say more than "to a certain extent," because the plea of desuetude loses much of its force when the provisions of the written law, so far from being unsuitable and obsolete, are essentially the reverse, and the practical abrogation of them is manifestly inconvenient. Here the statutable enactment is most full and clear. The lay-clerks and the choristers were actual members of the College, and while the former were partly, the latter were wholly, maintained and educated by it, and enjoyed a right of preference in the election of Scholars.

Stat. II. III. X.

Answers of College, II. 2–16. Evidence of Provost and Fellows, 592–605.

The present practice is to borrow a fragment of the neighbouring choir of St. George's, Windsor, and to make certain allowances to the men and boys for their services. But this expedient does not even pretend to provide for the service with anything like completeness; for on far the most important occasion of all, the Sunday morning, there is no choral service, and its absence has recently been made even more perceptible by the meagre substitute of a few hymns, sung by a few boys from the parochial schools. The same remark applies to the mornings of holidays. We have pointed out the inadequacy of this system as relates to the Chapel services, and the bad effect, at least on the young choristers, of this hurried and compulsory attendance on the repetition of the same services on the same days has been dwelt on in the evidence of one of the Fellows of Eton themselves.

Mr. Wilder, Evidence, 599–603.

We do not propose, however, in this any more than in other matters, when dealing with the revision of the statutes, that they should be maintained, except in their spirit, and when an adherence to them seems well adapted to present times. According to this, it seems to us that the general model of existing cathedral establishments ought to be followed, and can with perfect ease be followed, at Eton. We think the College may fairly be allowed to engage singing-men on such terms as they think fit. Those persons are masters of their own time and free agents in the matter; but the case is quite different as to singing-boys. The College, we conceive, ought to take full charge of them. They should have a general school education, musical teaching, and moral superintendence provided for them according to the best examples of the cathedrals, together with a certain annual allowance in food and clothing or in money, and at the proper age they should be either apprenticed to some trade or receive some fair equivalent from the College funds. The full choral service should be had, both morning and afternoon, on Sundays and on Ascension Day. But we further believe that, as we have indicated before, in all chapel services the introduction of the musical element, and the use of the organ, tend to make them more acceptable to the great majority of boys, and we accordingly advise that music should always form a part of the daily morning service which we have recommended at Eton. We believe that this might easily be adapted to the proposed limits of the time of that service; and, further, we conceive that the choristers alone, without the singing-men, would suffice for the week days. Further details may be left to the Governing Body, and we have only to add on this point that the financial considerations which it involves will be treated in that part of our Report which deals with the College revenues.

Sermons. Answers of College, II. 2. Dr. Goodford, III. 24. Mr. Carter, *ibid*; Mr. Paul, *ibid*.

We need hardly say that we propose in no way to interfere with the Chapel Services, except in so far as concerns the attendance of the boys at them.

Some alteration, as we have observed, appears to us to be required in the system of preaching in Chapel. At present, by usage, though apparently not by any positive law, the sermons are almost solely preached by Fellows of the College. We have already stated that we can see no sufficient ground for the restriction, which we think might advantageously be relaxed, so to speak, on both sides; the Provost or Fellows being at liberty, on the one hand, to invite suitable or distinguished preachers unconnected with the School, and on the other, occasionally to request the Masters and Assistant Masters of the School to deliver sermons, should they think fit to do so. The Fellows are, no doubt, often highly qualified for this function; but others may be no less so; and one advantage, which they justly conceive themselves to possess in their former acquaintance as Masters with the characters of the boys, belongs in our view still more to those who are actually engaged in tuition. We are quite aware, indeed, that the subject-matter of sermons in School Chapels needs to be handled with discretion, and that it may be easy to overdo the special and direct application of them to the boys. But it seems to us paradoxical to deny the advantage of such application when discreetly made; and we need hardly observe that there are many excellent and recent examples of such addresses,

as those of Dr. Arnold, Dr. Moberly, Bishop Wordsworth, Bishop Cotton, Dr. Vaughan, and Mr. Sewell.

Boarding Houses.

BOARDING HOUSES.

The question of Boarding-houses at Eton is connected with that of the numbers of the School and the limitation of them.

We propose, as stated above, that the Upper School should be limited to 650, the Lower to 150. Assuming this basis, the main points for consideration are, who should keep the boarding-houses; how many are wanted; and with regard to the tutors, how many boys each should be allowed to have in his house. The last question is only a part of the general one of the proper number of tutors for the School; and it will be necessary to deal here, to a great extent, with that general question.

We must, however, premise that, as indeed is the case in most of such questions, the view of what might be in itself the best arrangement must be very greatly modified by the conditions of existing circumstances. But we are inclined to think that it may be practically convenient, as at least illustrating the ultimate object to which some gradual approximation may be made, that we should in the first place consider the matter as if it were *res integra*, unembarrassed by particular accidents.

ARGUMENTS FOR AND AGAINST "DAMES'" HOUSES.

We think that eventually the boys should board with none but those engaged in the tuition of the School. We say so, while allowing most fully the great merits of those, whether dames or gentlemen in Mr. Evans's position, who keep boarding-houses without being Masters. But with regard to the former, apart from the fitness of individuals, we cannot think that, speaking generally, a woman is as well able to take charge of the discipline of a large number of boys of the age and class that are to be found at Eton, as a man is. With regard indeed to the latter, the case is different. Nor do we deny that there is force in the consideration which Mr. Evans has suggested to us, that a man in his position has much more time to give to the general superintendence of his boys than a tutor has; that he may in fact give nearly the whole of his time.

This strongly confirms the propriety of a judicious limitation of the number in the tutors' houses; but unless this consideration supplied an overwhelming argument in favour of such a class of boarding-houses (which it must be observed are never likely to be as numerous as those kept by dames), it is clearly better for the sake of uniformity and simplicity that the boarding-house system should be one and the same.

But it seems to us, on the contrary, that the positive arguments in favour of confining it to tutors greatly preponderate. It is more convenient to parents to look to one man only than to two for reports respecting their sons. The tutor is necessarily brought far more than any other into intercourse with the boy, in respect of all those salient features of character which are concerned in the School work, and is so far the fittest person for his general superintendence. As the general rule, allowing fully for exceptions, the tutor will be an abler and more qualified person than the boarding-house keeper; and this applies quite as much to Mathematical Masters, if appointed on a right system, as to the Classical. It has been said that it does not follow, that because a man is a good mathematical teacher he is fitted to deal with boys; but this evidently proves nothing. It applies to the case of classical tutors also, for it unquestionably is a difficult point, in the selection of tutors in such a place as Eton, to secure those who are both intellectually and morally the best for the post.

BOARDING-HOUSES TO BE IN FUTURE KEPT BY MASTERS ONLY.

We suggest, therefore, that future vacancies in the Eton boarding-houses be supplied from among the Classical and Mathematical Masters only, the details of the arrangement on the principle of full equality between the two classes being left to the Provost and Fellows to settle.

MATHEMATICAL MASTERS TO BE TUTORS FOR GENERAL SUPERINTENDENCE OF BOYS BOARDING WITH THEM.

It will be borne in mind that the Collegers and the boys in the Mathematical Masters' houses must each have a classical tutor, or what is properly called "my tutor" at Eton; but the mathematical tutor should be considered the tutor for general superintendence in the case of boys in his house, as the Assistant Master in College is of the Collegers; and the classical tutor should report only on the classical work, the case being simply the converse of that where the boy boards with the classical tutor. The boys in the mathematical houses require a classical private tutor, but not *vice versâ*, according to the present system, which need not be disturbed. Each, then, of the classical tutors, besides the boys in his own house, must have the charge, as respects their studies, of a certain number of Collegers and a certain number of boys in the mathematical tutors' houses. These two sets of boys must be distributed among the classical tutors.

Before proceeding we must recur to what was said above, that we cannot practically hope for more than an approximation—for some time a distant approximation—to what might seem in itself the best arrangement. Beside the peculiar conditions above adverted

to, under which so many of the houses at Eton are occupied, there would at all events be the interests of the existing tenants during their lives to be considered; and the very various sizes and capacities of the actual houses must be taken into account. We will, however, venture to present what might be a conceivable and complete plan, were the case that of a new School unfettered by any pre-existing conditions. It may illustrate our meaning and furnish some sort of standard for the guidance of the Provost and Fellows in their future regulation of this matter. Assume 800 boys, 730 oppidans. Suppose each of the seven Mathematical Masters to have 30 boys in his house, making 210. There would remain 520 of the 730 oppidans to be lodged with the classical tutors. Twenty such tutors, each with 26 boys in his house, would account for that number. But besides these, the 70 collegers and the 210 boys in the mathematical houses, 280 in all, have to be allotted among the classical tutors. This would give 14 to each, which added to the 26 would assign to each classical tutor 40 boys. But this would be quite a different thing from the present supposed maximum of 40 boys to a tutor, as that means either 40 boys in a class, of which we are not now speaking, or the sole tutorial charge of 40, which it will have been observed has not been proposed.

Suggested Scheme.

The School class work, however, has to be provided for. Twenty classical tutors for 800 boys make only the proportion of 1 to 40, which we conceive to be insufficient. To meet this, and to provide a further relief to the drudgery that falls on the classical tutors, we recommend the adoption of the suggestion in the able paper communicated to us by Mr. T. D. Acland, which coincides with one contained in the answers of Messrs. Brandreth and Rouse, two of the Mathematical Assistants at Eton,—

Appendix H. p. 69. *See also* Answers of Messrs. Brandreth and Rouse, II. 12.

"That the number of Masters should be increased by the addition of a staff of young "men with advantages similar to those of a College Fellowship in the University, "including chambers and a common room, such young masters to be at liberty to retain "a College Fellowship, or to marry, but not to keep houses till after their powers of "managing boys and their aptness for school life have been tested."

This in truth is but to systematize and to regulate the present unsatisfactory state of things at Eton, by which young tutors go there, live where they can, and get pupils as they can, till they can obtain a house. This plan will also much mitigate the inconvenience to which parents wishing to send boys to Eton are necessarily even now exposed in some measure, and which would be somewhat increased by the limitation of the numbers of the School, that of the restriction of their free selection of a tutor. If, as seems to us desirable, the ranks of the tutors keeping boarding-houses are always recruited from this new class of young Masters, they will always consist of men approved to some degree by experience, so that the parents will, at all events, not be driven to have recourse to men wholly untried.

Interests of Lessees and Occupiers. *See* sec. 28, *supra*.

On this part of the subject it only remains for us to recur to what we have noticed in the Statement, the complicated mass of private interests, rights of lessees, rights of sub-lessees, claims to a sort of perpetual and hereditary tenant right, and so forth, which have been allowed to grow up between the College and the occupiers of the Eton houses. We think it needless to add to the specification of these cases in detail, though we have been furnished with information which would enable us to do so very largely. We feel bound to state strongly our opinion, and we do so without imputing any special blame to the actual members of the College or to their predecessors in any given generation, that the course thus pursued is a most reprehensible one, most injurious to the interests of the School, and most embarrassing to any well-considered reform in its system. The difficulty is mainly a financial one, and will be treated more fully when we come to the question of the revenues of the College. At present we have only to remark that these interests, while uncertain in amount and wholly unprotected by law, have been suffered to grow up, and by long acquiescence have been to a great extent recognized; and that therefore in our judgment they cannot without substantial injustice be summarily disregarded. In dealing with these interests, however, when the time for doing so arrives, each case must be treated on its own merits, and it is difficult to lay down any general rule. The equitable claim of a tenant whose legal interest has expired is not necessarily to be measured by his original outlay, which may have been extravagant, or partly reimbursed; nor by his actual expectations, which may have been unreasonable; but the expectation that he would receive at the hands of the College fair and liberal treatment is one which ought not to be disappointed.

Scholarships and Exhibitions from Eton to the Universities.

Scholarships and Exhibitions to the Universities.

In addition to the Scholarships at King's College, Cambridge, which are yearly given by competitive examination, there are not less than sixteen endowments of a similar character, which the munificence of individuals has founded for the support of Etonians

at one or other of the Universities. The total annual value of these amounts to upwards of 800*l.* per annum, a sum which naturally attracts attention all the more inasmuch as all experience of such endowments evinces that the real good which they are capable of effecting depends less upon the magnitude of the sums which they dispense than upon the principles on which these are distributed.

See Evidence, 2703-2726, and Return of Scholarships, &c., belonging to Eton College.

At the present moment the whole of this sum is bestowed at the discretion of one or more individuals, and it would appear that a general estimate of merit often, if not always, determines the choice of those to whom the selection is confided; but we are not informed either that this principle of selection by merit is enforced by any statutory provision, or that any guarantee of any kind is given for constant adherence to it in future.

By whom awarded.

There are some theoretical and some occasional advantages attendant upon a selection made by responsible and competent persons, and resting upon an estimate of attainments, as shown by daily habits and performances. There is, of course, more room for the action of chance in the performances of candidates, and of peculiarities in the judgments of examiners, when a decision is reached by the single test of one examination than when it is based upon a long series of trials and exercises made in all moods and all seasons, and under all circumstances. On the other hand, along with these opportunities for forming a correct judgment there grow up occasions, if not temptations, to a wrong one; and one judicious and searching trial, conducted by those to whom the whole range of subjects is quite familiar and all the candidates are little known, has been found by experience the most satisfactory method of awarding such emoluments.

But in order to give to the general estimate principle, as opposed to that of the competitive examination principle, even those advantages which under favourable circumstances it may claim, several conditions are necessary. Certainly they are not realised in any cases where the responsibility of the decision is not connected with such knowledge as should direct it.

Now, although the Provost and two of the Fellows of Eton undoubtedly have some opportunity of making themselves acquainted with the merits of the boys who present themselves as candidates for election to King's, the Fellows as a body can know little or nothing personally of the merits of boys whom they neither teach nor examine; yet the Provost and Fellows of Eton award four out of the sixteen Scholarships. The Provost of Eton has no peculiar facilities for forming a general estimate of the pretensions of youths whom he never taught, whose performances he has rarely witnessed when he had the opportunity of doing so, and who have ceased to breathe even the atmosphere of the College over which he presides; yet six out of the sixteen Scholarships and Exhibitions in question are bestowed at the discretion of the Provost of Eton alone, and some are bestowed necessarily on youths residing at the University. Even the Head Master cannot appreciate the relative pretensions of young men who since they were subject to his close observation have made a fresh start in life at a distance under new influences, of which he cannot have watched the effects; but the Head Master of Eton alone disposes of three, all of which may (as we understand the return), and two of which must, be awarded to those who have quitted Eton. The Provost of King's College, though taking part in the annual elections, cannot have any long personal acquaintance by which to select from amongst boys still resident at Eton, nor any official interest in making a a fit appointment to a Scholarship at Oxford; and yet the Provost of King's selects a King's scholar at Eton to fill a Postmastership of great value at Merton College. We are of opinion therefore that the method of selection to these Scholarships and Exhibitions should be different, that they should be awarded on the result of a competitive examination, and according to the judgment of the persons who conduct it.

Change recommended.

Who eligible.

Again, with the description of personal qualifications which limit the selection now and would confine the competition hereafter so long as the existing designations are preserved, it is impossible to be quite satisfied. To eleven Scholarships or Exhibitions out of the sixteen, and these amounting in value to more than five-eighths of the value of the whole, superannuated King's scholars alone are eligible. For such a limitation there was probably reasonable cause at the time when they were founded. Then the normal and usual benefit to which a King's scholar might look when he was enrolled a member of the College was one of long duration. In the ordinary course of things a Fellowship at King's would follow a Scholarship at Eton so soon as the Scholar arrived at an age to quit school for the University. But it might be in any case, it was always in some cases, otherwise. By the Statutes of the Founder the election to King's College must be made from amongst the Scholars at Eton. By the Statutes of the Founder no one could remain a scholar at Eton after the age of eighteen. The age of superannuation therefore at Eton might arrive before the opportunity for election at King's had occurred.

If it did, it was the cause of a great personal loss, and it was also commonly the effect of an accident. A permanent provision at King's College was thus forfeited simply because the vacancies had occurred rather more slowly, or because a boy had been elected to Eton at an age rather later, than usual. A boy might have arrived at sufficient proficiency before the age of superannuation came, he might even be more fit and proficient than those elected before him while he was still under the appointed age, but his superiority would not entitle him to election over their heads. He might be, again, more fit and proficient than those elected below him after his superannuation had overtaken him, but this would not prevent their election over his head. Such cases were hard, and the system called for some supplementary provision which would meet them. In both the Colleges of Eton and Winchester the same evil produced the same remedy. Individuals, who had seen or felt the inconvenience, left funds in the form of Scholarships or Exhibitions such as might be given to boys on the foundation irrespectively of their age or even specifically on their superannuation. It would seem at first sight anomalous that pecuniary benefits should be thus amassed in one institution, and that a class enjoying so many advantages as the King's scholars should be chosen as the special object of further benefits; but as those who lose or seem to lose an advantage appear more unfortunate than those who never had it, so the position of scholars not gaining their expected emoluments in the University has been far better provided for than that of others, who neither at school nor at the University were entitled to any. And thus around the main Royal endowment of Scholarships at Eton and at Cambridge has gathered a subordinate cluster of endowments intended to regulate its action or supply its defects. But the changes which have recently been effected in both elections (that to Eton in the first instance and that to King's afterwards), having in themselves served to modify the character and working of this main system, now leave less need and even opportunity for the useful action of any lesser scheme of endowments in this respect than formerly existed. Boys are now elected by merit to the foundation at Eton; they are also elected by merit from the foundation at Eton to that of King's. As the election to Eton comes no longer by nomination and favour, but by the issue of a struggle for superiority, so the election to King's comes no longer in rotation, but by selection of the fittest by competitive examination. In this last struggle age gives a certain degree of advantage,—the natural advantage of longer study and riper abilities. If in spite of these a boy fails until the age for superannuation overtakes him, he owes this misfortune to discomfiture, and not to accident, and to a discomfiture of the same kind as that which he gave to all his unsuccessful competitors when he was elected to Eton, and by means of which he must have gained the benefit of his gratuitous education so far; if he now therefore sustain the same, he may be fairly called upon to bear with the same consequences to himself, i.e., the loss of gratuitous education at King's. Indeed it is upon the whole wholesome, both for the school and for the individual Collegers, that each scholar should through his career at Eton look forward to such a possibility as one tending to make him feel that there is danger in remissness, and that his future fortunes are not altogether secured by past efforts and habits which he can safely discard. Not only therefore is it not, as before it may have been, expedient on general grounds that those who are superannuated should find compensation out of the general funds now applicable to this misfortune, but such a provision tends to defeat arrangements which are salutary, and which under present conditions may with much better effect be left to themselves to work out a cure for individual disappointments.

So far, therefore, as these emoluments are devoted to the use of those Collegers who have been superannuated without election to King's, we are of opinion that they may beneficially be freed from this restriction, and as the remainder are in effect given to those who have actually succeeded in obtaining King's, or who are still at Eton with their fortunes undetermined in this respect, we think that the advantages attendant upon both these positions are so ample, that any increase or improvement by distinct and additional emoluments should be won by new exertions, and this, if it be possible, in a wider sphere of competition. We except such cases as those of the Davies and Richards Exhibitions, which are specifically given to boys who have actually gained their election at King's.

Here the consideration recurs that there is a portion of the school so vast that it alone almost constitutes, in a numerical point of view, the whole school, which is now destitute of all encouragements of this nature. Nor is it surprising that during three and a half centuries of the existence of Eton no Etonian should have acted upon the thought that it was advisable to give the upper boys of the large Oppidan school a definite and immediate object for which the best scholars could honourably contend. During the same period the Collegers, in spite of the opportunity afforded by the nature of the endowment and the injunctions of the Statutes, were cramped into a

system of rotation which deadened every impulse to enterprise and rivalry. If, therefore, the very heart of the College was deprived of that stimulus to action which seems to have been a part of its original constitution, it would have been little consistent that any such motive force should have been studiously applied to other members of the school. But now that of late this vital power has been restored to the College with the best effect, and by its return has rendered superfluous endowments the chief use of which consisted in their connection with a mischievous system of election from Eton, there appear at the same moment both the season and the power of creating that for the Oppidans and the school which has been restored to the Scholars and the College. These Scholarships and emoluments, originally annexed to the College in order to remedy the disorders or irregularities of its system, and now clinging to it without a sufficient purpose, may be made a useful and additional source of energy to the Oppidan part of the upper school, and a bond of connection between Oppidans and Collegers. If they be so far detached from the College as to be open to the competition of both Collegers and Oppidans at the close of their career at school, this will not deprive the Colleger of anything which it is desirable that he should retain, and it will give to the Oppidan that of which the want is so much felt, and of which the possession in any other way is, for the present, almost to be despaired of,—a set of Exhibitions, and of endowments in the nature of Exhibitions. The contest for these will help to rekindle a spirit of study in the last and most useful years of school-life amongst those who are at present foreigners as it were to the competitive system existing in the school; and, while it will give the more studious among them an opportunity of measuring their strength against those who, as a body, in a special manner represent the intellectual habits of the school, it may awaken in Oppidans of intellectual powers and tastes, to whom the struggle for College was not necessary, the sense and the exercise of powers not otherwise aroused, and may possibly even create a new point of honour hereafter and a new sense of responsibility in them to rescue from a tame and acknowledged inferiority in knowledge a body who would not now submit to be inferior in any other point.

CHANGES RECOMMENDED.

We shall therefore recommend that all Scholarships, Exhibitions, and other emoluments in the nature of Exhibitions, now given professedly or virtually by nomination or appointment to King's Scholars at Eton, or superannuated King's Scholars, or to King's Scholars at either University (except as above-mentioned), be henceforth given by competitive examination, to which all Oppidans and all King's Scholars at Eton shall be admitted. For the purpose of ensuring such equality in point of age as is desirable, we recommend also that none be admitted to the competition who at the time of the examination have left the School.

We shall recommend also in the case of Scholarships such as the Reynolds Scholarships and Rous Exhibition, and all others of the same character, which are absolutely or conditionally tenable at particular colleges in either University, and are not paid out of the funds of the colleges with which they are so connected, that the restriction be removed, and that they be tenable at any college at either University. Such limitations on tenure constitute a restraint on liberty which diminishes the value of the Scholarship in all cases, and therefore must virtually reduce the competition for it. They must also in many cases act to exclude positively from the competition the very best candidates, that is, such as would be likely to succeed, or even may have succeeded, in obtaining College Scholarships elsewhere. Now that most colleges too have Scholarships of their own, open to all counties and all schools, the constant infusion of a few men educated at Eton into the society of their undergraduate members must be a slight advantage to them which it is not advisable to secure by any disadvantage which can affect Eton itself.

Certain conditions or restrictions affecting these emoluments which we think it advisable to impose or to retain, as well as some other provisions concerning them not requiring explanation, will be found in the appended series of Recommendations.

The Remuneration of the Masters.

REMUNERATION OF MASTERS. PRINCIPLES TO BE KEPT IN VIEW.

The principles which we think should be borne in mind, in any fresh regulations respecting the remuneration of the Masters, are these:—All extra payments for special instruction in those subjects which are to form part of the School course should be abolished. There will still, of course, remain some extra subjects, such as dancing, fencing, and swimming, for which extra charges will be made to the boys who choose to be taught; but the system of extra payments is incompatible with the due cultivation of those studies which it is desired to make general in the School. All leaving-fees and irregular or

ill-defined payments should be put an end to. An uniform charge for board and tuition should be made to all Oppidans, whether boarding with Classical or Mathematical Assistants, or with dames, so long as dames' houses are retained; of this a sufficient proportion should be retained by the tutor or dame to leave a profit on the cost of boarding, and the remainder should be paid into a common fund, to be called the Instruction or Fee Fund, out of which payments should be made to the several Masters, and some other expenses should be met; the Provost and Fellows should pay into this Fund the same amount in respect of each Colleger, as is paid by the Oppidans. The distribution of the fund should be regulated by the Provost and Fellows.

As an illustration of the mode in which such a fund might be raised and applied, we subjoin a scheme drawn up by one of our number, which we think would be found to work well, though we do not bind ourselves to the precise figures contained in it.*

SUGGESTED SCHEME.

* The following is the scheme referred to :—

The following scheme for the remuneration of the Head Master and of the other Masters of all classes rests upon the assumptions,—

(1.) That the numbers of the Upper School are to be limited to 650, and those of the Lower School to 150.

(2.) That the number of Assistant Classical Masters in the Upper-School (when it is full) is to be 21; of whom 16 are to be allowed to take private pupils and to keep boarding-houses, while five are to live in chambers and to have no pupils.

(3.) That the Lower Master is to cease to receive Upper School pupils, but is to be allowed to receive Lower School boarders into his house, and to treat them as his private pupils.

(4.) That the number of Assistant Classical Masters in the Lower School, when it is full, is to be four; all of whom are to be allowed to take Lower School boys as private pupils and to keep boarding-houses for the use of the Lower School only.

(5.) That the number of the Mathematical Assistants is to be seven, of whom five are to be allowed to keep boarding-houses for boys in the Upper School, and one to keep a boarding-house for boys in the Lower School.

(6.) That no boy either in the Upper or Lower School is to board anywhere but with a Classical or Mathematical Master, unless he lives with his parents, guardians, or near relatives in the neighbourhood of the School.

(7.) That every boy, whether oppidan or colleger, is to be the private pupil of some Classical Assistant Master; and that no Assistant Master is to be allowed to take more than 40 pupils in all.

It is proposed that every oppidan, whether in the Upper or in the Lower School, and whether boarding with a Classical or with a Mathematical Master, and without any distinction of social rank, should pay 120*l.* a year, of which 90*l.* should be retained by the Master in whose house he boards, and 30*l.* should be paid into a fund called the Fee Fund, to be administered by the Provost and Fellows. The 90*l.* to be retained by the boarding-house master is intended to defray the cost of board and lodging, and those small "school charges" now separately made on account of watching and lighting, and other items, and for the the sanatorium, and to allow 10*l.* to the master in respect of the moral care of the boy. It is estimated that in a house of 25 boys the actual cost of board and lodging will not exceed 70*l.* a year for each boy; so that the master of such a house may reckon that he will make a profit of 10*l.* a head on the charge for board, and will in addition receive 10*l.* a head for superintendence.

It is proposed that every classical master shall receive out of the Fee Fund on account of tuition a further sum of 10*l.* a year in respect of every pupil, whether boarding in his house or not, and whether he be oppidan or colleger.

It is proposed that the Provost and Fellows should pay 25*l.* a year into the Fee Fund in respect of each colleger in the School.

The annual income of the Fee Fund would thus, when the School is full, amount to 23,650*l.*, namely :—

	£
730 oppidans, at 30*l.* apiece - -	21,900
70 collegers, at 25*l.* „ - -	1,750
	£23,650

It is proposed to pay the Head Master by an annual salary amounting to 4,000*l.*, or at the rate of 6*l.* 3*s.* per head on the numbers of the Upper School when full. He at present receives 6*l.* 6*s.* per head, besides fees on entrance and leaving, and an annual payment from the College of 215*l.*, all of which it is proposed to abolish; but, on the other hand, he is subject to various charges on account of the stipends of the Assistant Masters and the school books and prizes, from which it is now proposed to relieve him.

It is proposed to pay the Lower Master an annual salary of 1,000*l.*

The Lower Master, as well as all the Classical Assistants, will also receive out of the Fee Fund the annual payment of 10*l.* for each of his private pupils, and when the School is full this will entail a charge of 8,000*l.* upon the Fund.

It is proposed that a salary of 300*l.* a year be given to each of the Assistant Masters, whether classical or mathematical, not having the charge of a boarding-house or being allowed to take private pupils. There will probably be six of these, and the charge on the Fee Fund in respect of them would therefore probably be 1,800*l.* a year.

It is proposed that a salary of 300*l.* a year be given to the principal Mathematical Master, and a salary of 100*l.* a year to each of the other Mathematical Masters who have the charge of boarding-houses. As there will probably be five of these, besides the Principal Master, the charge on the Fee Fund may be taken at 800*l.* a year.

It is proposed that two French Masters should be appointed with salaries of 600*l.* and 400*l.* a year respectively, and a German Master with a salary of 500*l.*, to include assistants if required. This would entail upon the Fund a charge of 1,600*l.*

It is proposed that two Lecturers in Natural Science should be appointed with salaries of 600*l.* apiece. This would entail a charge of 1,200*l.*

It is proposed to provide out of the Fee Fund for the payment of Teachers of Music and Drawing. The amount which will be required for this purpose has not yet been ascertained. It is stated conjecturally at 800*l.*, which will probably be more than enough.

It is proposed to establish 20 exhibitions of the value of 25*l.* apiece, tenable by oppidans, and payable out of the Fee Fund. This will entail a charge of 500*l.*

It is proposed to allow a sum of 500*l.* for books, prizes, and for the expenses of examinations.

These several charges will amount to 20,100*l.*, viz. :—

	£
Head Master - -	4,000
Lower Master - -	1,000
Tutors - - -	8,000
Assistant Masters (not Tutors) -	1,800
Mathematical Masters* - -	800
Modern Language do. -	1,500
Natural Science do. -	1,200
Music and Drawing do. -	800
Oppidan Exhibitions -	500
Prizes and Examinations -	500
Total - -	£20,100
Income of Fee Fund	£23,550
Surplus - -	£ 3,550 a year.

As long as the dames' houses are retained, the boys in them should pay 120*l.*, like the rest of the boys; but, as the charges in these houses now range from 60 to 80 guineas, the dames should pay the whole difference between their existing charges and the proposed 120*l.* into the Fee Fund. This would add somewhat to the surplus.

The anticipated surplus of 3,550*l.* a year will probably be found useful in smoothing the way to the introduction of the proposed new system. It is obviously to be wished that

* The scale of remuneration to the mathematical masters has been fixed on the assumption that they will keep boarding-houses, containing from 20 to 30 boys. These boys would yield them a profit of from 400*l.* to 600*l.* a year, to which 100*l.* a year would be added by way of salary. If they should not have this advantage, some higher payment should be made to them out of the Fee Fund.

College Revenues and Expenditure as affected by the proposed Changes.

The receipts and expenditure of the College which pass through the hands of the Provost and Fellows have always been kept in a distinct form, and will no doubt continue to be so kept, and it may be convenient that we should here deal with them by themselves and somewhat in detail, and on the assumption that effect will be given to our recommendations generally.

Gross Income. Answers of College, Statement A 1.

The total gross income of Eton College, including fines on renewals of leases, may now probably be taken at 21,000*l.* a year. The average of the five years ending 1860 was 21,062*l.*, and the tendency of the income is rather to increase than to diminish. The estimate is therefore a safe one.

Abstract of Expenditure. Ibid, I. 7, Statement A 2.

We will in the next place present a short abstract of the actual expenditure according to the 13 different heads under which it is classed in the College books. This expenditure falls far short of the income, because the receipts from fines are not brought into account. In estimating the future balance of revenue and expenditure, we shall include this item, according to the suggestion we have already made.

1. *Dieta.*—This includes all charges for the board of the King's Scholars, Choristers, College servants, and others, with some trifling additions in respect of election dinners,

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the new system should as far as possible be introduced at once, and not suspended for an indefinite period until vested claims have been extinguished. Some of the masters, however, will be prejudicially affected by it, and it would be well to have the means of making up any loss they may sustain, by payments from the surplus of the Fee Fund. The income of the Head Master, after making all abatements, may now be taken at 4,500*l.*; it is proposed to reduce it to 4,000*l.*, but an additional 500*l.* might be paid out of the surplus of the Fee Fund during the incumbency of the present Head Master.

The income of the Lower Master appears to be about 900*l.* a year, together with the profits of a boarding-house containing 38 boys, all of whom are private pupils. If the cost of this boarding-house be taken at 70*l.* a head, the profits of the Lower Master must be 38 times 60*l.*; as the charge to each boy is 130*l.* This would amount to 2,280*l.* a year, making his total income 3,180*l.* It is proposed to give him a salary of 1,000*l.* and to allow him to keep a boarding-house, and to take private pupils at a reduced profit. If he were to take 40 pupils, and all those pupils were boarders, he would only make 30*l.* profit on each (10*l.* for profit on board, 10*l.* for superintendence, 10*l.* for tuition), or 1,200*l.* on the whole, making his total income 2,200*l.* instead of 3,180*l.* The difference of 980*l.* a year might be made up to the present Lower Master out of the Fee Fund.

Some arrangement might also have to be made for the principal Mathematical Master. Mr. S. T. Hawtrey now receives about 1,000*l.* a year: it is proposed to give him 300*l.*, and to allow him to keep a boarding-house (or 600*l.* if he has no boarding-house); but it is very probable that he would find a difficulty in availing himself of this permission, at all events for some time to come, and both he and the Mathematical Assistant Masters might require some aid, and, perhaps, a considerable amount of aid, out of the Fee Fund.

The same will probably be the case with the French Master, who now receives 10*l.* 10*s.* a year for every boy who learns French. Dr. Goodford states the number who learn at about 100, which would give an income of 1,050*l.* a year, out of which I presume the second French Master, when there is one, is paid. We now propose to assign 1,000*l.* a year to two French Masters, and to give only 600*l.* of it to the senior of them, calling upon them at the same time to teach a very much greater number of boys than they do at present. The adjustment therefore of Mr. Tarver's claims under the new system will probably involve a further call upon the surplus of the Fee Fund.

By this time it is probable that charges enough have been thrown upon that surplus to convert it into a deficit. Yet the largest item of difficulty has still to be dealt with.

According to the proposed scheme, a tutor having 40 pupils, of whom 25 were boarders, would receive 900*l.* a year, namely,—

	£
10*l.* a head from the Fee Fund	= 400
and	
20*l.* a head from the boarders	= 500
	£900

If 30 of the boys were boarders, he would receive 1,000*l.* a year.

Now, Mr. James states the amount which an Assistant Master, taking 40 pupils, of whom 32 were boarders, would realize at 1,845*l.* a year; and he intimates that some masters the number of whose pupils is unlimited, may be receiving more. It is true that Mr. James mentions 1,845*l.* as a maximum, and says that on the average of seven years he has only received 1,145*l.* per annum. But the difficulty will arise chiefly in the extreme cases of the senior Assistant Masters; and it may very probably turn out that some eight or ten of these will lose 500*l.* or 600*l.* a year apiece by the new arrangement. If this is to be made up, it clearly cannot be out of the Fee Fund, unless that fund is replenished by some further payment from the boys.

The charge of 120*l.* a year, which it is proposed in future to make general, is the same as the charge now made in tutors' houses for board and tuition. Over and above this amount, those boys now pay 6*l.* 6*s.* a year to the Head Master, and 4*l.* 18*s.* to the mathematical fund. They have, besides, to pay 5*l.* 5*s.* as entrance money and leaving money to their tutor and to the Head Master, amounting in general to about 26*l.* 5*s.* more. Taking the time of a boy's stay at Eton to be four years, and spreading the entrance and leaving fees over that period, we find that his regular annual payments, exclusive of the school charges and any payments to extra masters, amount to about 19*l.* a year above the charge for board and tuition. If the tutors were for the present allowed to charge the boys in their houses 20*l.* a year more than the boys in the other boarding-houses are charged, a sufficient fund would probably be provided to meet all claims for compensation; and there would probably be no objection to keep up for some time longer the distinction between the charges in the tutors' houses and those in the dames' houses, particularly as the latter must still continue for some years to be kept by persons who are not engaged in tuition. It is not proposed that the tutors should retain this extra payment themselves, but that they should hand it over to the Fee Fund, and that compensation out of the fund should be made to those tutors who were losers by the change. Whenever it should be found that the Fee Fund could dispense with the whole or any part of this extra payment, it should be discontinued or reduced.

The best mode of applying any further surplus in future years, after all claims for compensation have been extinguished, should be left for the consideration of the Provost and Fellows. It might either be applied to the reduction of charges, the increase of salaries, the creation of exhibitions, or the introduction of new masters.

It is obvious that some margin must be left in order to prevent inconvenience in the case of fluctuations in the numbers of the School. In the event of any serious falling-off in either the Upper or the Lower School, a rateable reduction of salaries must take place; and as the number of boys in the Lower School is still much below 150, it is probable that full salaries could not be paid to its masters at present, except by way of compensation.

If it should turn out after all that the amount of compensations to be borne by the Fee Fund was greater than it could bear, the Provost and Fellows must increase the charge upon the boys. This might conveniently be done by imposing an entrance fee for some time to come.

and a few perquisites. The charge for 1860 was 2,688*l.*, and we find that the average charge for the seven years ending 1860 was 2,684*l.* We may estimate it at 2,700*l.*

2. *Liberatura.*—This charge, which is that for the gowns of the King's Scholars and the liveries of the servants, amounts on the seven years' average to 145*l.*

3. *Stipendia.*—This sum includes the statutory payments to the Provost, Fellows, Head Master, and Lower Master, and the payments to the Conducts, organist, lay clerks, caterer, and College servants. On the average it is 1,743*l.*, but the actual amount cannot be taken at less than 1,780*l.*

4. *Remunerationes Officiariorum.*—These, which are extra payments to the Provost, Fellows, and Head and Lower Masters for certain specific functions, together with payments to the Assistant Master in college and to some of the College officers, are on the average 599*l.*; but as of late years this item has considerably increased, it should be stated at 700*l.*

5. *Distributiones Ordinariæ.*—These are ancient payments and perquisites to the Head Master, chapel clerk, and other persons attached to the College, and also to the incumbents and curates of certain college livings. The average is 261*l.*, but this is below the actual amount, which may be taken at 350*l.*

6. *Focalia.*—This charge, for fuel, is on the average 351*l.*

7. *Stabulum.*—This item, which is that for the expense of a horse for the Provost, might be taken at 66*l.*, the amount in the year 1860. It had previously been about half that sum, but in that year the whole expense of the horse's keep appears to have been undertaken by the College.

8. *Feod. Regard. et Tax.**—Under this head, the amount of which varies greatly from year to year, are reckoned the rates and taxes on the College property, including the Provost's and the Fellows' houses, insurance, cost of management of all the landed property of the College, including new buildings and repairs, and all incidental charges of the usual character belonging to such property, grants towards chapels, schools, and parsonage-houses, and the interest on Mr. Wilder's post-obit gift, and on the money borrowed for the improvement of the College. The average is 4,204*l.*

9. *Quieti Redditus.*—The quit rents amount to 4*l.* 8*s.* 9*d.* per annum.

10. *Reparationes.*—This signifies the repairs of the property at Eton. The average is 1,524*l.*

11. *Expensæ Necessariæ et Cameræ Scholarium.*—The main charges under this head are expenses connected with the chapel, subscriptions to charities, watching and lighting, water supply, servants, and tradesmen's bills, extra payments made by the Master in College, washing, and incidentals. This amount also varies considerably; the average is 1,670*l.*

12. *Remanentia.*—The average of this charge, which we presume to be that for bills remaining unpaid from the preceding year, is 84*l.*

13. *Income Tax.*—The average is 457*l.*: but as this average includes some years of high payments, it may be taken at 400*l.*

The sum total of the expenditure thus calculated is as follows:—

	£
Dieta	2,700
Liberatura	145
Stipendia	1,780
Remunerationes	700
Distributiones	350
Focalia	351
Stabulum	66
Feod. Regard. et Tax.	4,204
Quieti Redditus	4
Reparationes	1,524
Expensæ necessariæ	1,670
Remanentia	84
Income Tax	457
	£14,035

* Probably *Feoda, Regarda, et Taxæ. Regardum* appears to mean an annual render or payment in kind by a tenant, or under an agreement.—*See* Ducange's Glossary.

The average amount of fines divided amongst the Fellows during the same seven years has been 6,584*l.*, which added to the above total brings the whole expenditure to 20,619*l.*, or within a small sum of the income as estimated. Statement A 1.

Proceeding on the basis of these calculations, we have now to examine what specific items of reduction are to be made in the above expenditure, assuming that effect is given to our recommendations. PROPOSED REDUCTIONS.

We shall advise that the stipendiary Fellows should be five in number: that the Provost should have 2,000*l.* a year, and each Fellow 700*l.*, all money allowances, as the rule, being abolished.

The total is $2{,}000l.+(700\times5)=5{,}500l.$

We have not the means of discriminating the incomes of the Provost and Fellows according to the seven years' average; but if we take them as furnished us by the College they amount from all sources to 7,653*l.*

Under this head therefore a saving may be estimated of $7{,}653l.-5{,}500l.=2{,}153l.$

It should be observed, however, that besides the sums given in Statement A 4 there are a few small items of charge, either money paid to the Provost and Fellows, or paid for them out of the College funds for specified objects. Some of these, as rates and taxes, are in respect of the houses, which are free of those burdens as well as of rent; and we do not propose to disturb that system. Others, as "Bavins," "Billet," "Provost "in lieu of ale," as well as some payments in kind which appear in Statement A 2, and which are not valued in money, are often considered as not out of character with ancient collegiate foundations, and the saving from the abolition of them would be insignificant. Statement A 4.

We suggest, therefore, no further reduction as respects the Provost and Fellows than the above, namely, 2,153*l.*

Next we propose to abolish the present payments to the Head and Lower Masters, amounting to $375l.+78l.=453l.$ Statement A 4.

Thirdly, we propose to abolish all payments as at present made to the singing men.

We shall have to provide for these payments in a simpler form on the other side of the account; but they are now made in an inconvenient shape, and with the daily chapel service, which we have suggested, the question assumes a new aspect.

We believe, however, that the exact amount of these payments cannot be stated with confidence from the College accounts. It would lead to an inconvenient minuteness of detail were we to go fully into the accounts for this purpose, but we may state that we have examined them carefully, and consider that the annual charge to be deducted in respect of this item may be put at 440*l.*

We may make the same remarks concerning the Choristers or singing boys, whose establishment we also propose to reconstitute; wherefore its present cost is similarly to be deducted, and the deduction allowed as a saving.

It may, we think, be taken at 120*l.*

Fifthly, we propose that the number of Conducts should be reduced from three to two. This would produce a saving of 120*l.*; but, as we suggest that one of the two should be paid 200*l.* instead of 120*l.*, the saving is 40*l.* a year.

We have now gone through all the specific items of reduction which we have been able to advise. But there remains a mass of miscellaneous expenditure of a character more or less variable, and of the description incidental to an ancient collegiate foundation of this kind endowed with land.

We think we ought not to assume that no reduction can be made in respect of this expenditure. We believe that the general administration of the College, as of the other schools with which we have dealt, will be improved under the changes we advise: though we do not intend to cast blame on that administration as it has hitherto been. But, moreover we are disposed to think that this expenditure, if looked at in its two main divisions of payments at the College itself and payments in respect of its estates, is in both branches very liberal. No one indeed would wish to see it other than liberal; and we do not suggest the practicability of more than a slight reduction.

It will have been observed that we have not been able to state the items of charge with regard to which we have suggested specific reductions according to the seven years average which we have struck in stating the expenditure. The accounts do not furnish the means of doing so; but in the case now before us, which is that of certain branches of expenditure in the mass, we will take the statement as above made and according to that average.

The material expenses of a variable character unconnected with the management of the property, whether at the College or elsewhere, come under the heads *Dieta*, *Expensæ necessariæ*, and *Cameræ Scholarium*. As above stated they amount to $2{,}700l.+1{,}670l.=4{,}370l.$

The corresponding items relating to the estates are under the heads *Feod. Regard. et Tax.* and *Reparationes.* The total under these heads is 4,204*l.*+1,524*l.*=5,728*l.*

It would appear, however, from an examination of the accounts under the head *Feod. Regard. et Tax.* that some of the charges are of a fixed character. The remainder, which are more or less variable, may probably be put at 4,400*l.*

But this sum, for expenses of management on a landed estate of the value of the one before us, is perhaps rather high, for we apprehend that for this purpose we can hardly reckon the fines on renewals, nor, it is clear, should the whole of the items under the title *Fortuiti proventus* be counted. According to this the gross rental seems to be under 13,000*l.* a year.

Statement A 1.

On the whole, with improved management we consider that some reduction might be effected in these two branches of expenditure.

The total saving then, under the six heads into which we have divided it is as follows:—

	£
Provost and Fellows	2,153
Head and Lower Master	453
Singing-men	440
Singing-boys	120
Conducts	40
	£3,206

New Charges.

Adverting now to the new charges proposed to be thrown on the College funds, we have first to notice that the increase in the Provost's income above what it now is, whatever its exact amount may be, has been already provided for.

We have proposed that the contribution of the College to the instruction fund of the school shall be 1,750*l.*

We have proposed to separate the Vicarage of Eton from the College, and to provide for it by a distinct charge of 600*l.* a year on the College funds.

The singing-men, in our opinion, as above stated, would only be wanted on Sundays. It seem to us that eight such men would be enough, and including the salary of the organist, we suppose that the expense should not exceed 250*l.* annually.

The choristers, we suggest, should be 12 in number; and perhaps their maintenance and instruction, with a moderate provision for them on leaving, may be put at 400*l.* a year.

The total of these four items of charge is as follows:—

	£
Instruction-fund	1,750
Vicarage	600
Singing-men	250
Singing-boys	400
	£3,000

Balance.

There remains therefore according to this calculation a balance of only 206*l.* saving, (3,206*l.*−3,000*l.*) to meet the increased charge in the College revenues for tea, sugar, and washing for the Collegers, which will probably not be less than 500*l.* a year, and for interest on whatever part of the expense of present and future new buildings may fall upon the College.

It must moreover be remembered that the above statement of the actual revenue and expenditure depends on averages, and estimates founded on them, which may not always prove accurate. On the other hand we have not taken credit for the savings which we believe may be made in the expenditure connected with the management of the property; and it is possible that upon some other points our estimates of expenditure may be found too high rather than too low.

But, further, we have already indicated our opinion that a fair claim on the College funds for compensations will in many cases arise in respect of the tenure of the boarding houses, if what seems to us a very necessary reform in the system of those houses is to be effected. It is obvious that in the state of the funds that we have described, these claims cannot be adequately met at once, which would be the most satisfactory arrangement. Each case must be dealt with at the proper time and on its own merits. It may be hoped that as this will be a gradual process, more economical management, the gradual improvement of the property, and especially the important specific increase of it

which is said to be certain though more or less remote, will enable the College to do so without serious inconvenience to itself. At all events that inconvenience, though it should last for some time, would be temporary and would ultimately disappear.

We must also point out that even if it should appear desirable that any or all of these lessees' interests should be bought up before it can be done out of income, it is not clear that it might not be done out of capital. A lease which is worth selling will usually be worth buying, and what the College bought up from the dames and lessees it might relet on fair terms to the Tutors.

Summary of Recommendations.

All the General Recommendations (Part I., pp. 52–55) are in our opinion applicable to Eton.

We add the following Special Recommendations.

Constitution of Governing Body.

1. That the Governing Body of Eton College should consist of a Provost and 14 Fellows, of whom 5 should be stipendiary, and 9 honorary.

2. That the Provost should be nominated by the Crown, and be a graduate of Oxford or Cambridge, of the degree of M.A. or some higher degree, 35 years old at the least, and not necessarily in Holy Orders, and that he should have an annual stipend of 2,000*l.*, and the house which is now assigned to the Provost.

3. That the Provost of King's for the time being should be *ex officio* one of the 9 honorary Fellows of Eton.

4. That the other honorary Fellows should be persons qualified by position or attainments to fill that situation with advantage to the School; that they should be entitled to no emoluments, and not required to reside. Three of them should be nominated by the Crown, and should be Graduates of Oxford or Cambridge, and the other 5 should be elected by the whole Governing Body.

5. That the 5 stipendiary Fellows should be elected by the whole Governing Body; that every person so elected should either have obtained distinction in literature or science, or have done long and eminent service to the School as Head Master, Lower Master, or Assistant Master; that not less than three of them should be in Holy Orders; and that each of the stipendiary Fellows should have a fixed stipend of 700*l.* per annum, and a house or lodgings within the College.

6. That, unless prevented by sickness or some other urgent cause allowed by the Governing Body, the Provost should reside at Eton during the whole of every school term, and each of the Stipendiary Fellows during three months in every year.

7. That the Provost and Fellows should be members of the Established Church, but not necessarily men educated at Eton.

College Offices.

8. That the Provost and Fellows should be at liberty to elect from among the resident Fellows a Vice-Provost, Bursar, and Librarian, and to assign to the two latter small fixed allowances, or to provide otherwise, as they may think best, for the performance by members of their own body of the duties belonging to those offices respectively; that they should also be at liberty, should they deem it more expedient, to appoint, instead of the Bursar, for the performance of the duties of that office, a person not connected with the College, at a competent salary.

Parish of Eton.

9. That the Provost should be relieved from the spiritual charge of the parish of Eton, and that the parish should be constituted a distinct vicarage in the gift of the Provost and Fellows, and endowed with an annual sum of 600*l.*, which should be a charge upon the revenues of the College. The amount of the endowment might be somewhat diminished, should the Vicar be provided with a house or adequate lodgings by the College.

Conducts.

10. That the number of Conducts should be reduced to two, one of whom, appointed by the Provost and Fellows, should have the title of Precentor, and be responsible for the proper performance of the Chapel Services and the general efficiency of the choir. That the Curate for the time being of the parish of Eton, appointed by the Vicar of Eton and approved by the Provost, should be the other Conduct. That each Conduct should receive, as such, a yearly stipend of 120*l.* as at present; but that the Precentor Conduct should receive, as Precentor, a further yearly stipend of 80*l.*

Choir.

11. That the Provost and Fellows should procure, as they may think best, the services of singing-men for the College Chapel; but that provision should be made out of the

College funds for the maintenance of an adequate number of choristers or singing-boys to belong solely to the Chapel.

12. That such boys should have a general School education, musical teaching, and moral superintendence provided for them according to the best examples of the Cathedrals, together with an annual allowance in food and clothing, or in money, and should at the proper age be apprenticed to some trade, or receive some fair equivalent out of the College funds.

College Livings.

13. That the right and the responsibility of presenting to benefices in the gifts of the College should rest in the Provost and Fellows as a body; and that length of service as an Assistant Master, coupled with fitness for the care of a parish, should be deemed to constitute a claim, though not an absolute or paramount claim, to a College living.

14. That no ecclesiastical preferment in the gift of the College should be tenable with the Provostship, nor with a stipendiary Fellowship.

15. That the practice of granting beneficial leases should be discontinued as speedily as the means at the disposal of the College will permit, and that all fines which may be received hereafter should be brought into the general accounts of the College. That in carrying these changes into effect due regard should be had to the interests of the present Provost and Fellows, and that for this purpose, should it be found practicable to do so, fixed annual sums equal to their average dividends for the last seven years should be allotted and paid to them respectively in lieu of their respective shares of fines.

Quorum of Governing Body.

16. That, whenever the whole number of the Governing Body is complete, 7 should be a quorum; and that, whenever it is not complete, a proportion not less than one-half of the existing body should constitute a quorum.

Elections to College.

17. That in elections to College all local preferences should be abolished; that no boy should be deemed disqualified on account of illegitimate birth or of any bodily imperfection; that longer notice should be given before each election; that such notice should state the subjects of examination, and should give information as to the value of a scholarship; and that the scholarships should be awarded according to one scale of merit, by one examination, to which no boy should be admitted under the age of 11 nor over that of 14.

18. That in the election of boys to College, or from College to King's, in case of an equal division of votes, a second or casting vote should be given in the former case to the Provost of Eton, and in the latter to the Provost of King's.

Collegers' Payments, &c.

19. That all payments by Collegers for instruction and tuition of every kind (except for voluntary extras) should be abolished; that the yearly payment of five guineas to the College for attendance, &c., should also be abolished; that tea, sugar, and washing should be supplied to them at the expense of the College; that their diet should be more varied; and that such services at dinner in Hall as are now performed by fags should be performed by servants.

School Council.

20. That the School Council (General Recommendation VI.) should consist of not more than 15 members, and should comprise a certain number of the Classical Masters engaged in each part of the School (including one at least not having charge of a boarding-house) a certain number of the Mathematical Masters, and some of the Teachers of Modern Languages and Natural Science; and that in the absence of the Head Master the Lower Master should preside, if present.

Number of School.

21. That the number of boys (including Collegers) in the Upper School should never exceed 650, and that the number in the Lower School should never exceed 150.

Admission to School.

22. That the Head Master should keep an admission-list, upon which the names of candidates for admission as Oppidans into the Upper School should be entered in the order in which applications are received; no boy's name, however, being entered until he has completed his eighth year; that, as vacancies occur in the School, they should be offered in succession to the boys on the list, no distinction being made between boys who may happen to be in the Lower School and others. That it should be optional with each boy whether he will present himself as a candidate for examination at once, or wait for another vacancy; but that each boy who presents himself should be examined, and, if found unfit to enter the part of the School for which his age qualifies him, should be placed at the bottom of the list; and that no boy's name should be retained on the admission list after he has completed his 15th year.

23. That no boy should be admitted into the Upper School under the age of 11, nor (except in the case herein-after provided for by the 25th Special Recommendation) above that of 14.

24. That a separate admission list should be kept by the Lower Master for the Lower School; that boys in the Lower School should have no preference, in respect of admission to the Upper, over boys from other places of education (except as to the age of admission in the case provided for by the 25th Special Recommendation); that they should be required, before entering the Upper School, to pass the same examination as boys from other schools, and should, like them, be placed in any part of the Upper School for which they may be found qualified.

MAXIMUM AGE FOR LOWER SCHOOL.

25. That no boy should be allowed to remain in the Lower School after completing his 14th year, the maximum age of admission into the Fourth Form, unless he shall be in the highest class of the Lower School and there shall be a reasonable prospect of his being able to enter the Remove before completing his 15th.

FOR REMOVE AND FIFTH FORM.

26. That the maximum age for admission into the Remove should be 15, and, for admission into the Fifth Form, 16; and that no boy should be allowed to remain at the School after he has passed either of those ages without obtaining promotion into the Form for which it is the maximum, unless he shall fall within the exception mentioned in General Recommendation XXV.

NUMBER OF AND ADMISSION TO SIXTH FORM.

27. That the number of boys in the Sixth Form should be fixed at not less than 30, and that the admission of boys into the Sixth Form should be determined by a competitive examination to be held once in every half-year, and by which as many boys shall be elected out of the upper division of the Fifth Form as are required to complete the Sixth.

UPPER FIFTH.

28. That the upper division of the Fifth Form should be subdivided into two parts, the senior upper division, and the junior upper division; that the number of the senior upper division should be limited, and that promotion from the junior upper division to the senior upper division should take place by a system of competition once in every year, similar to that proposed for the promotions to the Sixth.

SIZE OF DIVISIONS.

29. That the number of boys in a division should not, as a general rule, exceed 30.

SCHOOL BOOKS.

30. That the system under which the School has provided books, specially designed for Eton, should be discontinued.

COURSE OF STUDY.

31. That the whole of the classical course and the books used in the School should be carefully revised.

32. That the work of all the Forms and Divisions should be arranged with the special view of providing that the boys' work may become more difficult in just proportion to their rise in the School, and that, amongst other provisions to be made for this purpose, the time of a boy should not be too long or too exclusively devoted to the same author.

33. That the amount of repetition should be diminished, and that the system of construing the School-work with the Tutor before doing it in School should be abolished.

34. That, subject to the foregoing provision for diminishing the quantity of repetition, there should be introduced occasional and careful recitation of choice passages of Latin and Greek prose, and of English poetry or English prose.

35. That a larger amount of translation from English into Latin and Greek verse and prose should be introduced; that the amount of original composition in these two languages should be diminished; and that some part of the original composition in them should be exchanged for translations into English, both oral translation (as distinct from construing) and written, and that in estimating the merit of such translations due regard should be paid to the correctness and purity of the English.

36. That the period during which each boy studies Natural Science as a regular part of his School-work should, at the least, not be less than the interval between admission to the Lower Fifth and admission to the Upper Fifth; and that the teaching of Drawing or Music should continue, at the least, until admission to the Lower Fifth. (*See* General Recommendation XII.)

37. That any boy who is studying French should be allowed, if he pleases, to take up German also as an additional subject at trials, and *vice versâ*, and that the same liberty should be allowed with respect to Italian, and also with respect to Natural Science in parts of the School where it does not enter into the regular School-work; and that the marks obtained for any additional subject so taken up should be allowed to count in determining the boy's place in his Remove.

38. That the permission to discontinue some part of the School-work in order to devote more time to some other part of it (General Recommendation XIII.) should not be given to any boy till he has reached the Upper Fifth Form.

39. That the scheme of work in the Lower School should be so arranged as to allow rather more time than at present for exercise and relaxation in that part of the School.

EXAMINATIONS.

40. That since the labour of the Head Master in School-work (including examinations as they are at present conducted) appears to be now greater than is desirable, means should be taken to relieve him partially from it, in order that he may have more time for superintendence; that in conducting the examinations for Removes a larger share should be assigned to Assistant Masters, and especially Assistants not having charge of pupil-rooms.

41. That at least once a year some of the more important school examinations should be wholly or in part conducted by Examiners unconnected with the School; that such Examiners should not be necessarily Etonians, and should be paid a reasonable remuneration out of the School or College funds.

PRIZES.

42. That prizes should be instituted for original composition on given subjects in Latin prose and verse, and in English verse; and that the prize compositions, together with the Richards prize compositions, should be publicly recited, and the prizes themselves actually given, before the whole School and such visitors as may be collected for the occasion.

43. That prizes should be instituted for translation of set passages of prose and poetry both into and out of the classical languages, and should be given in a similar manner.

OPPIDAN EXHIBITIONS.

44. That it is desirable that a certain number of exhibitions should be founded, to be competed for by boys under the age of 16, and tenable as long as the holder remains at school; and that, in consideration of the endowments already enjoyed by the Collegers, Oppidans alone should be allowed to stand for these exhibitions.

45. That these Exhibitions should be attainable by superior merit in any of the branches of instruction (other than music and drawing) forming part of the regular course of study, but that not less than half of the whole number of them should be reserved for classics; and that a detailed scheme concerning them should be framed by the Provost and Fellows.

46. That, if possible, the number of such exhibitions should be not less than 20, and that the Provost and Fellows should create, as they may find it practicable to do so, by means of the Instruction Fund, so many of them as shall not be established by private benefactions.

SCHOLARSHIPS TENABLE AT UNIVERSITIES.

See List of Scholarships, Exhibitions, &c. appended to Dr. Goodford's Answers.

47. That all Scholarships, Exhibitions, Postmasterships, and other such pecuniary emoluments now given to Etonians by nomination for their maintenance at any College at either University, should be awarded by competitive examination, subject (as to the emoluments to which those restrictions or any of them apply) to the existing restrictions in favour of sons of clergymen or others not in affluent circumstances, and to sons of clergymen or of widows with large families; provided that in any case in which it shall be proved to the satisfaction of the Provost and Fellows that peculiar hardship results from the above regulation to any boy who but for its operation would have been eligible for one of the above Exhibitions, they should have a discretionary power to dispense with it.

48. That where more than one such Scholarship or other emolument above mentioned are supplied out of one endowment, the Provost and Fellows should have power to combine several emoluments into one, or divide one into two or more, as they may deem most conducive to the interests of the School.

49. That where any such Scholarships or emoluments are now awarded to Etonians who have already left school, they should be henceforth awarded to boys quitting the school.

50. That where any such emoluments are supplied from funds not held by or for any particular College, it should be in the power of the successful candidates to hold them at any College at either University.

51. That in consideration of the changes recently effected as to the method of awarding King's Scholarships at Eton and Scholarships at King's, whereby Collegers at Eton cease to owe their superannuation for King's to accident and ill fortune, all such Scholarships, Exhibitions, and other emoluments as are now awarded to Collegers who have not obtained King's should be henceforth open to the competition of all Eton boys, Oppidans as well as Collegers, not being scholars of King's; and that in all cases it shall be in the power of any Colleger at Eton to offer himself as a candidate for such emolument in lieu of offering himself for a Scholarship at King's, if he shall think fit.

SCHOLARSHIP EXAMINATIONS.

52. That in the competitive examinations for King's Scholarships and Exhibitions at Eton, Scholarships at King's College Cambridge, and other Scholarships and emoluments

at the Universities hereby opened for competition to Oppidans and Collegers, it is desirable that the several studies of the School should affect the success of the candidates in the same manner and degree in which in the School examinations they are allowed to affect the places of the boys in their removes.

53. That the time-table or arrangement of the hours of the classical work should be recast on the principle of equality and uniformity between the several weeks of each school-time ; that to this end the due number of holidays and half-holidays should be fixed irrespective of Saints' days, which should only be observed by their proper religious service in chapel, except in the case of Ascension Day, which is the only one of the great Church festivals which can occur during the school-time. TIME TABLE.

54. That there should be a daily morning Service in the Chapel in lieu of prayers in the boarding-houses, not exceeding in length a quarter of an hour, and fixed by the Provost and Fellows ; that the choral or musical element should be introduced into this Service ; that it should be as nearly as possible the same in length on all week-days, including holidays, except that on Saints' days it should comprise the proper Services of the day according to the Prayer Book, and that on Ascension Day there should be the full morning and evening Service of the Church. CHAPEL SERVICES.

55. That, except in the last-mentioned case, the boys should never be required to attend any afternoon Chapel Service on week-days.

56. That the Governing Body should frame a scheme for the preaching in the College Chapel ; that in framing such scheme they should not be restricted in the choice of preachers, but that it should be provided that all the Masters and Assistant Masters of the School in Holy Orders, as well as the Fellows, have the opportunity of occasionally preaching, if they are willing to do so, in the College Chapel. SERMONS.

57. That permission to keep a boarding-house should in future, as vacancies occur, be granted only to Classical and Mathematical Masters ; but that in carrying this recommendation into effect due regard should be paid to interests heretofore acquired, and that such equitable claims as may appear to be well founded should be met by reasonable compensation. BOARDING HOUSES.

58. That boarding-houses kept by Masters in the Lower School should be confined to boys in the Lower School, and that boys in the Lower School should be admitted into such boarding-houses only.

59. That the Assistants in the Mathematical School should be entitled Mathematical Assistant Masters ; and that, as regards the assignment of boarding-houses, the authority to enforce discipline out of School, the arrangements in Chapel, and, so far as may be practicable, in all other respects, they should be placed on a footing of equality with the Classical Assistant Masters. MATHEMATICAL MASTERS.

60. That every Mathematical Master should be considered the Tutor for general superintendence of all the boys in his boarding-house.

61. That, in applying to Eton the General Recommendations XXVI.—XXVIII., the payment to be made to or retained by the Tutor for the private tuition of each of his pupils should be distinct from the payment to be made to him as an Assistant Master in the School ; and that the annual payment to be made by the College for the instruction of each Colleger should be 25*l.* ; and that the general principles of the scheme suggested above (p. 124) should be pursued so far as it may be found conveniently practicable. CHARGES AND EMOLUMENTS.

62. That chambers or lodgings should be provided for some of the younger Assistant Masters, and a Common Room open to the Assistant Masters generally ; and that the junior Assistants should not be authorized to keep boarding-houses until their power of managing boys and their aptness for school life has been tested. JUNIOR ASSISTANTS.

63. That no extension of the holidays should be ever allowed, except in obedience to Royal command or upon sanitary considerations. HOLIDAYS.

64. That the system of "shirking" should be abolished. "SHIRKING."

CHAPTER II.—WINCHESTER.

Statement.

THE COLLEGE.

1. *Constitution of the College.*

Constitution of College. Answers of the Warden, II. 1, 2.

The College of St. Mary of Winchester near Winchester, commonly called Winchester College, was founded in 1387. It originally consisted of a Warden, 10 Fellows, 70 Scholars, one Head Master, one Usher or Second Master, 3 Chaplains, 3 Clerks, and 16 Choristers. By an Ordinance of the Oxford University Commissioners, which took effect in 1857, this constitution has been considerably modified: the ten Fellowships are to be reduced, as vacancies occur, to six; with the income thus set at liberty the number of Scholars is to be increased to 100, and 20 Exhibitions are to be founded not tenable with Scholarships. No Fellowship has become vacant since this Ordinance came into operation. There are still, therefore, 10 Fellows and not more than 70 Scholars, but the College has found the means to elect several Exhibitioners, the annual payments to whom amounted in 1861 to 225*l.*

2. *Statutes, Visitorial Authority.*

Statutes.

We have observed in our Report on Eton that the Statutes of that College were probably modelled upon those of Winchester, and bear a strong resemblance to them. An edition of the latter was published in 1855 by the Oxford University Commissioners. By an Ordinance framed by the Commissioners and approved by Her Majesty in Council, and which is placed, under the Act 17 & 18 Vict. c. 81. on the same level in point of authority as the original Statutes, many parts of these Statutes were abrogated, and many new provisions introduced. Measures have been taken to digest the new matter, and so much of the old as remains unrepealed, into one code, and we have been informed that the completion of this only awaits the publication of our Report.

Ordinance, s. 41.

The Warden and Fellows are empowered, with the consent of the Visitor and of the Queen in Council, to alter and amend the Statutes from time to time.

Visitor. s. 37.

The Bishop of Winchester is Visitor, and has held visitations occasionally, but rarely. Under the Ordinance of 1857 he is expressly authorized to visit whenever he may think proper, or, without holding a visitation, to require answers in writing touching any matter as to which he may deem it necessary to inquire. We shall have occasion to advert hereafter to a change, very important and beneficial to the College, wrought by the spontaneous interference of the present Bishop in 1854.

"Scrutiny." Answers of the Warden, II. 8. Winchester Evidence, 229, 256. Statutes Rubr. III.

What is called a "Scrutiny" is held once a year by the Warden of New College and two Fellows of that society elected for the purpose, who come to Winchester to take part in the annual election. They are empowered by the Statutes to inquire generally respecting the government of the College and all its members, and to correct and reform whatever they may find amiss, having recourse to the Bishop of Winchester in any case which they cannot themselves dispose of without grave inconvenience. In practice this investigation seems to be confined to the seven senior and seven junior boys in College, who are questioned separately as to their comforts, and any matter of which they may have to complain; and the power actually to correct abuses is considered to be lodged in the Bishop.

3. *Endowments, Revenues, and Expenditure.*

Income.

The Endowments of Winchester College consist of landed property and funded stock, which produced, on an average of the seven years ended in 1860, a gross annual income of 15,494*l.* 17*s.* 6*d.* The income of 1860 amounted to 17,622*l.* 5*s.* 5*d.* The specific items during the seven years were as follows:—

	Average of 7 Years.			1860.		
	£	*s.*	*d.*	£	*s.*	*d.*
Rents	5,825	13	11	6,471	9	1
Copyhold fines and heriots	2,779	18	0	1,365	12	6
Leasehold Fines	4,588	10	0	7,200	0	0
Dividends on Stock	1,314	2	3	1,290	14	6
Timber	921	13	3	1,025	15	8
Miscellaneous	65	0	0	268	13	8

Donations, subscriptions, and expenses of management, which altogether are of considerable amount, are not deducted from the foregoing statement.

The total expenditure for 1860 (excluding nearly 1,200*l.* spent in purchase of land and in obtaining the renewal of a lease) was 20,098*l.* 6*s.* 7*d.*, exceeding the receipts by 2,476*l.* 1*s.* 2*d.* The excess was paid out of a balance which remained in hand from previous years. EXPENDITURE.

The following table shows the general distribution of the revenue in 1860:—

	£	s.	d.	£	s.	d.
Expenses of management, and miscellaneous disbursements for purchase of land, &c.	-	-	-	2,610	5	5
Donations and subscriptions, &c.	-	-	-	2,094	14	3
Repairs and insurance of College buildings	-	-	-	1,402	8	6
Chapel and Library, including stipends of Chaplains, Organist, Lay-clerks, &c.	-	-	-	498	8	3
Choristers	-	-	-	336	3	8
Purchase of provisions, fuel, &c.; lighting and warming; wages of matron and servants; playground, &c.	-	-	-	3,347	8	8
Stipends paid to Head Master and other Masters	-	-	-	1,035	14	6
Exhibitions for Commoners	-	-	-	225	0	0
Warden's share of fines and allowances	1,750	2	2			
Ten Fellows' do.	6,598	1	8			
				8,348	3	10
Assistant Bursar	-	-	-	200	0	0

Answers of the Warden, I. 7.

We are informed that the leases are being run out gradually, but slowly. "It is the only way," says the Warden, "by which we can increase our income." According to the scale on which the fines are at present fixed, and which the Warden considers somewhat too favourable to the lessees, the latter get 7 per cent. on their outlay. Winchester Evidence, 5, *et seq.*

The College estates lie chiefly in Hants and Wilts, but parts of them are scattered through other southern and western counties. They are managed by the Warden, with the assistance of a steward.

The College likewise holds, on special trusts for Exhibitioners and other purposes, the large sum of 60,132*l.*, with land which produces a net income of 204*l.* 14*s.* 11*d.* SPECIAL TRUST-FUNDS.

4. *The Governing Body.*

The Warden and Fellows are the Governing Body of the College. GOVERNING BODY.

Under the original Statutes no person was eligible to the Wardenship unless he either was or had been a Fellow of Winchester, or of New College. This restriction was removed by the Ordinance of 1857; and the requisites now are that the candidate should be a Graduate in Theology or Law, or a Master of Arts, in Priest's Orders, and not less than thirty years of age. The right of election continues to be lodged in the Fellows of New College, lapsing, however, to the Bishop of Winchester, in any case in which the election does not take place within one month. QUALIFICATIONS AND ELECTION OF WARDEN. R. VI. s. 1.

The election to a vacant Fellowship resides in the Warden and Fellows for the time being. Under the original Statutes a preference is given to Fellows, or former Fellows, of New College, and then to "Conducts" or Chaplains of Winchester College, or persons having filled that office. By the Ordinance it is provided that "the preference given to "those who are or have been Fellows of New College, shall be extended alike to the "Master, Usher, and Assistant Masters of the School at Winchester College, for the "time being, and to those who shall have held any of the said offices, and to those who "shall have been educated for two years at the said School." A local preference given by the old Statutes to natives of certain counties is abolished, but a candidate is still required to be in Priest's Orders. OF FELLOWS. s. 5.

The ancient statutory emoluments of the Warden, besides a suitable provision for his table not limited in amount, were a stipend of 20*l.* a year, and 12 yards of cloth at 1*s.* 8*d.* a yard. Each Fellow had a stipend of 5*l.*, six yards of the same cloth, and twelve pence weekly for commons. It appears, however, that the Governing Body of Winchester, like that of Eton, have been in the habit of dividing amongst themselves the fines received on renewals of leases of the College estates, which were let at old reserved rents. In 1860, the "Warden's share of leasehold fines and allowances," is stated to have been 1,750*l.*, and the aggregate shares and allowances of the ten Fellows were 6,598*l.*: the fines were, however, above the average in that year, and we are informed by the Warden that his whole average emoluments are estimated at 1,700*l.*, and those of each Fellow at 550*l.* per annum. The Ordinance authorizes them to divide surplus income, but this permission has not been used to the full extent. It is immaterial whether the money received from fines is divided as such, or as surplus revenue; but the question whether EMOLUMENTS. Answers, I. 7.

fines, as such, are divisible, may, of course, materially affect the question what is surplus revenue.

Evidence, 156, 163. Under the Statutes the Fellows were to sleep three in a room, whilst two rooms were assigned to the Warden. The Warden has now a good house; another house and two or three rooms are set apart for the use of such Fellows as may be occasionally resident. A suite of rooms over the Scholars' chambers is now occupied by the Second Master.

College Livings. Answers of the Warden, I. 9. Evidence, 21–28. Of the 13 livings in the gift of the College,—

	£		£
One is under 100 in value.			
Two are over 100 and not exceeding			200.
Six are over 200	„	„	300.
One is over 300	„	„	400.
Two are over 400	„	„	500.
One is over 500	„	„	600.

Seven of these, which do not include the two of highest value, are held by Fellows; one by a gentleman who was formerly Assistant Master. It should, perhaps, be added, that of the Fellows holding livings one had been Second Master, and had been presented to a living before he obtained a Fellowship.

Duties and Powers of Warden. The Warden has, by the Statutes, the general government of the Foundation, his position being that ordinarily assigned to the Head of a College. He takes also, as it appears, a principal share in the management of the College estates, and he commonly resides within the College. By the old Statutes he is not permitted to be absent more than two months in the year. Under the Ordinance of 1857 he is required to reside eight months only in each year. The Statutory provisions respecting the residence of the Fellows were repealed, and the College was directed to frame new regulations on the subject. This has not been done, but the present Warden informs us that he has been engaged in preparing some regulations on the subject which he has not yet submitted to the other members of the Governing Body.

Evidence, 139, 162, 188, 189.

Of Fellows. Evidence, 139–142, 155, 156. Evidence, 353, 354. Evidence, 153–214. Evidence, 162. Of the Fellows one or two, the Warden states, have been resident in his time, one of these being the Bursar, in whose case residence is necessary. But practically, says the Head Master, they are non-resident, and such rooms as there are for them are seldom occupied. They come up at stated periods, four times a year, and the Warden calls a special meeting whenever he thinks it expedient. They elect, in conjunction with the Warden, the Head and Second Masters; and the consent of a majority of them is required by the Statutes for the transaction of all the more important business (*majora negotia*), and for the expulsion of a Scholar on the Foundation. They are not required to take any part in the Chapel service; their position, in short, is that of non-residents who have a voice in business of importance, and whom the Warden consults as often as he thinks proper.

Evidence, 143–152. The Warden is of opinion that any further reduction of their number would be prejudicial to the interests of the College. He regards them as a "valuable Board of Trustees," and the Fellowships as likely to afford in future a provision for Masters who have grown too old for their work; admitting, however, that they have not hitherto served this purpose. They have supplied a Governing Body, and have afforded to a certain number of the Fellows of New College the means of marrying on a comfortable income. The Ordinance, whilst it makes Masters of the School eligible for Fellowships, requires that the electors shall choose that person who shall appear to them to be of the greatest merit, and most fit to be a Fellow of the College as a place of religion, learning, and education. The Head Master, whilst he has no wish to disturb an ancient constitution, thinks it not very material, as regards the mere educational interests of the School, whether there are any Fellowships or not. "I really do not feel their presence at all."

s. 5. Evidence, 362.

5. *The Choristers.*

Choristers. Statutes R. VIII. Answers of Warden, I. 7, II. 16. The choristers at Winchester were placed by the Statutes on a somewhat lower level than those of Eton and Westminster. They were to be admitted out of regard for charity,—"*intuitu charitatis*," to make the beds of the Fellows, and help to wait in Hall, and to live upon the "fragments and relics" of the Fellows' and Scholars' tables, if these were sufficient for them; if not, they were to have suitable nourishment at the expense of the College. The choristers are now boarded, lodged, educated, and at the proper age apprenticed, at the cost of the College. The expense under this head in 1860, including the Schoolmaster's salary, board during the holidays, books, and medical attendance, bills for clothing and apprentice fees, was 336*l.* 3*s.* 8*d.*

6. *The Scholars.*

The Scholars are elected, in conformity with the old Statutes, by the Warden, Sub-Warden, and Head Master of Winchester College, jointly with the Warden of New College and two Fellows of that Society chosen for the purpose. The old qualifications, preferences, and restrictions were substantially the same as at Eton, to which the Winchester regulations were transferred, except that boys born out of wedlock or in serfdom were not excluded, that a preferential claim was given to boys of the kindred of the Founder, and that, instead of the local preference given at Eton to two counties, a like preference was at Winchester given to the diocese of Winchester in the first place, and then to 11 counties concurrently. Choristers were eligible, but had no preference. By the Ordinance of 1857 the preference of Founder's kin and the local preferences are removed, and no candidate is to be ineligible on account of any bodily imperfection which might incapacitate him for Holy Orders, nor "by reason of any restriction in respect of property "or pecuniary circumstances contained in the Statutes, but the electors may refuse to "admit as a candidate any one whom they may deem to be not in need of a Scholarship," and *cæteris paribus* they are "to have regard to the pecuniary circumstances of the "candidates." A boy who has attained the age of 14 is, under the Ordinance, no longer eligible. No boy has yet been excluded from the competition on the ground of comparative affluence, and it does not appear that any inquiries are made respecting the circumstances of the candidates. Dr. Moberly apprehends that it would rest with the electors to reject a candidate on this account; practically it seems to rest with the Warden and Head Master, who are on the spot and receive the papers. Neither does it appear that the *cæteris paribus* preference in favour of poverty has been acted upon. But it would be acted upon, we are told, should the case arise, and Dr. Moberly states that parents have within his knowledge declined to send their sons as candidates, from feeling that their own circumstances were such as to render the assistance of a Scholarship unnecessary to them.

Qualifications and Election of Scholars.

R. II.

Ordinance s. 12.

Evidence, 406–411. 981–990.

Until 1854 the electors nominated the Scholars without a competitive examination; in that year the system was exchanged for open competition. Eton, which owes so large a debt to Winchester, set her in return the example of this great and beneficial change, which is clearly agreeable to the spirit, and not at variance with the letter, of the Statutes of both Colleges. The Bishop of Winchester, who was on intimate terms with Dr. Hawtrey, and had heard from him of its success, proposed of his own accord the introduction of it, and it was carried into effect against the expressed opinion of the Head Master. "I feared," writes Dr. Moberly,—

"that we should be liable to have boys brought in among us, of whose character and connexions we had no assurance, and who might prove to be very undesirable members of our community; and I wished that in our elections, (a thing which I still think much to be desired in the competitions of older candidates for public positions,) a scheme might be devised to combine the advantages of a very real competition with the responsibility of nomination. But I am bound to acknowledge that with us the change has been unmixedly beneficial. The candidates are very young, and we find that we have the best of securities for the character and connexions of such young boys, when we find them capable, from 10 to 14 years old, of winning such a race on such subjects. It is not in ill-conducted families that little fellows of that age learn their grammars so well, or know how to write Latin verses. Let me offer my testimony without reserve. The open elections have been excellently successful. In point of ability, good conduct, and general promise, we have lost nothing, and we have gained much. We do not know what it is to have a thoroughly stupid boy a scholar."—*Letters to Sir W. Heathcote, pp.* 5, 6.

Five Short Letters to Sir W. Heathcote, pp. 5, 6. Evidence, 437.

The whole School has reaped great benefit from it. "Of old we had a small connexion, "and a considerable narrowness in the system altogether. We were comparatively poor "in boys. This open competition brings boys of all abilities, of all families, from all parts "of the country, and so spreads our connexion very widely."

Evidence, 403.

In 1857 the system of open competition was rendered obligatory on the College by an Ordinance of the Oxford University Commission, which had been appointed by Act of Parliament in 1854.

It is the custom to give previous notice of every election in the "Times," and to send circulars conveying further information to every person who makes inquiries on the subject. It has not been usual to mention in the notice the limit of age, the subjects of examination, or the value of a Scholarship, facts which it would be convenient for parents to know, and the statement of which would probably diminish the necessity for subsequent correspondence. The average number of vacancies has hitherto been 10, and the average number of candidates about 100. In 1861, the candidates were 108, of whom 8 were admitted. In 1862, there were 137 competitors for 7 vacancies.

Evidence, 920.

Evidence, 920, 1551.

THEIR CONDITION. R. XIII.

Under the Statutes a Scholar had 8*d.* a week for commons, those under their 16th year "having breakfast also of the aforesaid commons at the due and accustomed days and "times;" each was to have also cloth enough for a long gown and hood, to be worn, during the first year, only on Sundays and holidays. The Warden, Fellows, Master, and Usher were permitted to give away their old gowns, after five years' wear, to the poor scholars and choristers, if they chose to do so. The Scholars were to sleep in the rooms on the ground floor, under the chambers occupied by the Fellows.

We have little information about the treatment of the Scholars until within the last quarter of a century, during which it has been much improved in various ways. Custom and tradition have always possessed great power at Winchester, and the progress of change has been slow. The "children,"* as they were formerly called, still eat their dinners on little trenchers of wood, which they would be unwilling to exchange for plates, and sleep in the six chambers originally allotted to them, (to which, however, the ancient school-room has since been added as a seventh,) on oaken bedsteads more than two centuries old.

Walcott, p. 196.

Until the 16th century, they slept on bundles of straw, and their chambers were unfloored; the bedsteads and flooring were the gifts of a famous Wykehamist, Dean Fleshmonger. In the early part of the 17th century, a Scholar paid on his entrance for his bedding, for his surplice, for the making of his gown, for candles, and for his "scob" (box) to hold his books in school. He paid also 1*s.* to his predecessor for "glasse windowes," and 14*s.* "for learning to write." There is a Visitor's letter extant, dated early in the 18th century, which orders that bed-makers should be appointed for the chambers, "and the "children relieved from the servile and foul office of making their own beds, and keeping "the chambers clean." We gather, however, from the Warden's evidence that no bed-makers were in fact provided till lately. The choristers were previously made to perform this office.

Walcott, p. 166.

Walcott, p. 197.

Evidence, 971.

Evidence, 970, 971. Evidence, 1042. Evidence of Mr. Fearon, 1039–1043, 1148, 1149. Evidence of a junior Scholar, 1727–1746.

The chambers, the Warden informs us, have been much improved since he was a boy, and are much better kept. We agree with him in thinking that they are hardly spacious enough for the numbers they contain; the largest holds 13 or 14, the smallest 8. Their antiquity, however, makes them dear to Winchester Scholars; and they seem to realize in a considerable degree a boy's idea of comfort, especially when lighted up in the winter evenings with the "half-faggots," a somewhat scanty allowance of which is assigned by old custom to every room.

R. XII. Evidence, 283.

The Statutes of Winchester, like those of Eton, prohibit the Master and Usher in the most precise and stringent terms from "exacting, asking, or claiming" any payment for instruction from the scholars, their parents or friends; the Eton clause was in fact a copy of the Winchester clause, with the insertion of words extending the privilege of free instruction to non-foundationers. It was nevertheless the practice at Winchester for a charge of 10*l.* to be put into the bills of each Scholar, for "Masters' gratuities," the words "if allowed" being parenthetically inserted, out of respect for the statutory prohibition. This charge was, in fact, necessary to eke out the scanty pittances allowed to the two statutory Masters by the College, and it was rarely, if ever, objected to, until, in the mastership of Dr. Goddard or of his predecessor, an appeal was made against it to the Visitor. The Visitor decided that it was saved by the parenthesis from being an actual charge, and was therefore not illegal. Dr. Goddard, who was Head Master for not more than seventeen years (from 1793 to 1810), received the money during his tenure of office; but he felt that, if not illegal, it was morally questionable, and after his retirement, but several years (Walcott says, ten) before his death, he made a voluntary gift to the College of 25,000*l.* stock, in trust to pay the dividends to the Head and Second Masters for the time being. The Head Master now receives from this source 450*l.*, and the Second Master 300*l.* From that time no charge has been made for the instruction of the Scholars, except in respect of Modern Languages. But we must observe that this is due not to the College, but to Dr. Goddard. The instruction of the Scholars has been paid for, and the Head and Second Masters have been saved from the necessity of continually violating the Statutes they are bound to observe; but this has been done, not by the Warden and Fellows, whose duty it certainly was to provide adequately for the teaching of these boys out of the College revenues, but by the generosity of a private person, who had a more tender conscience or ampler means than his predecessors.

Evidence, 283. Walcott, p. 361. GODDARD FUND.

The total payment out of the funds of the College for the teaching of the 70 Scholars, before the regular introduction of Mathematics into the School, was 250*l.* *per annum*, of

* "If you are a commoner, you may say your prayers in your own chamber, but if you are a child or a chorister, then," &c.—Bishop Ken's *Manual*, quoted in Mackenzie Walcott's *William of Wykeham and his Colleges*, p. 196. So also Christopher Johnson (*De Collegio*)—"Nomine seu Pueri vociteris sive Choristæ."

which the Head Master received 150*l.*, and the Second Master 100*l.* The payments under this head in 1861 were as follows :—

	£	*s.*	*d.*
Head Master	300	0	0
Second Master	220	14	0
Mathematical Master	210	0	0
College Tutor	200	0	0
Lectures on Natural Science	105	0	0
Total	1,035	14	0

Answers of the Warden, I. 7.

The situation of the Scholars of Winchester at the present day is undoubtedly a very advantageous one, and reflects credit on the Warden and Fellows, who appear to have been actuated by a just sense of their duty to the boys under their charge. A Scholar is well boarded, lodged, and educated without any expense to his parents, beyond a payment of 1*l.* 10*s.* a year to the French Master (with an additional two guineas if he learns German) and, if he is not a prefect, a further payment of two guineas to his "boy-tutor," a phrase which will be explained hereafter. His position is equal, and in his own estimation superior, to that of a boy "in Commoners;" and if the two bodies have not hitherto associated quite as freely as it is to be wished they should, this is probably owing to the circumstance that they have been separately lodged, and until lately have used separate playgrounds.

Evidence, 775–781, 1021–1027, 1413–1418.

THE SCHOOL.

7. *Number and Composition of the School.*

The greatest number of boys at Winchester in 1861 was,—

Scholars	70
Commoners	131
	201

Number of School. Answers of Dr. Moberly, II. 32.

In May 1862, when we visited the School, there were 216* boys, and therefore 146 Commoners. The number of Commoners was 31 in 1668. During the 18th century it fluctuated greatly, being 87 in 1730, and in 1750 only 10. In 1846 it had risen to 148, but it then began to fall rapidly, until in 1858 it did not exceed 68. "We suffered," "says Dr. Moberly, for some considerable time under the reputation of bad health, which had the effect of lowering our numbers considerably." From this depression the School has since been gradually recovering. The opening of the scholarships to competition, the opening of New College to Commoners,—a change which will be mentioned hereafter,—and the establishment of additional boarding houses, have already had very beneficial effects, and there seems to be good reason to hope that the School will continue, under judicious management, to advance in this respect.

Evidence, 308. Walcott, p. 229. Evidence, 276–278.

The Statutes permit a limited number, not exceeding 10, of sons of nobles and great men, special friends of the College, "filii nobilium et valentium personarum dicti Collegii specialium amicorum," to be educated within the College walls, but without charge to the College. It appears, we are informed, by old College accounts that such boys were in fact received, and that they paid, not for their instruction, but for their commons or board. These are regarded as having been the forerunners of the present "Commoners" or non-foundation boys. At what time Commoners ceased to board within the College does not appear. In 1681, says Mr. Walcott, we find, according to the roll, two Commoners in College, three in the Warden's house, and the remainder out of College. The distinction, he says, did not disappear till 1747.

Commoners. R. XVI. Answers of the Warden, II. 17. Walcott, p. 150.

There is nothing in the Statutes to show that the Founder of Winchester contemplated, as the Founder of Eton certainly did, the resort of other boys to his School besides the Scholars and the small privileged class above mentioned. The Head Master has, however, long been in the habit of taking boarders, who are said in the dialect of Winchester to be "in Commoners," and are regarded as successors of the class from whom they seem to have inherited the name. The number was formerly limited by the Warden and Fellows to 130, but this limitation exists no longer. Two additional boarding houses had been lately opened when we visited Winchester in 1862. A third, to hold 25 boys, was then building, and it was in contemplation to establish a fourth. Dr. Moberly

Evidence, 308.

* In 1863, we believe, 230.

wishes to see the number of Commoners rise to 200, 25 in each of the four additional boarding houses added to 100 in his own. The School would then contain 300 boys, including the 100 Scholars. With its present site and machinery it could not, he thinks, well hold more; and, in order to supply six Scholars a year to New College, it ought not to have less.

See Mr. Thresher's Evidence, 1520.

ADMISSION.

Answers of Dr. Moberly, III. 2.

Evidence, 521.

Boys undergo no examination, the Scholars excepted, before admission to the School; but if a boy is sent to school whose attainments are not such as to enable him to join the lowest classes with good prospect of advantage, he is not received. This happens occasionally, but rarely. There are no limits of age, and there is no rule as to the highest Form in which a boy can be placed on admission. Boys seldom come at an earlier age than eleven, or so late as sixteen, and in practice are never placed higher than in the senior part of the Fifth, and very rarely so high. A Scholar stays on an average five years at school, a Commoner between three and four.

8. *Government of the School. Head Master's relation to the Warden and Fellows, and to the Assistants.*

HEAD MASTER'S RELATION TO WARDEN AND FELLOWS.

The general government of the School is vested in the Head Master, subject to such control as is exercised over him by the Warden, or by the Warden and Fellows.

The legal position of the Head Master of Winchester is the same as that of the Head Master of Eton. As Master of the Foundation Scholars, he is an officer of the College, "hired and removable" by the Governing Body, and subject to the superintendence of its head. The control appears, however, to be in practice less strict and minute than at Eton. "The Warden and Fellows do not interfere," says the Warden, "with "the studies of the School unless some great cause is shown. If they saw such a "cause they would." They have a right to be consulted if there are any great changes —in the subjects of study, for instance. As to the books used by the Scholars, the Head Master does not think that the Warden has ever meddled with matters of that kind, but has no doubt that he might do so. "If the Warden were to tell me he "approved or disapproved of a book, I should think it proper to attend to that." A Scholar sentenced to punishment by the Head Master can appeal to the Warden, who would commonly dispose of the case himself, but would bring it before a meeting of the Fellows, if that were insisted on. The Warden and Fellows only, or the Warden with the consent of the Fellows, can expel a Scholar. The Warden and Fellows appoint the Second Master and the College Tutor, and the Warden also appoints the Mathematical and Modern Language Masters, because it is part of their duty to teach the Scholars. Over the Commoners the Warden and Fellows have, in the Head Master's opinion, no statutory power whatever. "They are my own boys; still, being supreme "over the Scholars, as it is but one school, it is obvious that he (the Warden) gets an "indirect supremacy over the Commoners as well, so that even in Commoners I should "never think of doing anything remarkable without consulting the Warden, and ascer- "taining his wishes about it." "If my boys are allowed to come and learn with the "College boys, they must follow the College rules." He would not give leave to open a boarding house to any one who had not been previously approved by the Warden.

Evidence, 192.

197.

372.

211.

215.

347.

373.

The Warden himself appears to take rather a different view. He regards the Commoners as the successors of the *filii nobilium*, and has no doubt that the Governing Body would have a statutory right to interfere in matters of discipline with the Head Master's government of them, though such a right would be exerted in grave cases only, and he is not aware of any precedent for it. He thinks decidedly that they have a control over the number of the Commoners. The Head Master's view of this question is probably the more correct of the two. The *filii nobilium* at Winchester, like the corresponding class at Eton, were admitted to lodge within the College walls, paying the College for their board. The present non-foundationers live outside the College, and pay nothing to it. If, therefore, the Warden and Fellows have any control over the Head Master's management of them, it probably arises from their general hold over an officer whom they appoint and can remove.

258–266. See also 201.

348.

We asked the Head Master's opinion on the working of this system. It has always, he says, within his experience, worked harmoniously, and he only knows by hearsay that there have been times when the Warden and Head Master did not act amicably together. It is a part of the ancient constitution of the place, though the present magnitude of the non-foundation element of the School was, he allows, never contemplated by the Founder; and, "so long as things can be kept together under it," he would not destroy it. But to establish it if it did not exist, would, he thinks, be "monstrous:" he sees no practical use in it, and some positive disadvantage. The influence of New College over

Winchester is exerted, of course, chiefly through the Warden and Fellows of Winchester, and this influence has not been beneficial to the quality of the teaching of the School.

"364. (*Lord Clarendon.*) Do you consider the institution of the Warden and Fellows has any appreciable effect in improving the quality of the masters you get here?—No, on the contrary, it rather dis-improves them, if I may coin such a word. We must consider the Warden and Fellows of this College, and the Warden and Fellows of New College as one joint body, and I have no hesitation in saying that the consequence of restricting the choice of masters to any single College, cannot be to improve the quality of the teaching in a School. When I was introduced here as Head Master, though bred here as a boy, I belonged to another College. I was an undergraduate, fellow, and tutor of Balliol; my life at Oxford was spent in my College; and you may easily suppose that this being a place, which more or less, was always looked upon as one of the privileges of New College, it has never been a very pleasant matter that a Balliol man should be here. Again, when I was elected, not only was I, a Balliol man, made Head Master, but the then Warden and Fellows elected Mr. Charles Wordsworth Second Master, who was not only not a New College man, but not a Wykehamist at all; he was bred at Harrow, and was a Christ Church man; and to have him brought here as Second Master was not altogether acceptable to the body of Wykehamists. We went on working together here for 10 years with great cordiality, and with great and growing kindness from all the Wykehamists. I have always felt it to be my duty to fill up the masterships that were in my patronage as far as I could from New College. If I could find a fit man at that College I felt I must appoint him. The only excuse that would be felt to be adequate if I brought in another man was, that I could not find one to suit me at New College. The question I was asked at first, then, must be answered in this way—so far as the quality of the teaching goes, I think it is not improved by the constitution we have now. If you put an adequate man as Master at the head of a School of this kind, he ought to be supreme. That of course is a Head Master's view."

"Many improvements," he says, "have been made by the Warden and Fellows relating "to the comfort and well-being of the College boys, but they have not had any part in "the changes which refer to the learning of the School." What he thinks abstractedly desirable is that the Head Master should be supreme over the teaching, and the appointment of assistants, but that there should be "a body of men (not a single individual) "to meet occasionally to superintend, to lay down general rules for his guidance and "to have the power to remove him if necessary." "At the same time," he adds, "we "really get on very well as it is."

To Assistants. Answers of Dr. Moberly, III. 8. Evidence, 543.

It is not the practice, as at Rugby and Harrow, for the Head Master and Assistants to meet for the discussion of matters affecting the studies of the School. "We are all "very much together," Dr. Moberly says, "and often talk over things relating to the "School." "No doubt," he observes in his written answers, "the Head Master would "always be anxious that the opinion of the Under Masters in charge of classes should "have great weight in these matters. Practically, indeed, the Under Masters, with the "control and sanction of the Head Master, arrange these things for their classes." And he is not sure that it would not have been better if on his part there had been rather more systematic interference.

9. *Emoluments of Masters.*

Emoluments of Head Master. R. XIII. XXVI. XXVII. Answers of Dr. Moberly. Evidence, 272–320.

The old statutory emoluments of the Head Master were a stipend of 10*l.* a year (each Fellow having 5*l.*) with the same commons, and the same allowance of cloth, as a Fellow, and he was to be lodged, with the Usher, in one of the upper rooms, a Fellow sharing it with them should that be necessary. The whole emolument which he actually received from the College until about three years ago was 150*l.* It is now 300*l.* He has a large house erected about 20 years ago in substitution for the "old Commoners'" building, and intended for 150 boys, but capable of holding comfortably, according to present estimates of necessary air and space, about 100 besides his own family. This house he occupies rent free, but subject to a yearly payment to the College of 350*l.*, being interest at 3½ per cent. on a sum of 10,000*l.* furnished by the College towards the cost of building it, after a large but inadequate sum had been raised by voluntary subscriptions. His profits from his boarders he estimates at from 20*l.* to 25*l.* per head. He also receives 10*l.* 10*s.* for every Commoner out of his house, and 450*l.* from the Goddard Fund, the origin of which has been already explained. Out of the entrance fee paid by each new boy in his house he has been accustomed to retain between 6*l.* and 7*l.*, and for each new boy in the other houses he has received 3*l.* 3*s.* from the boarding Master. When the School is prosperous, 3,000*l.* would be a just estimate, he thinks, of his net income.

Of Second Master.

The statutory stipend of the Ostiarius or Usher, who is now called the Second Master, was five marks, with a shilling a week for commons and five yards of cloth for a gown; he was lodged, as we have already seen, in the chamber occupied by the Head Master. He receives at present, annually, 200*l.* from the College, 300*l.* from the Goddard Fund, and

6*l.* 8*s.* from every Commoner in the school. He has also had 2*l.* 2*s.* for each new boy. His whole emoluments would thus be from 1,400*l.* to 1,500*l.* a year when the number of Commoners was 140. He has also a set of rooms in College. He is appointed and removable by the Warden and Fellows. His statutory duties are to assist the Head Master, and to fill his place when he is absent. The Second Master is now considered responsible for the maintenance of discipline and order among the Scholars, a charge which probably devolved upon him when the Head Master was permitted to live out of the walls of the College and keep a boarding-house. He also takes a share of the teaching in School.

Other Masters.

The College pays also 210*l.* to the Mathematical Master for the mathematical teaching of the Scholars, and for more than 20 years it has paid 200*l.* a year to a "College Tutor" whose duties will be described hereafter. It likewise pays a Lecturer on Natural Science, whose lectures the Scholars and Exhibitioners attend gratuitously. Such of the Commoners as desire to attend pay a fee of 10*s.* a quarter.

The other Masters are remunerated out of the payments made by boarders not on the Foundation, the Modern Language Masters being paid also, as has been already stated, by the Scholars for the instruction which the latter receive in this branch of study. For the rest of the classical staff 10*l.* a year has been paid by the Head Master for each boy in his house, and 4*l.* 4*s.* has been paid for each boy in every other boarding-house; 2*l.* 12*s.* 6*d.* is also paid on the same account on the entrance of each new boy in the Head Master's house, and 1*l.* for each new boy in the other houses. Two of the Assistant Classical Masters, the Third and Fourth, have boarding-houses. For the Mathematical Masters 3*l.* are paid on account of every Commoner in the School, and the Head Master likewise pays 50*l.* a year to a Mathematical Assistant. To the French Masters 1*l.* 10*s.* are paid for every boy in the School, and to the German Masters 2*l.* 2*s.* extra by those who learn German.*

10. *Course of Study. Arrangement of the School for Classical Teaching. Forms and Divisions. Distribution of Forms among the Masters.*

Course of Study.

The course of study at Winchester is principally classical, but every boy in the School learns during the whole time that he remains there both arithmetic and mathematics, and one modern language, either French or German at the option of his parents. What has been done in the way of teaching natural science will be explained hereafter. There is a Drawing Master, who has usually about 20 pupils. The School affords no means of learning music, but "occasionally one or two boys take lessons from teachers of music in the town."

Answers of Dr. Moberly, III. 22.

Classical Masters.

The classical staff comprises, beside the Head and Second Masters, a Third and a Fourth Master respectively taking classes in School, an Assistant to the Head Master, who likewise takes a class, and three Composition Masters, who are employed in looking over and correcting the exercises and compositions of the whole School, except the Upper Sixth. One of these, called the "College Tutor," performs this office for the Scholars; the other two, called "Tutors in Commoners," for the Commoners. The two latter are also employed to preserve order and discipline in the Head Master's boarding-house.

Forms.

In 1861, when our printed questions were issued and answered, the arrangement of Forms (or "Books," as they are called at Winchester) and sub-divisions of Forms was as follows:—

Sixth Form (or Book)		Upper Division. / Lower Division.
Fifth Book	Senior Part.	Senior Division. / Junior Division.
	Middle Part.	
	Junior Part.	
Fourth Book		Senior Division. / Junior Division.

There were no lower Forms. The whole School was thus distributed into eight ascending divisions.†

Evidence, 448.

The distribution of Classes among the Masters was as follows:—The first three divisions, numbering altogether 75 boys, were nominally under the Head Master; he,

* A new scheme of payment adapted to the increased numbers of the school is described in Dr. Moberly's Letters appended to his Answers, II. 10.

† In the sixteenth century there were four Forms,—the sixth, fifth, fourth, and "second fourth" (*quarta secunda*).—Walcott, p. 227.

in fact, took the First and Third, numbering together 56 boys, an Assistant having almost exclusive charge of the Second. Dr. Moberly's account of the reasons which dictated this arrangement will be found in his oral evidence. The arrangement is not likely to be permanent. The Fourth, Fifth, and Sixth Divisions, numbering 85 boys, were under the Second Master, the Seventh and Eighth (37 boys) were under the Third Master. There was at that time no Fourth Master. Tables B. C. D. Winchester. Evidence, 448–452.

In 1862, when we visited the School, the Junior Part of the Fifth Book had been broken into two divisions, containing together about 40 boys, and placed under the Third Master, the lowest part of the School being assigned to a Fourth Master, who had been lately added to the staff.

It will have appeared from the foregoing statements that the 200 boys whom the School contained in 1861 were divided for class-teaching among four Masters, of whom one took only 19 or 20 boys, and one about 85. The 216 boys in 1862 were divided among five Class Masters, one taking, as before, a small division, and the four others two divisions and from 40 to 50 boys a piece. The Head Master's two divisions, unless they had been reduced below what they were in 1861, contained nearly 60. The duty of looking over and correcting exercises (except those of the Upper Sixth) was and is, as we have already observed, entrusted wholly to distinct Masters or "Tutors," who do not take classes in school. They not only correct the exercises, but mark them, and have thus in fact the sole charge of the compositions, the Class Masters rarely, if ever, looking over an exercise at all. The Head Master alone acts as Composition Master to one of the divisions (the Upper Sixth), which he hears in school. Evidence, 657. Answers of Dr. Moberly, III. 13. Evidence, 625–636.

The inconveniences which arise from placing so many boys under the direct teaching of the Head Master are strongly dwelt upon in his Evidence. Evidence, 836, 837, 847, 848.

11. *Boy Tutors. Private Tutors.*

An institution may be mentioned here which is among the peculiar features of Winchester, though it has now lost much of its former importance,—that of "Boy Tutors." To each of the 10 senior boys in College some of the juniors are assigned as pupils. It is his duty to overlook and correct a certain part of their exercises before they are shown up, and to help his pupils when they want help in their lessons. He is responsible also, in some measure, for their general conduct and diligence, and is the person of whom the Head Master would make inquiries if he had reason to think that any of them were going on amiss. For each pupil so placed under his charge the "Boy Tutor" receives two guineas a year from the pupil's parents. This practice has been traced to a provision in the Statutes, whereby the Founder directs that "to each Scholar of his own "kindred there should always be assigned, by the Warden and Head Master, one of the "discreeter and more advanced Scholars to superintend and instruct them in grammar "under the Head Master all the time that they should remain in the College." Each of these instructors was to receive for each pupil 6*s.* 8*d.* a year out of the funds of the College. The functions of the Boy Tutor were much circumscribed about 26 years ago by the appointment of the College Tutor or Scholars' Composition Master,—a change introduced by the then Warden on the advice of the Second Master, the present Bishop of St. Andrew's, who had been educated at Harrow, and against the opinion, though not against the positive dissent, of Dr. Moberly, who was then, as now, Head Master. Formerly the Boy Tutor took all the compositions of his pupils; now he takes only a small part of them. Dr. Moberly regrets the older system, and thinks that much has been lost by abandoning it. "The Boy Tutor would correct mistakes of the little boys; "now he makes all the blunders himself. Again, he dealt with the pupil as a boy; "whereas the College Tutor, who has these things to do, deals with him as a man. "A boy dealing with a boy is more effective in that way than a man dealing with boys." Boy Tutors. Evidence, 382–397, 1050–1090. Evidence, 388. See Mr. Fearon's Evidence, 1063–1090.

Private tuition, in the ordinary sense of the words, was, until lately, quite unknown at Winchester. At present three of the Masters,—the Head Master's Assistant, the Fourth Master, and the Mathematical Master,—take a few private pupils, Scholars and Commoners,—perhaps 20 in all,—each of whom pays 5*l.* for the half-year, and works with his Tutor from two to three hours a week. This is not done, however, without an express request from the parent. Dr. Moberly himself is very desirous of introducing the system generally. He attaches great value to private tuition:— Private Tuition. Evidence, 439–447. 637–656.

"My own impression is this: I think the boys at the top of a public school want more help than can be given by the master who hears the form. It seems to me, the quantity of learning which can be obtained in class work, though as much as will save a boy from punishment or complaint, is not as much as he ought to learn and is capable of learning; therefore I think, besides any amount of class instruction, he wants something else; something to tell upon his own Evidence, 439.

personal needs, to make known to himself his personal deficiencies, and to suggest the means of filling them up; in short, to give that which class instruction generally must fail to give."

Evidence, 447. See also Mr. Ecaron's Evidence, 1196–1235.

"If I could have my own way,' he adds, "I should have private tutors for the whole of "the upper school," that is, for all the boys in the upper Sixth, all those below it having Boy Tutors. But the traditions of the School are against it. There was a time when it was altogether forbidden by a former Warden, and he still finds difficulties in the way. "It is very alien," he is sorry to say, "to the genius of the School."

12. *Miscellaneous points respecting the Classical Teaching.*

Peculiarities of Classical Teaching at Winchester. Evidence, 547. Table C. Evidence, 850. Evidence, 1246. 1247. Table C. Mr. F. Wickham's Return. Mr. H. Moberly's Return. Evidence, 837, 1358–1364. Table C.

We may mention here some traditional peculiarities in the Classical Teaching of Winchester. One is the system,—called "pulpiteers" probably from the rostrum formerly used for the purpose,—of assembling periodically all the boys of the first three divisions, for construing lessons in certain authors, when some of the seniors construe first in presence of all the rest. This had its inconveniences as well as its advantages, and we learn that it has been in great measure abolished since we visited Winchester in 1862. Another is the practice of writing a Latin epigram called a "vulgus" thrice a week, which is thought to bring out cleverness and cultivate neatness of expression. Another, again, is that of devoting a week, or a week and a half, in the summer to what is called "standing-up." The work of "standing-up week" consists chiefly in repeating portions of Greek and Latin grammar, and in repeating and construing considerable quantities of Latin and Greek verse or prose, which the boy has been able to store up in his memory. One lesson of English verse is allowed to be taken up, and one of Euclid. The late Second Master, Mr. F. Wickham, spoke warmly of the beneficial effects of this custom. Mr. H. Moberly, the Third Master, thinks it would be more useful still if it were "more of an examination," and conducted partly on paper. It is confined to the boys below the senior part of the Fifth. The comparatively small quantity of translation which is done, and the undue proportion of original composition in the classical languages, can hardly be counted among the peculiarities of Winchester. Little or no Greek prose is written, even in the highest form.

13. *History.*

History. Evidence, 557–564. Evidence, 1230. Evidence, 1482–1488.

Neither ancient nor modern history is taught in set lessons, and ancient history does not enter as a separate subject into any of the School examinations. Questions in portions of English history, specified beforehand, are set in the general half-yearly examinations lately instituted, to which we shall refer hereafter, and in the examination for the Goddard Scholarship, and this leads in the latter case to a very careful reading of the history of a considerable period. There is a prize also of 5*l.* for an English essay on a historical subject. "I wish," says Dr. Moberly, "we could teach more "history." But as to teaching it in set lessons, "I should not know how to do it." He has occasionally, however, himself given some short lectures on parts of English history.

14. *Recitation.*

Recitation. Evidence, 817–821.

Special mention is due to the practice described in the following extract from Dr. Moberly's evidence:—

"During 'Easter time'* we have speaking; the greater part of the school is divided into six chambers, as we call them, and each chamber speaks upon its own Saturday morning. The masters come in and take their seats in the school, and from 20 to 25 boys speak speeches extracted from the works of the chief English poets.

"818. In the presence of the whole school?—Yes.

"819. Dialogues?—Sometimes. It is almost always Shakspeare or Milton. After that we have one day upon which there is a more considerable speaking. About 20 boys who speak best in the school speak separately, and then we invite the people in the town. There come about 20 or 30 gentlemen.

"820. Is that on the occasion of the visit of the Examiner?—No; it does not go beyond the neighbourhood. A few gentlemen come down, and in the last year or two we have had some ladies. At the election recitations there are two speeches for which medals are given. I think it very useful; they get a clearer utterance and articulation from it, and learn a good deal of the art of elocution.

"821. (*Lord Lyttelton.*) And it takes away a good deal of their false shame?—Yes; which of itself is a great thing."

An annual prize, as we shall see hereafter, is also given for reading aloud well.

* "Easter time" is a part (about six weeks) of the "long" or spring and summer half year.

15. *Arithmetic and Mathematics.*

ARITHMETIC AND MATHEMATICS. Table D., Winchester. Answers of Dr. Moberly, III. 9.

Both mathematics and arithmetic are taught in every division of the School, and the amount of time allotted to them, especially in the upper part of it, is unusually great. Seven or eight hours a week are devoted to these subjects by the first three divisions, the lowest of which is commonly reached at about 13 or 14; three or four hours by the rest of the School. The marks for mathematics are allowed to count for about one-fourth of the weekly total. The highest subjects read in the Upper Sixth were, in 1861, Conic Sections and Trigonometry.

16. *French and German.*

FRENCH AND GERMAN. Answers of Dr. Moberly, III. 9–11. Evidence, 334–337, 568–595. Evidence of M. Angoville, 864–918. Evidence of Mr. Fearon, 1470–1479. Evidence, 583.

It has been previously stated that every boy is obliged to learn either French or German during the whole time that he remains at school, but it is not deemed practicable to allow both languages to be taught at the same time. For learning German there is an additional payment of 2*l.* 2*s.* a year beside the 1*l.* 10*s.* charged for the French Masters. The number learning it in 1862 was about 40, and consisted chiefly of older boys, or of boys who had been in Germany or had some family connexion with it.

There are two French Masters, both Frenchmen; during ten years preceding 1862 there was only one, probably on account of the diminished numbers of the School. An hour and a half in every week is assigned to two French lessons, occupying three-quarters of an hour each. Every lesson, M. Angoville thinks, ought to take an hour to prepare. The French Master has the power to set impositions for inattention or misconduct during lessons, but no authority out of school. Dr. Moberly informs us that he makes it a rule to support the French Master, and to treat any complaint made by him as a serious matter. The latter divides his pupils into classes of from 22 to 24 each, but as they come to him in groups according to their places in the School, and their places in the School depend chiefly on their proficiency in classics, his classification can only represent very imperfectly their comparative attainments in French. The marks for modern languages count for about one-eighth in the weekly total, and French and German enter into the half-yearly examinations.

The senior French Master is not dissatisfied with the progress made by the boys under his charge. The upper boys attain, he thinks, a fair grammatical knowledge of the language, and can translate fairly a common French book, and most of them pronounce pretty well; the study has advanced during the last ten years, and he has not the same difficulty in keeping order which he had ten years ago. Dr. Moberly fears that not much is learnt in the French Classes, but believes that in German more is acquired than in French, chiefly because those who learn German do it from inclination or from some other special motive, whilst there is little anxiety amongst the boys or their parents about their progress in French. It appears, however, he tells us, by the "classicus" paper," that those who work for distinction in classics also try to get the best marks they can for French. He would like all the senior boys, after becoming tolerably good French scholars, to learn German.

Answers, III. 11. Evidence, 571. See also, or to the same effect, Evidence of Mr. Fearon, 1268–1279, Mr. Thresher, 1470–1480.

17. *Natural Science.*

NATURAL SCIENCE.

Before stating what is done in the way of teaching Natural Science at Winchester, we think it right to refer to the circumstances to which it is due that this branch of instruction receives there any attention at all.

In the original scheme of the Oxford University Commissioners for Winchester College, it was proposed that three of the Fellowships should in future be filled up with especial reference to the excellence of the candidates in one or more of the Natural Sciences, and that the Fellows elected to those Fellowships should be bound to give lectures to the boys in that department of knowledge. With reference to this part of the scheme the Commissioners, in a letter dated the 25th April 1856, and signed by Mr. Goldwin Smith, one of their secretaries, observed that they were aware that its success must depend on the willingness of the Governing Body to introduce the Natural Sciences among the subjects of instruction, and to facilitate the attendance of the boys at the lectures of the three Fellows appointed for the purpose. They proceeded—

"The Commissioners therefore desire to learn whether the College are disposed to co-operate with them in this respect before they frame more specific regulations for carrying out this portion of their scheme. But to them it appears that good elementary instruction in physical science is most essential in the case of many boys, desirable in all cases, and perfectly compatible with a first rate classical education. The object might be effected without prejudice to other studies, by setting apart two or three hours every week for lectures in the physical sciences, by putting good elementary works on the subject into the hands of the boys, and by examining them on the lectures once at least in every half year."

On the following 29th of April the scheme of the Commissioners was rejected, as a whole, by the Warden and Fellows, on grounds not specially connected with the proposed appropriation of three Fellowships to the promotion of natural science. In regard to this particular proposal, the only statement of the College was contained in the following passage of a letter from Dr. Barter, then Warden of the College, dated May 5th, 1856, and addressed to Mr. Goldwin Smith:—

"We would gladly see our fellowships applied to the promotion of learning in this place, especially by making them an attraction and a reward to talented and deserving masters. With respect to the proposal of devoting three of them to the promotion of physical science, we would only suggest the fear that first-rate men (and no others would, in the capacity of lecturers, be either for the honour or good of this College,) would neither find sufficient employment nor emolument."

In consequence of the rejection of their first scheme, the Commissioners subsequently framed another scheme of Ordinances for Winchester College; and in communicating with the Warden on the subject, they wrote as follows on the subject of instruction in natural science, in a letter dated November 4th, 1856, and signed by the Rev. S. W. Wayte, one of the secretaries of the Commission:—

"In reference to the opinion expressed by the Warden and Fellows of Winchester College respecting that part of the former scheme of the Commissioners, by which it was proposed to devote three of the fellowships of Winchester College to the purpose of instruction in the physical sciences, the Commissioners direct me to inquire by what means the Warden and Fellows would propose to secure competent instruction in the physical sciences at the school, if the three fellowships are not so appropriated."

To the letter in which this passage occurred, the Warden replied, by a letter dated December 8th, 1856, in which there was the following passage:—

"With respect to the required instruction in physical science, on the means of providing which the Commissioners have been good enough to express a readiness to receive our views, we would engage from time to time the best lecturers of the day in the various branches of such science, who should come to Winchester and give our scholars successive courses of lectures. The instruction thus imparted would, we believe, be more interesting, of a higher kind, and more in unison with the yearly progress of science than could be obtained from Professors, who would accept our fellowships and confine themselves to the duties assigned to them."

To this passage in the Warden's letter the Commissioners gave a reply as follows, in a letter dated January 12th, 1857, and signed by Mr. Goldwin Smith, as secretary, which finally closed the correspondence on this subject:—

"The Commissioners receive with pleasure the proposal of the College to engage from time to time the best lecturers of the day in the various branches of physical science to come to Winchester and give the scholars successive courses of lectures; and in reliance on the College acting on this system, or on a system equally efficient, they abstain from pressing their former propositions in reference to this subject."

The Ordinance finally framed by the Commissioners and accepted by the College, s. 24. directs that "in addition to the branches of instruction specifically mentioned in the "Statutes, the Scholars and Exhibitioners shall be instructed in the mathematical and "physical sciences, and such other branches of instruction as are proper to complete a "liberal and religious education." Dr. Moberly states that he himself suggested the answer which was given to the Commissioners' first proposal, and that he suggested also the plan which was subsequently pursued. This consisted simply in having a course of Evidence, 482. 10 or 12 lectures ("we have hardly," said Dr. Moberly in 1862, "more than 10 a year now") on some branch of natural science delivered once a year in summer, between the Easter and Midsummer holidays, by lecturers engaged for the purpose from time to time. The subjects of these courses in the five years were chemistry, geology, electricity, Evidence, 517, 1296–8. heat, and the constituents and properties of water and atmospheric air. All the boys were required to attend, but it appears that attendance was not enforced very strictly. There have been no examinations, and no prizes or rewards for attention to, or proficiency in the subject. We cannot refrain from observing that less could hardly have been done consistently with the narrowest and most literal construction of the Warden's letter quoted Evidence, 483, 486. above. Dr. Moberly, indeed, appears himself to be sensible of this; the Warden's words, he says, "are stronger," but he thinks them compatible with the interpretation which has been put on them in practice; and he is sure that the College did not mean to promise anything more. We would observe, however, that Dr. Moberly did not see the Warden's letter before it was sent to the Commissioners, nor the reply of the Commissioners to that letter. We may add that we are not led to expect from him much encouragement for this branch of study, since he has entertained a strong opinion, and Evidence, 494. has expressed it to us very frankly, that for a school like Winchester, and taught in the only way which he thinks practicable at Winchester, it is "worthless." Several of the

boys, he admits, derived much good from the lectures, and gained an interest in the subjects of them, which outlasted the lectures themselves. But, "except for those who "have a taste for the physical sciences, and intend to pursue them as amateurs or pro- "fessionally, such instruction," he repeats, "is worthless as education." On the part of the present Warden, who appears to have been unacquainted with the correspondence above referred to, we found no objection to a more effective teaching of the subject; and we cannot allow ourselves to doubt that Dr. Moberly himself, whatever may be his individual opinions on this point, will act in accordance with the existing statute and the deliberate engagement of the College.

Evidence, 481.

Evidence, 495.

Evidence, 933.

The Warden has since addressed the following letter to our Secretary:—

"The College, Winchester,
"December 5th, 1862.

"DEAR SIR,

"As the Public Schools Commissioners on the occasion of their visiting Winchester, expressed an opinion that the amount of instruction in Physical Science given at Winchester College, did not appear to satisfy the requirements of clause 24 page 67 of the Ordinances, I have to inform them that in future instruction in this branch of knowledge will be continued throughout the year, and that the boys will be examined after each course of lectures.

Appendix I.

"I am, &c.
"GODFREY B. LEE."

"To Mountague Bernard, Esq.

We have been further informed, in answer to inquiries addressed to the Warden, that of the Commoners those only attend the lectures whose parents desire it, paying (as has been stated in a previous section) a fee of 10*s.* per quarter. Not a very large number of them attend, we are told by the Warden, their parents not wishing it. The lecturer divides the school into two parts, and is thus enabled to give two lectures on the same day.

In connexion with this subject, it is right to mention an annual prize, which has for the last four or five years been given by Dr. Moberly for the best collection of wild flowers. This has been found very useful. Several boys, he says, have taken to botany. The late Second Master spoke more strongly:—

Evidence, 792.

"I cannot tell you how thoroughly and universally this encouragement has laid hold on the boys. I seldom 'call names' on their return to college from 'hills' or elsewhere, without seeing a large number of them, each with a handful of wild flowers."

Table C. Winchester.

18. *Deviations from the regular Course of Study, how far allowed.*

Our system of education, says Dr. Moberly, is uniform and single:—

"We have no separate departments. In special cases we should not disallow of a boy's paying particular attention to a particular subject, with such assistance as our own staff, or the city of Winchester might furnish; and in very special cases we might commute some part of the classical work for mathematical or other work duly testified; but our school is not large enough to break up into subordinate schools, nor do we contemplate instituting any systematic departure from our uniform course of instruction."

DEVIATIONS. Answers, III. 18.

"I have one or two boys," he adds, in his oral evidence, "in whose case such a "commutation is made."

Evidence, 659.

"If a boy comes to me and says, 'My father wants to know whether, instead of doing Latin 'verses, I may not do mathematics?' I say, 'It is not a thing I generally allow; but is Mr. 'Walford or Mr. Hawkins reading with you in that subject?' 'Yes, I have Mr. Hawkins as a 'private tutor.' 'Then give my compliments to Mr. Hawkins, and say, if he will send me every 'week a return of such a quantity of extra work in mathematics as will be equivalent to the classical 'task, I will accept that instead.' I have done that in a few cases. I do not wish to institute it as a system, but to have it discretional, so as to be possible in cases where it is expedient."

Dr. Moberly's own opinion is, that a division of the School into departments would be very desirable, if it were as large as Eton, but is not practicable with its actual numbers.

Evidence, 660, 666.

19. *System of Promotion.—Examinations, Prizes, and Emoluments tenable at School.*

The system of promotion at Winchester is nearly the reverse of that at Eton. At Eton a boy rises in the School chiefly by seniority; at Winchester his rate of progress is determined by his success in an incessant competition, in which every lesson and every exercise counts for a certain numerical value, and which never pauses or terminates till he reaches the Sixth Form. Places are taken in every division below the Sixth Form, and each boy receives for each lesson a number of marks answering to the place he holds in the division at the end of the lesson. Thus, if he is twentieth from the bottom he receives twenty marks. Marks are likewise given in the Mathematical and Modern Language Classes, but the number of marks which can be given for a French or a Mathematical lesson is limited to a maximum, which is supposed to represent roughly the relative value of each of those studies compared with Classics. The highest marks

SYSTEM of PROMOTION. Answers of Dr. Moberly, III. 9.

Evidence, 553.

Table C. Winchester.

which a good Mathematician can gain are one-fourth, the highest that a good French or German scholar can gain are one-eighth, of the grand total. At the end of every week the marks gained for all the lessons are added up, and the same thing is done at the end of every month. This record of each boy's progress is called the "classicus paper." The promotion of each boy at the end of a half-year depends on the number of marks he has obtained in the "classicus paper" during that half-year, with the addition of those which he has gained (if his place in school is below the senior part of the Fifth) for "standing up" at the end of the summer half.

ITS EFFECTS. A consequence of this system is that a clever and diligent boy rises quickly to the top of the School, and that the duller or more idle boys are left to stagnate at the bottom of it. There is the advantage of a sharp and unceasing stimulus applied to those who are capable of rising, and the disadvantage, such as it is, which a steady but slow and backward boy suffers from the disheartening effect of being constantly outstripped and left behind.

Table B. Winchester. From this cause, and from the fact that boys are admitted at almost any age, the number of great boys in the lower classes doing very elementary work is singularly large. In the lowest class, doing Greek Delectus and a little Ovid, there were in 1861 two boys of 16, one very nearly 17, two others not far short of 16, and the average age of the whole division was very nearly 15, and higher than that of the division next above it, which was 14 years and 4 months. Mr. H. Moberly, the Master who was then in charge of these two divisions, observes, in making his return, that the boys in them are too old for their place in the School, and attributes it, apart from exceptional cases of extreme dullness or of ill-health, to want of early training and preparation. It is hard work, he says, to keep boys of such an age, in such a position, from being idle and mischievous. "It is hard to say where, up to a certain age, old neglected boys can go better than to "a public school. At the same time the school does them more good than they do the "school."

See Mr. Thresher's Evidence, 1542.

The absence, until very recently, of any general periodical examinations has been among the peculiarities of the Winchester system. There have been regular examinations for prizes, which will be mentioned hereafter, but the boys who compete for prizes form, of course, but a small proportion of the School. The peculiar stimulus which periodical examinations afford, and the particular mental discipline which they supply, have thus in a great measure been wanting, and the School has lost the assistance which they give in correcting the defects inseparable from the system of "taking places" as a method of promotion. Dr. Moberly has lately made an innovation in this respect by instituting a

HALF-YEARLY EXAMINATION. Evidence, 338–345. half-yearly examination, turning partly on the Classical work of the previous half-year, but comprising also papers in French and German, and in set portions of English History, of Geography, and of the Old Testament. Success in this examination, which is held in the first week of the half-year, does not contribute to promotion in the School, but is rewarded by prizes given to each division. He is pleased with the result of the first trial, and thinks it will work well.

Evidence, 836. The system of promotion above described, and the stimulus afforded by it, do not, however, reach to the top of the School, nor do the half-yearly examinations; they cease on entrance into the Sixth Form. Until about 12 years ago, promotion by taking places stopped on entrance into the Senior Part of the Fifth, that is, about half-way up the School, and at a point which a boy generally attained when about 13 or 14 years old. From that time till he stood for New College his place was never changed, and the

1231. examination which he eventually underwent for New College was formerly, we believe, little more than nominal. It used, Mr. Fearon says, to be "almost a farce," the election being really decided by seniority. Up to that point, therefore, a boy worked very hard.

836, 1247. A great number of marks were formerly to be gained in the middle part of the Fifth, by "standing up," and the quantities of verse and prose learnt for this purpose in that part of the School were enormous. "I have known," says Dr. Moberly, "of a boy "repeating a play of Sophocles without missing a word." The result was, that a Fellowship for life was the prize of a struggle which was over at 14, and success in which was

836. won in great measure by a hard strain on a retentive memory. This system had its natural effect. It produced intellectual languor and idleness in a considerable portion of the Upper School.

COMPETITION FOR NEW COLLEGE. Mr. Fearon's Evidence, 1231. New College is now thrown open to the Commoners, and the examination for it is real and competitive. The Sixth Form boys have now, therefore, a stimulus to exertion which the Upper School had not before, and Dr. Moberly trusts to this, to the examination for the Goddard Scholarship, and to the various School prizes, to combat the tendency to stagnation, which is likely to begin at the point where "taking places" ends. He admits that they serve this purpose imperfectly, at least in the lower part of the Sixth,

where the boys are not advanced enough for these competitions and are at some distance from the struggle for New College, but he thinks he perceives a moral benefit in releasing a boy altogether at a certain stage of his course from the pressure of emulation. Dr. Moberly 852, 853.

The examination for the Goddard Scholarship is practically confined to about twenty boys, many of whom work very hard for it. It takes place once a year; it is conducted by examiners from one of the Universities, and turns on Classics, Divinity, and English history. The books, or subjects, are set beforehand, and are outside the range of the school-work of the year. This is a Scholarship of 25*l.* a year, tenable for four years. As the endowment is not sufficient to maintain four of these Scholarships, it is supplemented every third year by a Scholarship of equal or somewhat greater value given by the Pitt Club. GODDARD SCHOLARSHIP. Answers of Dr. Moberly. Evidence, 1231.

There are also two Mathematical Scholarships, one for the Upper and one for the Lower part of the School, awarded annually by the same examiners as the Goddard. MATHEMATICAL SCHOLARSHIPS.

The Crown gives two gold medals annually for compositions in Latin verse and English prose, or for English verse and Latin prose, and two silver medals for elocution in Latin and English. In each year the Warden and Fellows give prizes for the two sorts of composition which in that year are not rewarded by gold medals. They also give prizes for Greek iambics, and (to boys below the Sixth Form) for Latin verse. There is a prize for an English historical essay, and one for reading aloud; and there are prizes of books given by Lord Saye and Sele to the two boys in each class who obtain the greatest aggregate of marks in the half-year. PRIZES.

The Commissioners' Ordinance of 1857 provides, as we have already stated, for the establishment not only of additional Scholarships, but of 20 Exhibitions, to be of the value of 50*l.* each, tenable as long as the Exhibitioner remains at school. An Exhibition is not tenable with a Scholarship. The Head Master is directed to make an annual report to the electors (who are the same as the electors to Scholarships) respecting the conduct and proficiency of the Exhibitioners; and the electors, or the majority of them, may deprive any Exhibitioner, upon an unfavourable report. Although the funds to which the Commissioners looked for the foundation of these Exhibitions, as well as of the 30 Scholarships, have not yet become available, no Fellowship having dropped since 1857, several Exhibitioners have been elected. In 1861, when it was intended to elect two, there were no candidates who, in the judgment of the electors, came up to the proper standard. The Exhibitions have been very serviceable to the School. Since the Scholars have been elected by open competition, some of the Commoners have always been amongst the candidates for Scholarships; and, although the number was not very large (12 perhaps at the utmost, of whom three or four have succeeded) the Commoners who have thus migrated into College have been above the average in cleverness and industry. The Exhibitions serve to keep up in some degree the standard of proficiency among the Commoners. "All the best blood," says Dr. Moberly, "would be drained into the College" without them. EXHIBITIONS. Ordinance, 1857, ss. 9. 18, 20, 21. Evidence, 420–428.

20. *Scholarships and Exhibitions not tenable at the School.*

The 70 Fellowships at New College, to which Scholars of Winchester were exclusively eligible, have been converted, by the Ordinance framed for the former College by the Oxford University Commissioners, into 30 Fellowships and 30 Scholarships, the latter tenable for five years. The Scholarships are open to "boys receiving education" at Winchester, whether Scholars or Commoners; and any Scholarship for which there is no candidate of sufficient merit in the judgment of the electors is to be thrown open for that turn to general competition. Two were thus thrown open last year. One half of the Fellowships are to be open, the other half confined to persons who have been educated for at least two years at Winchester, or have for 12 terms been members of New College. SCHOLARSHIPS AND FELLOWSHIPS AT NEW COLLEGE. RECENT CHANGES. Ordinance for New College, ss. 1–6. Evidence, 1514.

The effect of these changes is—

1. To deprive Winchester, not wholly, but in a considerable degree, of the succession it formerly possessed to perpetual Fellowships — a succession which was of course irregular, depending on the avoidance of Fellowships by death or otherwise. Mr. Walcott (p. 192), writing in 1852, estimates the average number of vacancies at about nine in two years. Of these the first two in every year were appropriated to Founder's kin, who were not superannuated until 25 years of age.

2. To provide, instead, Scholarships tenable for five years, of which, when the scheme is in full operation, six will regularly fall vacant every year.

3. To throw open these New College Scholarships, and the 15 Fellowships also, to Commoners, as well as Scholars, of Winchester. Evidence, 1469.

We believe that these changes were based on sound principles, and that a new era of usefulness and distinction for the School will be dated from the introduction of them, in

accordance with the real paramount object of its illustrious Founder, "the promotion of "the liberal arts, sciences, and faculties." The privileges of Founder's kin were a burden on the energies of the School, and the perpetual Fellowships, obtained at the early age of 18, combined with the certainty of College livings for such Fellows as might become clergymen, took away from young men a valuable stimulus to industry at a most important period in their mental growth. These disadvantages, for such in fact they were, should not be forgotten in founding any estimate of the instruction given at Winchester upon the honours obtained at Oxford by Wykehamists.

SUPERANNUATION. Statutes, II. Answers of Dr. Moberly, II. 5. Evidence, 534–540.

A Scholar is superannuated on completing his 18th year. The effect of this rule, if strictly adhered to, would be to send Winchester Scholars into the field of competition at the Universities younger by a year than most of the boys who enter the same field from other Schools, and therefore at a certain disadvantage, which can only be escaped by going for another year into "Commoners." It is, however, modified in practice. If, in the examination for New College which every Scholar undergoes before attaining 18, he acquits himself well, though not so well as to be elected, it has become usual to permit him, on the recommendation of the electors, to stay an additional year, and try again. The tabular returns furnished to us in 1861 showed that there were as many as four or five Scholars then taking advantage of this custom. It appears, therefore, that the exception has, in the case of boys who, though not obtaining their election to New College, have attained a certain standing and proficiency, superseded the rule. But it is still an irregularity; the privilege is dependent on the will and pleasure of the electors; the standard according to which it is conferred is not fixed; and there is some practical inconvenience in requiring boys to be examined, in order to get a recommendation, a year before the examination which will really determine whether they are, or are not, to proceed to New College.

BEDMINSTER AND SUPERANNUATES' EXHIBITIONS. Answers of the Warden. Evidence, 1008.

There are also two funds, each of considerable amount, for supporting at the University Scholars who have been superannuated without being elected to New College; one of these, the "Bedminster Fund," consists of the accumulated profits of a copyhold estate held on two old lives which will shortly expire, and it now amounts to 15,600*l.* Consols, and produces a yearly income of 468*l.* The other, which goes by the name of the "Superannuates' Fund," has been accumulated by subscription, and is now above 16,000*l.*, partly in Consols and partly in 2½ per Cents, and produces somewhat more than 400*l.* Out of the income of these funds it has been the practice to give exhibitions of varying amounts (the highest is 50*l. per annum*) tenable for four years at any College in Oxford or Cambridge. These Exhibitions are not gained by examination, but are given by the Warden, Head Master, and Second Master jointly, to Scholars selected for good conduct and poverty. The object of both of these foundations was to afford an encouragement and provision for Scholars of Winchester who might be disappointed of succeeding to New College, when vacancies were much fewer and more irregular than they now are. It is now found that a boy who fails of election to New College may possibly be better off than if he had succeeded, since he may get, in addition to a Bedminster Exhibition, a Scholarship or Exhibition at some other College. An apprehension has arisen lest this should possibly do harm to New College; and to prevent it, it has been determined that the Superannuates' Exhibitions should, whenever the electors might think fit, be diverted from their established purpose (which in the memorandum creating the trust is not very clearly expressed), and given to boys having actually gained Scholarships at New College. This, we were informed in 1862, had already been done in one case.

Evidence, 86.

1008.

It is clear that the interests of New College do not here coincide with those of the School. It is the interest of the School that the ablest boys in it should stand for open scholarships, and match themselves with those of other Schools in the open field of competition. The interest of the College demands that only the inferior ones should do this, and the interest of the College prevails. An extract from the evidence will throw some light on this point:—

"87. (*Mr. Vaughan.*) New College now is not entirely open to public competition?—No; not to scholars of other schools.

"88. Then suppose a young man obtains a Scholarship in a college where there is free competition, he has been successful in a larger sphere, has he not, that being open to the free competition of all schools.—Yes.

"89. So that the free competition of all schools must be acting as an extra stimulus to exertion on any boy intending to compete in open colleges beyond what the more circumscribed competition of New College would afford?—Yes.

"90. Was it not then for the good of Winchester School that the boys during their career at Winchester should have looked forward to this extra competition?—Yes; but it operated to the prejudice of New College, because they got only the second best scholars. If they had failed they would have fallen back on New College. If they got their Scholarships at Oxford, and then

got a Winchester exhibition, they would be in a better position than if they had gone to New College.

"91. (*Mr. Thompson.*) In fact, I presume, that if New College had been out of the question you would rather have encouraged that practice among your boys of going in and competing for entirely free scholarships?—Yes; they are at liberty to go in and compete for any scholarships they like.

"92. Not only would they be at liberty, but you would think it for the credit of the School that they should do so?—Yes; but we are so connected with New College, we do not like to injure it.

"93. (*Mr. Vaughan.*) Have you made any practical regulation which puts a stop to it?—Yes; that we would not restrict the superannuates exhibitions to those who failed to get scholarships of New College."

Mode of Election. Evidence, 42, 85. 526.

The Warden is of opinion that these exhibitions are very useful, and wishes for no change in the mode in which they are given. The Head Master thinks it desirable that they should be thrown open to the whole School; that some of them should be awarded by examination, (taking, however, comparative scantiness of means into account); and that the Bedminster Exhibitions should be tenable with a Scholarship at New College, as the Superannuates' Exhibitions practically are at present.

Besides these exhibitions there are two others, the endowment of which consists of a portion of the tithes of the Parish of Mears Ashby, in Northamptonshire, and yields in the aggregate about 50*l.* a year.

21. *Hours of Work.—Games, Bounds.*

Hours of Work, Preparation, &c. See also the Evidence of a junior Scholar, 1644–1684.

The hours of work and play at Winchester, like most other parts of the system, are fixed by ancient usage. They will be found described in the Head Masters' written answers (III. 33) and in his oral evidence (785–815), and in the Returns headed D. The boys prepare, as well as say, their lessons in school, and the rule is to allow, for every lesson an hour long, an hour of preparation. Speaking roughly, on two days in the week a boy is in school between six and seven hours, on the other days between four and five hours, besides the time given to composition or private work in the evenings. Of the school-hours, he spends about half in preparing his lessons, and the other half in saying them. In the Sixth Form, says one witness, "a large portion of your time was "taken up with reading for examinations, and it entirely depended on how far you "chose to read for them as to the time you had at your disposal." A hard-working Sixth Form boy would generally work about seven hours a day, before an examination perhaps nine or ten hours. If he also made a study of cricket he would probably give, one day with another, three hours a day to the game, and it is worth observation not only that Winchester, with very inferior numbers, has played a great number of successful matches against Eton and Harrow, but that the hard-working Winchester boys are able to contend successfully with the idle boys.

Evidence, 1287. 1289. 1311, 1315, 1316, 1500.

"1317. (*Mr. Vaughan.*) Should you say that the very idle boys were on the whole the best cricket players?—I do not think they were on the whole; for instance, the last half year I was at Winchester, the first ten Prefects, with a bowler given, played the rest of the School at cricket, and beat them.

"1318. They represented the intellect of the School, I suppose?—Yes, in that case they certainly did. In that case six of those who were at the top of the School were in the eleven at cricket. That was, perhaps, a stronger instance than was likely to be at all usual."

"1321. When you were at Winchester, did you play any cricket match against Eton?—I never played myself.

"1322. I mean the School?—Yes.

"1323. Do you recollect with what results; which won?—It varied different years.

"1324. Do you think it was as often on the side of Winchester as Eton?—For the last 12 years it certainly has been. The last two years I was at Winchester we beat both years. The three years before that we were beaten; and for five years before that I think we beat them.

"1325. Do you recollect whether, when the boys who played cricket best were studious, Winchester was beaten more in those years?—Certainly the two years I was alluding to, when the boys at the top of the School were such good cricketers, we beat Eton both years."

Evidence, 1240–1243.

There is, we believe, no want of emulation at Winchester, or of respect for work. A boy who gets on is looked up to, and the Scholarships and other competitions excite general interest in the School.

Extension of Bounds. Evidence, 731, 790, 1501, 1921

We may notice here one wholesome innovation which has been introduced within a few years past, the enlargement of the bounds. By old Winchester usage the Scholars were confined within the "meads" or playground attached to the School, which are of very limited extent, except when they went, on three afternoons in the week, to St. Catherine's Hill. The pilgrimage to "Hills," which was a part of this system, is still kept up, though not with the same strictness as formerly; but the boys are now allowed to range the country freely, whilst they are prohibited from going into the town. The play-grounds themselves have lately been improved by the erection of fives courts, the gift

of the Rev. C. H. Ridding, one of the Fellows, and by the demolition of a wall, which, when we visited Winchester, divided the Scholars' ground from that of the Commoners.

Swimming is not systematically taught, but we have learnt from the Warden that of the 41 boys in the Sixth Book all but 5 could swim, and of the 216 in the School at least 149.

22. *Monitorial System.—Prefects.*

PREFECTS. Winchester, the oldest of our great Schools, undoubtedly produced the earliest type of what is called the monitorial system, and appears to have preserved that type almost unaltered during several centuries. The beginning of the system may be traced to the Founders' Statutes.

R. XXXIV. "In each of the lower chambers let there be at least three Scholars of good character, more advanced than the rest in age, discretion, and knowledge, who may superintend their chamber-fellows in their studies, and oversee them diligently, and may from time to time certify and inform the Warden, Sub-Warden, and Head Master respecting their behaviour and conversation and progress in study."

Letters to Sir Wm. Heathcote, Letter V. Answers of Dr. Moberly, III. 27, 28. Evidence, 734–754. 1091–1096. Evidence, 1093. There were six chambers, and therefore 18 "Prefects," and the number was not increased when the original school-room was turned into a seventh chamber. The 18 chamber-prefects still exist; of these eight have power only in the inner quadrangle, practically only in the chambers; the remaining ten (*plenâ potestate præfecti*) have power everywhere; and five of the ten, called officers, are invested also with special authority, and have charge respectively of the hall, school-room, library, and chapel. The Prefect of hall is the chief of these five, and has large powers of general superintendence; he is "the governor of the school among the boys," and their organ of communication with the Head Master. All the Prefects, except the five and the ten respectively, obtain their positions by seniority; the five officers are chosen by the Warden, with the advice of the Head Master, with reference to their character and power of influencing their schoolfellows. All are invested with authority by the Warden in a traditional and appropriate form of words (*præficio te sociis concameralibus—præficio te aulæ*, &c.). They are empowered to punish corporally. It is not the practice for them to set impositions.

WORKING OF SYSTEM. Letters, p. 105. Evidence, 1096, 1104, This system, as clearly appears from the Latin poem *De Collegio* before referred to, was in active operation in the 16th century. Dr. Moberly deems it of "vital importance," as substituting a responsible authority, bestowed according to character and progress in the School, for the irresponsible power of mere size and strength; as providing for the maintenance of discipline without espionage; as a safeguard against bullying; and as accustoming boys to exercise over others a control checked by usage and opinion. He admits, at the same time, that it requires careful watching; that it might become extremely mischievous were the Prefects themselves to be ill-conducted or disorderly; and that it is necessary, to prevent this, that the boys should be well trained, the Masters watchful, and the right of appeal to the Head Master (though seldom used) kept always open. Mr. Fearon's experience is, that it works well, and he does not remember any instance of its having been abused. Mr. Thresher, who was a Commoner, agrees in this opinion. It is submitted to cheerfully; and if it is not a perfect safeguard against bullying and some of the minor offences which it would be deemed the Prefect's duty to punish, we believe that it serves its intended purposes to a very considerable degree, that there is little bullying, and that the general tone of opinion and conduct is sound.

The "officers" have authority over the whole School, those Prefects who are not officers, only over the Scholars. There are, besides, 12 Commoner Prefects, who have power over all the other Commoners. Dr. Moberly has explained in his pamphlet the rules which he has laid down for regulating and limiting the powers of inflicting punishment possessed by the Commoner Prefects.

23. *Fagging.*

FAGGING. Evidence, 1097–1103, 1134–1145, 1545–1977. The system of fagging among the Scholars is connected with that of government by Prefects. The 18 Prefects, and they only, have power to fag; all the Scholars who are not Prefects are, strictly speaking, liable to be fagged, but the burden falls chiefly on those most recently elected, whatever may be their position in the School. A junior Scholar whom we examined, and who had come in at the head of his election a few months before, was, at the time we saw him, in the senior part of the Fifth, which is considerably above the middle of the School. It would be a year and a half, he informed us, before he ceased to be liable to be fagged. The system is somewhat complicated. A boy may be "valet" to one Prefect, whom he waits on in his chamber; "breakfast fag" to another, whom he attends at tea—not at breakfast—in hall; and liable also to be sent on errands, and to be obliged to field at cricket, at the bidding of any Prefect who may happen to want those services. This would ordinarily be the case with a boy who was not one of the seven juniors, but was just above them. If he were one of the seven

juniors, he would be general fag (instead of "valet") in his own chamber. Some of the services done by the fags are such as might, and as we think, should, be done by servants; but the only service which seems to be very troublesome, is that of fagging at games. It is a rule, we are told, that no junior may be fagged at cricket more than two hours in the day. But we doubt whether this rule is strictly kept or regarded as an effectual protection by the fags; and were it observed never so strictly, two hours a day subtracted from the playtime of a little boy can leave very little time during which he is his own master. It is further to be observed that, as the fagging in College is on a different principle from the fagging in Commoners, the one depending on length of standing in College, the other on position in the School, a boy who, being a Commoner, is elected a Scholar, may have to go through a second period of servitude, after having already served his time, a prospect which might well deter a clever boy from standing for College.

1899.
1135.
1534–1538.

24. *Punishments.*

The chief punishments at Winchester, as elsewhere, are flogging and impositions. The practice of giving impositions to be written out is, however, adopted more sparingly, and the better alternative of setting them to be learnt by heart more frequently, than in some other schools. Flogging, which is administered publicly (as a general rule) and by the Head and Second Masters only, has greatly diminished in frequency. "When I was "here," says Dr. Moberly, "in my boy time, there was a very large number of boys "flogged, and nobody cared about it." "I have known 20 in a day, and all for slight "offences. Sometimes boys did not answer to their names in time. Now we punish "in this way very rarely. There are now," he adds, "from 10 to 20 floggings in a "year, perhaps in some years a few more." The diminution has had a good effect. The instrument with which this punishment is inflicted is described in Dr. Moberly's evidence; he doubts whether it is as well adapted for its purpose as a birch rod, and would evidently have exchanged it for the latter, (as, indeed, he occasionally has,) if it had not been held sacred by the traditions of the School.*

PUNISHMENTS.
Evidence, 1336–1341.
713–725, 1326–1335.
1330.
716, 717.

25. *Chapel Services. Sermons. Religious Instruction.*

The boys go to chapel every morning for a short service, which consists of a part of the Liturgy with chanting. It omits, however, both the Psalms and the lessons for the day, and in this respect Dr. Moberly desires some alteration. On Sundays there are two choral services in chapel, at 8 a.m. and 5 p.m., and the boys also go once to the cathedral, where they have the Litany, the Communion Service, and a sermon. The late Warden introduced the practice of having a sermon also at the chapel service on Sunday evenings, and the present Warden has continued it, and has arranged a cycle of preachers to share the duty with himself. The Head and Second Masters have preached constantly, (we need hardly refer to Dr. Moberly's acknowledged eminence as a preacher,) and the Warden thinks it very desirable that it should be considered the duty of every Master who is in Holy Orders to address the boys from time to time.

CHAPEL SERVICES. Answers of the Warden and Dr. Moberly, III. 24. Evidence, 690–697.
SERMONS.

We think it right to advert here to the remarkable care with which the boys are prepared for confirmation; to Dr. Moberly's custom of reading Greek Testament for half-an-hour every morning (except Monday) with the boys of the highest three divisions, and giving catechetical teaching on Monday mornings to the boys who have not been confirmed; to the daily Bible reading in the Fourth Form; and to the practice described in the subjoined extract, which is in keeping with the old religious usages of Winchester School:—

RELIGIOUS TEACHING, &c. Evidence, 1181–1194. Letters to Sir W. Heathcote, Letter IV. Table D. Winchester. Evidence, 851. 1177–1181.

"1152. (*Lord Clarendon.*) So many being together, did it not interfere with private prayers Did boys say their prayers?—Do you mean regular evening prayers?

"1153. No; I mean the boys saying prayers to themselves before they went to bed?—That was always done. Prayers were always said at nine o'clock in the evening, and the Prefects took it in turn every week to be responsible. It was called being 'in course,' and the Prefect in course made every boy kneel down and kept silence for five minutes or so. Every boy was required to kneel down; of course you could not make a boy kneel down longer than he liked.

"1154. Of course you could not make him say his prayers when he knelt down, but he had an opportunity of doing it, and he was not laughed at for doing so?—No; every one was expected to kneel down, and I think in every well-ordered chamber silence was kept; of course there were one or two Prefects in the room. The Prefects did not say their prayers then."

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* The *vimen quadrifidum* is said to have been invented by a Warden in the middle of the 15th century.—*The College of St. Mary Winton*, p. 9.

26. *Commoners' Boarding-houses. Expenses of a Commoner at Winchester.*

School Charges and Payments, and Distribution of them. Answers of Dr. Moberly, II. Statements of Mr. Wickham and Mr. Moberly, appended to Head Master's Answers. Evidence, 276–320.

The charge for each boy in the Head Master's house is 84*l.*, in the other boarding-houses 105*l.* This includes all the School charges. German and Drawing are the only extras, and are paid for as such by those who learn them. The 105*l.* includes also medical attendance. Dr. Moberly states that, including travelling-money, pocket-money, and tradesmen's bills, the total expenses of a boy boarding in his house average about 115*l.* a year. Every new boy in the Head Master's house pays 11*l.* 18*s.* 6*d.* for entrance fees. Out of the 84*l.* charged for each boy, the Head Master has paid about 21*l.* 10*s.* to the support of the general staff of Assistant Masters, including the Second Master, the Classical, Mathematical, and French Masters, and a small customary payment to the senior Prefects in College. He calculated his housekeeping expenses some years ago at 29*l.*, but he states that this estimate was formed when prices were lower than at present, and on the assumption that his house would contain 120 boys. With 90 boys in his house, he calculated his profits in 1861, as has been already seen, at from 20*l.* to 25*l.* per head. His number had risen to 100 in 1862.

Out of the 105*l.* charged for each of the other boarders, 26*l.* 9*s.* 6*d.* is paid to the staff, including 10*l.* 10*s.* to the Head Master, and leaving a balance of 78*l.* 10*s.* 6*d.* The boarding master has likewise paid on the entrance of each new boy 6*l.* 11*s.*, which has been divided in certain proportions among the Head, Second, and Third Masters. The numbers in the two boarding-houses which were open in 1861 were respectively 23 and 20. The estimated profits on each boy were nearly 23*l.*, after payment of house rent and repairs, servants' food and wages, and two guineas for medical attendance on the boy.*

Boarding Houses, &c. Evidence, 328.

Of the three boarding-houses now open in addition to the Head Master's, two are kept by Assistant Masters, the third by a gentleman who was formerly a "Tutor in Commoners," but now has no educational duties beyond superintending the work of the boys in his house. We visited, when we were at Winchester, the two houses which were then occupied, and were favourably impressed by them.

The boys sleep five or six in a room, and do not use their bedrooms during the day-time. The 20 seniors in the Head Master's house have little private studies; the others, when they are not in School, sit in a common hall, where each has his "toy" or cupboard. With the Scholars it is otherwise; they sit in their chambers after six in the evening. The want of privacy is probably less felt at Winchester, from the fact that the lessons are prepared as well as said in School.

Drainage of Town. Evidence, 966, 967.

Before quitting this part of the subject, we think it right to direct attention to the Warden's evidence respecting the want of effective drainage in the town of Winchester. Last autumn, says the Warden (speaking in 1862):—

> "Mr. Rawlinson came down at the request of some of the most respectable of the inhabitants to give us some statistics touching the advantages and expenses of the drainage of large towns, and of this town in particular. A public meeting was called by the mayor, at which there was a large assemblage; Mr. Rawlinson was present, and although he had come down at the request of a large number of the ratepayers he was refused a hearing. Still it is a subject we have not lost sight of; it is one of primary importance, and one which makes me very anxious. Before Mr. Rawlinson's visit we consulted Mr. Haywood, an engineer of the Metropolitan Board of Works, and he came down and gave us an opinion."

We may be permitted to express a hope that the improvements which appear to be required in this particular will not be much longer delayed.

27. *Results.—The Universities.—The Army.*

The Universities. See Appendix D. Returns I. II.

Of the Undergraduates at Oxford in Michaelmas Term 1861, 60 had been educated at Winchester; of those at Cambridge, 2. The average number of the boys leaving Winchester of late years who have gone to the Universities we compute to be about 17 a year, and the average proportion to be about 43 per cent. Of those who left Winchester in the year which ended at the summer holidays 1862, the proportion who went to the Universities was 41 per cent.

List appended to Dr. Moberly's Answers.

Within the ten years ending in 1861, Winchester obtained at Oxford in the final examinations, seven Classical "Firsts," one Mathematical and two in Law and Modern History; in Moderations, 13 Classical and two Mathematical "Firsts;" one Craven Scholarship, one Latin verse and three Latin Essay prizes, and several prizes for English essays, with other distinctions. We have no return of honours gained at Cambridge, and the number of boys who go thither is probably too small to supply materials for a return.

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* *See* the new scheme of payments in Dr. Moberly's Letters appended to his Answers, II. 10.

The number of the Winchester boys who enter the army is small, as is shown by the subjoined Table, in which the letter A indicates those who have not, and the letter B those who have, had intermediate tuition. THE ARMY. See Appendix E.

WINCHESTER CANDIDATES for DIRECT COMMISSIONS, SANDHURST and WOOLWICH, in Three Years.

	DIRECT COMMISSIONS.		SANDHURST.		WOOLWICH. (Qualifying Examination.)		Totals.
	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	
A - - -	1	0	1	0	0	0	2
B - - -	0	1	2	1	1	2	7
Totals - -	1	1	3	1	1	2	9

The total number, therefore, who passed these examinations in three years was five, of whom two came direct from Winchester.

OBSERVATIONS.

The changes introduced at Winchester by the Oxford University Commissioners have already proved beneficial to the College, and, when they take complete effect, will greatly extend its usefulness. It is to be observed, however, that the primary object of that Commission was University Reform; that it dealt with Winchester School only in connexion with the College, and as a part of the collegiate establishment; and that its powers were materially limited by the right of veto which the Act 17 & 18 Vict. c. 81 gave to the Warden and Fellows—a veto which, as appears from the foregoing Statement, was in fact exercised. We have felt it to be our duty, having regard to these circumstances as well as to the terms of our Commission, to institute with respect to Winchester College, as well as to Winchester School, the same thorough and comprehensive inquiry as we have applied to other colleges and schools; and, as the result of that inquiry, we think it right to propose further and more extensive changes, harmonizing, however, in principle, as we believe, with the reforms of 1857.

The observations which we have made on the constitution and government of Eton College are in substance applicable also to Winchester. Differences might be pointed out in the character of the Governing Bodies of the two Colleges, and in the relation which they respectively bear to the Schools; but, on the whole, the reasons which have induced us to recommend important changes in the one case have led us also to the conclusion that similar changes are advisable in the other. We shall recommend, therefore, the reconstitution of the Governing Body on a plan resembling that which we have suggested for Eton. According to this plan, there will be a resident Warden and 11 Fellows, some of them receiving a fixed income out of the revenues of the foundation, and required to reside during a part of the year, the others honorary, and under no other obligation than that of attending stated and special meetings and taking part in the transaction of business at those meetings. GOVERNING BODY.

These changes will undoubtedly affect, to some extent directly, and to a much greater indirectly, the relation between Winchester and New College, which has been already weakened by the Ordinance of 1857. This, however, presents, in our opinion, no substantial objection to them. The connexion which the Founder created between his two Colleges was doubtless in his time of the greatest value to both. Boys went up to Oxford at that time untaught, for want of grammar schools, in the simplest rudiments of learning, and lived, when there, in private hostels or lodging-houses amongst a vast throng of students like themselves, with little of discipline or restraint, exposed to many hardships and many temptations. The design of William of Wykeham was that his Grammar School at Winchester should educate for his College in Oxford, and his College afford a home and the means of maturer training for the more capable and industrious among the Scholars of his Grammar School. The old state of things is now entirely changed; and whilst no Founder of a College would now think it desirable that it should be fed exclusively from a single school, no Founder of a School would wish that its best Scholars should all be drained off into a single College. It would be beyond our province to recommend, had we come to the conclusion that it was expedient, that the ancient connexion between Winchester and New College should be destroyed altogether. But whilst that connexion is preserved, by the maintenance at New College of the thirty Winchester Scholarships, and with it the old traditional attachment between the two foundations, it is evidently very undesirable that the College in Oxford should retain a dominant influence over the School. CONNEXION WITH NEW COLLEGE.

We shall propose that the Warden of New College for the time being should always be *ex officio* a Fellow of Winchester College, but we shall not recommend that members of New College should enjoy any preference in nominations or elections to the Wardenship or Fellowships at Winchester.

BEDMINSTER AND SUPERANNUATES' EXHIBITIONS.

We shall recommend that the Bedminster and Superannuates' Exhibitions should be thrown open to Commoners as well as Scholars; that they should be won by examination instead of being given as at present; and that they should be tenable at any College of either University.

CLASSICAL STAFF.

The present staff of Classical Masters is clearly inadequate, and there should, in our opinion, be one Class Master for each division, assuming the average number of boys in each division to be about thirty.

SCHOOL FINANCE.

It is proper to consider whether the changes which in this respect and in others we propose to introduce into the scheme of education, would involve of necessity any increased charge upon either the parents or the College. It appears to us that the present scale of payments, if the amount thus raised is properly adjusted and distributed, is sufficient to provide an adequate staff for the School, and that no permanent addition to it is required.* The first introduction of these changes at Winchester, as elsewhere, will doubtless be a matter of some nicety and difficulty, and there are personal rights and interests to be

* Supposing the total number of the School to be 220 (it was 216 in 1862 and is now, we believe about 230), and of these 70 to be in College, 100 in the Head Master's house (as in 1862), and 50 in other boarding houses, and supposing the scale of payments to be the same as in 1861, the annual payments for the teaching staff would appear to be as under:—

	£ s. d.	£ s. d.	£ s. d.
BY COLLEGE:			
Head Master	300 0 0		
Second Master	208 6 4		
Mathematical Master	210 0 0		
College Tutor	200 0 0		
Lecturer on Science	105* 0 0		
	1,023 6 4	1,023 6 4	
BY GODDARD FUND:			
Head Master	450 0 0		
Second Master	300 0 0		
	750 0 0	750 0 0	
BY TAYLOR'S TRUST:			
Second Master	11 13 8	11 13 8	
		1,785 0 0	1,785 0 0
BY SCHOLARS TO FRENCH MASTER: (1*l.* 10*s.* × 70)		105 0 0	105 0 0
BY OR ON ACCOUNT OF COMMONERS:			
For 100 boys in Head Master's house, at 21*l.* 10*s.* each		2,150 0 0	
For 50 in other houses, at 26*l.* 9*s.* 6*d.*		1,324 15 0	
		3,474 15 0†	3,474 15 0
BY 40 BOYS (SCHOLARS AND COMMONERS) LEARNING GERMAN at 2*l.* 2*s.*		84 0 0	84 0 0
FURTHER PAYMENTS BY HEAD MASTER:			
To Mathematical Assistant		50 0 0	
To a Tutor		50 0 0	
		100 0 0	100 0 0
			5,548 15 0

To this sum is to be added entrance fees and the profits of boarding.

A Commoner stays at school, we are told, from three to four years. Supposing the number of entrances in the Head Master's house to be 30 a year, and those in the other houses to be 15, the amount from this source would be from 400*l.* to 500*l.*

The Head Master estimated his boarding profits in 1861, when he had 91 boys, at from 20*l.* to 25*l.* not taking into account (as we conceive) the 350*l.* a year paid by him to the College, the two sums of 50*l.* each paid by him to the Mathematical Assistant and a Tutor, or the keep of the Tutors in Commoners. Taking all these things into account, he may, as it seems, fairly be considered as making, when he has 100 boys, not less than 20*l.* a head, and having a house rent free. His profits from this source may therefore be computed at 2,000*l.* a year with a residence.

The boarding profits on 50 boys at other houses, after all outgoings paid (including payments to the staff), may be estimated altogether at not less than 1,150*l.* of which however about 530*l.* at present goes to a gentleman who is not a Master.

The aggregate sum available for the support of the staff at Winchester, including boarding profits and entrance fees, may be calculated therefore at somewhat more than 8,500*l.* with two houses rent free for

* Probably now increased, as the Lectures go on throughout the year.

† A small portion of this (12*s.* for each boy in the Head Master's house) goes to the prefects in College.

taken into account which neither can nor ought to be disregarded. With this observation, and with the recommendation which we shall presently make on this subject (Recommendation 24), we must leave the matter in the hands of the Governing Body, who will be able in dealing with it to take all the circumstances into consideration, and whose duty it will be to pay due regard to all personal claims which are just and reasonable, as well as to the wants and interests of the School.

Of the special recommendations subjoined, some will need no explanation, whilst others will be sufficiently explained by the foregoing statement and observations.

Summary of Recommendations.

All the General Recommendations (Part I., pp. 52–55) are, in our opinion, applicable to Winchester, with the single exception of XXIV.

We add the following special recommendations:—

Constitution of Governing Body.

1. That the Governing Body of Winchester College should consist of a Warden and eleven Fellows, of whom four should be stipendiary and seven honorary.

2. That the Warden should be elected by the Governing Body, and be a Graduate of Oxford or Cambridge, of the degree of M.A. or some higher degree, 35 years old at the least, and not necessarily in Holy Orders; and that he should have an annual stipend of 1,700*l.*, and the house which is now assigned to the Warden.

3. That the Warden of New College for the time being should be *ex officio* one of the seven honorary Fellows of Winchester.

4. That the other honorary Fellows should be persons qualified by position or attainments to fill that situation with advantage to the School; that they should be entitled to no emoluments, and not required to reside. Three of them should be nominated by the Crown, and should be Graduates of Oxford or Cambridge, and the other three should be elected by the whole Governing Body.

5. That the four stipendiary Fellows should be elected by the whole Governing Body; that every person so elected should either have obtained distinction in literature or science, or have done long and eminent service to the School as Head Master, Second Master, or Assistant Master; that two at least of them should be in Holy Orders, and that each stipendiary Fellow should have a fixed stipend of 700*l.* a year.

6. That, unless prevented by sickness or by some other urgent cause allowed by the Governing Body, the Warden should reside at Winchester during the whole of every School term, and each of the paid Fellows during three months in every year.

7. That the Warden and Fellows should be members of the Established Church, but not necessarily men educated at Winchester.

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the Head and Second Masters. This appears to be not insufficient for a school of 220 boys, supposing it to be distributed as under:—

	£
Head Master	2,500
Second Master	1,200
5 Classical Assistants (at from 200*l.* to 800*l.*)	2,500
Mathematics	900
Modern Languages	600
Natural Science	400
Music and Drawing	400
	8,500

When the boarding house now held by Mr. Wickham falls vacant, another 500*l.* would become available for the Classical Assistants or for other purposes. An increase in the number of Commoners would proportionately increase the fund. The increase in the number of Scholars from 70 to 100 will not add to the fund, while it will add to the work of the staff. The substitution, however, of four Fellowships at 700*l.* for six at 550*l.* will save 500*l.*, and the College will therefore be able to pay more than it now does for the tuition of the Scholars.

The present incomes of the Head and Second Masters exceed those assigned to them in the above scheme, and an additional sum, which may be reckoned at about 800*l.*, would be required on this account if the scheme were to be brought into immediate operation.

The payments at present made by the College in respect of the teaching and discipline of the 70 Scholars, including the Lecturers on Science, amount, as has been seen, together with the payments from the Goddard Fund to nearly 1,800*l.* (probably at present to more than this sum,) or about 25*l.* for each Scholar. It appears reasonable that the College should pay 20*l.* at least for the instruction of each Scholar, which would amount to 2,000*l.* when the whole number of Scholars is 100; and that until the number of Scholars exceeds 90 the College should pay, in addition to 20*l.* for each, such additional sum as will make up its total payment to 1,800*l.* The payments from the Goddard Fund are to be accounted for this purpose as payments by the College.

The scale of emoluments given above is suggested by way of illustration; the actual distribution we leave to the Warden and Fellows, with the observation that the net emoluments of future Head Masters should not, we think, exceed 2,500*l.* while the number of the school is below 300. Neither do we intend by the above estimate of receipts to suggest that the payments of the non-foundationers should always be the same in form or amount as at present. The estimate is intended only to show that the aggregate amount of these payments would be sufficient, without increase, to meet our recommendations.

8. That no ecclesiastical preferment in the gift of the College should be tenable with the Wardenship, nor with a stipendiary Fellowship.

Quorum. 9. That whenever the whole number of the Governing Body is complete or is not less than ten, five should be a quorum; and when it is below ten, a proportion not less than one half of the existing body should constitute a quorum.

Holidays. 10. That the Governing Body should be authorized to fix the times and duration of the holidays, notwithstanding the provisions of the Founder's Statutes on that subject.

Scholarship Elections. 11. That advertisements respecting the elections to Scholarships and Exhibitions should afford information respecting the limits of age, the subjects of examination, the value of the Scholarships or Exhibitions, and, as far as possible, the number of vacancies; and that such advertisements should be inserted in the newspapers three months at least before the day of election.

Exhibitions. 12. That the Bedminster and Superannuates' Exhibitions should not be confined to boys who have been superannuated or have failed of election to New College; that they should be open to Scholars and Commoners indifferently, and should be tenable at any College at Oxford or Cambridge, but that a Bedminster and a Superannuates' Exhibition should not be tenable together; that they should be awarded by competitive examination, but that, *cæteris paribus*, the pecuniary circumstances of the candidates should be taken into account.

13. That the annual value of the Superannuates' Exhibitions should be fixed by the Governing Body; that it should not be less than 50*l.*; and that all of them should be of the same value.

14. That the two Exhibitions endowed out of the tithes of Mears Ashby should be consolidated into one; that the consolidated Exhibition should be awarded by competitive examination, open to both Scholars and Commoners, and should not be tenable with a Scholarship at New College, nor with a Bedminster or Superannuates' Exhibition.

Course of Study. 15. That as regards that part of the scheme of studies which relates to instruction in natural science, no distinction should be made between the Scholars and the Commoners.

16. That the maximum age for admission into the Fourth Form should be 13; for the junior Part of the Fifth, 14; and for the senior Part of the Fifth, 16. (See General Recommendation XXV.)

17. That the permission to discontinue some part of the course of the study, in order to give more time to some other part (General Recommendation XIII.), should not be granted to any boy who has not reached the senior division of the Fifth Form.

18. That the promotion of the boys from division to division should not depend wholly, as it has hitherto done, upon the marks gained for class-work and compositions during the half year, but should depend also in part upon their performances in a special competitive examination occurring once at least in the year.

19. That a larger amount of translation from English into Latin and Greek verse and prose should be introduced; that the amount of original composition in these two languages should be diminished; and that some part of the original composition in them should be exchanged for translations from Greek and Latin into English, both oral translation (as distinct from construing) and written, and that in estimating the merit of such translations due regard should be paid to the correctness and purity of the English.

20. That English composition should be cultivated in the junior division of the Sixth Form.

21. That the practice of learning by heart passages from Latin and English authors should be introduced in the Sixth Form.

Number of Masters. 22. That the number of Classical Masters should be increased as soon as may be, so as to provide one Master for each division of the School.

Charges and Emoluments. 23. That in applying to Winchester the principles of General Recommendations XXVI., XXVII., XXVIII., the sum to be paid by the College for the instruction of each Scholar should be not less than 20*l.*, and that, until the number of Scholars exceeds 90, the College should pay, in addition to 20*l.* at least for each Scholar, such further sum as will raise its total payment for the Scholars' instruction to 1,800*l.*, and that the annual payments from the Goddard Fund to the Head and Second Masters should be deemed *pro tanto* payments by the College for the instruction of the Scholars.

Preparation of Lessons. 24. That arrangements should be made by which the Scholars under the Sixth Form, intead of being left almost wholly to themselves after six in the evening, should prepare their lessons for the next day in the presence of a Tutor or Master, as is now the practice in Commoners.

Fagging. 25. That the application to Winchester College of General Recommendation XXX. should receive the special attention of the Head and Second Masters and of the Governing Body.

CHAPTER III.—WESTMINSTER.

Statement and Observations.

1. *Foundation of the School.—Its relation to the Chapter.—Its Composition and Numbers.*

Foundation, &c. of School.

Westminster School is a Grammar School attached, as is the case in many Cathedral Establishments, to the Collegiate Church of St. Peter, Westminster, and founded by Queen Elizabeth for the free education of 40* scholars in Latin, Greek, and Hebrew.

Statutes. Evidence, 1773, 1781, *et seq.*

The Statutes providing for the establishment and regulation of the collegiate body were passed in the second year of that sovereign, and, though apparently never confirmed, have been uniformly treated as of binding authority, and, in most of their important particulars, observed. The original copy is in the possession of the Dean and Chapter.

Stat., cap.

The scholars were to have an allowance of a small annual sum for commons in Hall, and to receive gowns. It was further provided that there should be for their instruction a Head and Under Master, with certain annual allowances. In addition to the 40 scholars, the Masters were to be allowed to educate with them other boys, of whom some were to be admitted as pensioners;† provided, however, that the total number of the School should not exceed 120. The stipends of the Masters and the cost of maintenance, &c., of the Scholars constituted a charge on the general revenues of the collegiate body or Chapter, the School being not endowed with any property or estates of its own.

The government of the whole School, so far as relates to the discipline, instruction, and ordinary School regulations, rests with the Head Master, subject as respects the 40 Scholars on the Foundation to the authority of the Dean and Chapter.

Visitor.

The Queen is Visitor.

Numbers of School. See Stat., cap. 6. See also Mr. Scott's Evidence, 736, 737.

There appears to be no doubt that, in fact, from a very early period other boys than the 40 Foundation Scholars were taught at the School, under the name of *Pensionarii*, *Oppidani*, or *Peregrini*. The number of such boys, and consequently the number of the whole School, have varied from time to time very considerably, but it appears that, from a very early time, at least as early as the year 1600, the statutory limitation to 120 has been practically set aside. Thirty-five years ago the total number was about 300; in 1843 it was 77. Since 1849, however, there has been but little variation, the maximum being, in 1854, 141, the minimum in 1860, 123. In the school-list of 1861, the number is 136.

2. *Queen's Scholars.*

Admission.

Candidates for admission to the Foundation (the members of which are called Queen's Scholars) are under the Statutes, cap. 5, to be examined by the Electors, with whom also rests the selection of those boys among the seniors who are to receive at the Universities the Exhibitions hereafter referred to. These electors are the Dean of Westminster, the Dean of Christ Church, Oxford, and the Master of Trinity College, Cambridge, aided by two Examiners from their respective Colleges, called Posers, and the Head Master, and this is, in form, still the case, the boys being tested in some author before the Electors at their annual visit.

System of Challenges. Evidence, 111–115.

The real test of qualification, however, is that which is afforded by a system of competition which is termed "the challenge," and which is thus described by Dr. Liddell, formerly Head Master. "It partakes "somewhat of the nature of the old academical disputations. All the candidates for "vacant places in College are presented to the Master in the order of their forms: "there were commonly between 20 and 30 from the fourth form upwards." The number of vacancies is usually about 10. "The two lowest boys come up before the "Head Master having prepared a certain portion of Greek epigram and Ovid's Meta-"morphoses, which has been set to them a certain number of hours before. In "preparing these passages they have the assistance of certain senior boys, who are "called their 'helps.' With these boys too, it should be remarked, they have been "working for weeks or months beforehand in preparation for the struggle. The lower

* It is enacted, Stat., cap. 5, that preference should be given to Choristers and sons of the Chapter tenants, if possessed of the necessary qualifications. There is no reason to believe that this provision has ever been attended to.

† See answers of the Chapter, II., 1. "They were permitted to have commons in the Hall with the "40 scholars upon payment for the same being guaranteed to the College by a tutor, who, it appears, must "have been formerly either the Dean or one of the Prebendaries, or the Masters." Stat., cap. 6. See further, *infra*, the section headed "Town Boys."

"of the two boys is the challenger. He calls on the boy whom he challenges to "translate the passage set them, and, if he can correct any fault in translating, he "takes his place. The upper boy now becomes the challenger and proceeds in the "same way. When the translation is finished, the challenger (whichever of the two "boys happens to be left in that position), has the right of putting questions in gram- "mar, and if the challengee cannot answer them and the challenger answers them "correctly, the former loses his place. They attack each other in this way until their "stock of questions is exhausted." "The 'helps,' stand by during the challenge, and "act as counsel to their 'men,' in case there be any doubt as to the correctness of a "question or answer. The Head Master sits as moderator and decides the point at "issue." The boy who at the end of the challenge (or contest between the two boys) is found to have finally retained his place, has subsequently the opportunity of challenging the boy next above him in the list of candidates for admission, and of thus fighting his way up through the list of competitors. The struggle ordinarily lasts from six to eight weeks; the ten who are highest at its close obtain admission to the Foundation, in the order in which they stand. This position, as far as the College is concerned, they formerly retained for the period of their stay, which is ordinarily four years, though their places in class in School are regulated by the same principles as those of the oppidans. Mr. Scott, however, has lately introduced a change by which a boy can obtain promotion in the list of his own year, so as to obtain a higher place in the annual review of the College by the Dean, and in the order in which the candidates for Studentships and Exhibitions present themselves to the Electors. We cannot doubt that this will be a great improvement. The system of competition thus described is peculiar to Westminster, and is much prized by old Westminsters generally. It should be added too, that, until lately, the foundation at Westminster was the single one among all the public schools to which admission was obtained by competition.

Evidence, Mr. Scott, 882.

EFFECTS OF SYSTEM OF CHALLENGES. Westminster Evidence, 120, *et seq.*

606, 607, *et seq.*

123, 651, 723.

652, *et seq.*

Among the results of this system are pointed out by Dr. Liddell its "introducing "relations between the seniors and juniors of a praiseworthy character," and its making "the elder boys keep up their grammar." Mr. Scott, too, remarks that "it brings the "Head Master into pleasant relations with the boys, and gives opportunities of knowing "them which are hard to find otherwise;" and he adds that he considers that one of the most valuable characteristics of the system is that it tends to encourage presence of mind, self-reliance, and fluency of speech. It may also fairly be expected to stimulate the candidates to exertion and promote accurate grammatical knowledge. On the other hand, it is said that boys, on admission to College, upon the termination of this severe competition, sometimes become slack, and that this result may be observed to continue until the period arrives for the election to the Universities. For this, however (if it be so), another cause has been assigned, as at any rate contributing to bring about this result, so far as the junior year is concerned, viz., the work which the juniors are called upon to do as fags for their masters. There certainly appears to us reason to suppose that the time of the juniors is unduly subject to interruption from this cause, and their opportunities of continued study are very limited. This evil, however, it is obvious, admits of mitigation or removal by proper regulations.

We do not on the whole feel ourselves warranted in positively recommending that the system of admission which we have described should be abandoned. It is however desirable that the Governing Body should be empowered to throw open the foundation to the competition of all boys wheresoever educated, in case they should think, as we are disposed to do, that this would conduce to the general credit and efficiency of the school. The introduction of some greater variety than exists at present in the subjects in which the boys compete would, at all events, be desirable and practicable. The present Head Master has, we learn, taken a step in this direction by introducing, in addition to the challenge, papers to be done by the candidates in Latin prose and elementary mathematics.

Evidence, 655.

PAST AND PRESENT CONDITION OF SCHOLARS.

Evidence, 1760.

The accommodation provided for the Queen's Scholars has been much improved within the last 20 years. Up to 1846, there was one large dormitory, in which all the 40 Queen's Scholars lived by day and slept at night, there being nothing whatever in the nature of private rooms for study. They dined, as at present, in the College Hall, but resorted for their breakfasts (and also for their lodging and the whole of their board, when sick), to the boarding houses to which they had respectively belonged when town boys. "No "breakfasts were then provided by the Dean and Chapter."* The cost of main-

* See Mr. Scott's evidence, 381. It is stated however, by Lord John Thynne (now, and for many years a Canon and Sub-Dean of Westminster), that there *was* an allowance of bread and cheese and beer for breakfast, of which few ever availed themselves, and that thence arose the custom of half-boarding at one of the dames' houses.

tenance, coupled with that for tuition, averaged, at that time, from 80*l.* to 100*l.* per annum. When the late Dr. Buckland was Dean, he appears to have been much struck with the undue amount of this charge, and with the inadequacy, in many respects, of the accommodation provided for the Queen's Scholars; and by his advice, and under his personal superintendence, various improvements were effected, as well in the arrangements of the dormitory as in other respects, in consequence of which the boys are better and more comfortably lodged and fed, and the expense is, at the same time, very materially reduced. The total cost of the new arrangements was between 4,000*l.* and 5,000*l.*, of which the Dean and Chapter appear to have contributed 700*l.*, and the Queen the sums of 500*l.* and 300*l.**, the balance being met by the charge† of 5*l.* per annum to the parents of each scholar, until the total debt should be paid off. At the same time the Chapter undertook that the total expense of each scholar should not exceed 45*l.* per annum. The debt upon the new buildings having been paid off, and it having been found practicable to make certain reductions in other respects, the charge to the parents of a Queen's Scholar has been further diminished, and now is from 34*l.* to 35*l.* per head, of which 17*l.* are paid for tuition. Under the new arrangements the dormitory is divided into 40 distinct sleeping-places, ranged on each side of a central passage, which runs the whole length of the building, and separated from each other by close permanent partitions of about 8 feet high, and from the passage by partitions in which curtains are substituted for the pannels. Evidence, 1760. 1762–1768, 1889. 1770, 1771.

There have been also provided under the dormitory, by closing up what was in the original construction of the building an open cloister, two large rooms, intended for the junior elections (or divisions of the Queen's Scholars) to read in, with a certain number of small private studies partitioned off, and each holding two of the upper boys, with the exception of one which is occupied by the Captain alone. The number of these private studies might, we think, be usefully increased; and, with regard to the dormitory, we have some reason to doubt whether in winter it is sufficiently warmed. On the whole, however, the arrangements of the dormitory, &c., appear to afford adequate accommodation. The sanatorium connected with the dormitory, and intended for the use of the Queen's Scholars, was built at the time at which the alterations were made which are above adverted to, and is very well adapted for its purpose. It is under the charge of a resident matron. The Chapter have also recently formed a covered playground for the Queen's Scholars at a very considerable expense.

As regards board, the Queen's Scholars breakfast, dine, and sup in the College Hall. Of the quality of the food no complaint was made, but it was stated to us that the supper is furnished by what remains from the dinner, and that the quantity at the later meal is therefore occasionally insufficient. This evil, if it exists, would obviously be remedied by providing meat for supper distinct from that which is served up at dinner, and by the exercise of a strict control on the part of the Chapter over those who attend upon the boys at their meals. 477, *et seq.* 1614–1630.

The boys ordinarily have tea or coffee in College after their Hall supper. This is made by the juniors, but is paid for by the boys of the two upper divisions (seniors and third election), and the lower boys have what remains of it after the upper boys have finished. 472, *et seq.*

The immediate charge of the College rests, under the general superintendence of the Head Master, with the Under Master, who occupies a house immediately adjoining the dormitory, and communicating with it by a passage. There appears, however, reason to doubt whether this arrangement tends to produce as constant and easy an intercourse between the Under Master and the senior boys as would result if it were practicable for him to occupy apartments in more immediate connexion with the dormitory, as is the case in some other schools; and it was pointed out to us that it would be very desirable that a new building should be erected at the south-eastern end of the dormitory which should contain rooms for this purpose, besides affording space for additional studies and, perhaps, for one or two other purposes connected with the College. 583, *et seq.* Letter of Rev. H. Bull, Appendix J.

3. *Monitors.*

The practice of recognizing in certain senior boys the power, and of imposing upon them the responsibility, of repressing or punishing breaches of discipline exists at West- Monitors. Mr. Scott's

* The Queen's subscriptions seem to have been applied specially to the Sanatorium.

† It is right to add (Evid., 1769) that the present dormitory appears to have been originally built "by "contributions from persons educated at Westminster, in addition to large grants from the Crown and from "Parliament."

Answers, III. 27. Evidence, 1200, *et seq.*

minster as at various other public schools. Mr. Scott tells us that "the four head boys "on the Foundation, called the Captain and Monitors, are formally entrusted with autho- "rity by the Head Master in the presence of the School;" a set form of words being used on the occasion. "They are specially charged with the maintenance of discipline "generally, and in respect of Queen's Scholars particularly, having a recognized and "limited power of punishing breaches of discipline or offences, such as falsehood or "bullying." Over the town boys they have, says Mr. Scott, "a certain authority, but "there is jealousy about this." "The town boys in the sixth form have all a certain "authority and responsibility, especially in the boarding houses to which they may "belong." The head town boy has, in respect of the town boys, a somewhat similar authority to that possessed by the Monitors, not, however, received in any public or formal way.

Evidence, as above.

Mr. Scott further states that "the head boys are responsible for the lists of absentees "when leave is given, and are charged with the duty of seeing that station is kept," *i. e.*, that "in play hours the boys be in the play-ground, unless some reason has been allowed "for absenting themselves."

Mr. Scott considers "some such powers, as are possessed by the Monitors highly "conducive to discipline, as enlisting the elder boys in support of law and order," but he appears to think (and, as it seems to us, justly) that the system is one which requires watching.

4. *Fagging.*

FAGGING.

A system of fagging exists, and has long existed, here as in other public schools.

With the general question of its advantages and drawbacks we have dealt in another part of this Report; but there are one or two points connected with this subject, and specially referable to the foundation at Westminster, which we deem it our duty to notice. While the evidence clearly shows that in later years, and especially since 1845 (when, among other improvements, servants were appointed to render various menial services which had formerly devolved upon the junior boys), the duties of a fag have been lightened, it appears to us that some further alterations are urgently required. Junior boys are frequently obliged to get up (and more particularly in winter) at unreasonably early hours, sometimes 5 or even 4 o'clock, to call their masters, and to light and attend to the fires and gas in the morning, and to prepare hot water, &c. These duties we think should be performed, so far as they are really required, by a servant or servants to be appointed for the purpose. Again, junior boys are liable at all times of the day to be called off from their own studies to do some service for their master, and their opportunity of preparing for school-work is thus seriously interfered with. We think that this ought to be effectually guarded against by proper regulations, such, for instance, as would provide that, during a portion of the evening, no fagging should be allowed.

Evidence, 2476, *et seq.*

In connexion with this part of our subject, we think it right to call attention to certain statements which were made to us by Mr. Meyrick (the parent of a boy who had been in College, and who had been recently taken away), and by his son, to the general effect that the duties which fags are called upon to perform are often of a very vexatious and oppressive character; that the power of inflicting punishments which seniors claim is often exercised capriciously, and with very undue severity, and that practically no adequate check exists to prevent tyranny and bullying on the part of the upper elections towards the juniors. To allegations of so grave a character it was, of course, right that the Masters immediately connected with the College should have full opportunity of replying; and we thought it necessary also to examine upon them two boys who were in College at the time to which the statements referred. The evidence on both sides will, so far as is material to the subjects of our inquiry, be found in the oral evidence relating to Westminster; and ample opportunity for forming an opinion upon the statements made will thus be afforded.

We feel bound, however, to state that, in our judgment, there is reason to conclude from this evidence that abuses of power may and sometimes do take place, and that undeserved or excessive punishments may be inflicted without the knowledge of the Masters, and without their interference, and that they are too often unchecked by public opinion in the School. To prevent such evils as far as possible, proper regulations are required, and should be strictly and impartially enforced. The Head Master has, since Mr. Meyrick's complaint was brought under his notice, laid down rules, which we hope may be found sufficient, for the purpose of controlling the system of punishments in use among the boys, and preventing their infliction from individual caprice or in the excite-

RECENT REGULATIONS ON THE SUBJECT. Evidence, 3767–3772.

ment of passion, and for diminishing in several material respects the amount of fagging. Mr. Scott tells us that he has given orders,—

1st. That no boy should ever be *kicked* by way of punishment, on any pretence.

2nd. That no senior should delegate the power of punishment to a second election, nor commission him to punish a junior.

3rd. That no boy should be punished again for any school offence which had been already dealt with by a master.

4th. That there should be only one boy "call" each morning, and that no boy should be required to get up before 6 a.m. more than once in the week.

5th. That there should be no fagging from 8 to 10 p.m., unless for the junior in attendance on the Monitor of Chamber.

6th. That juniors should not be sent on messages by the second election.

7th. That juniors should not any more carry or keep the supply of pens, paper, ink-bottles, &c. for the seniors.

8th. That there should no longer be general "station" in College, after breakfast and dinner, for the juniors, but that two or three boys by rotation should remain in College at those times. And that negligence in fagging or routine College duties should be punished by putting the offender "on station" during those intervals.

He has further stated to us that for giving full effect to these reforms additional servants ought to be provided, an opinion in which we entirely concur, and to which we invite the serious attention of the Dean and Chapter, out of whose funds the necessary additional expenditure must be provided.

The whole subject is one which should continue to be carefully watched by those who are charged with the government of the School.

5. *Bishop Williams's Scholars.*

WILLIAMS SCHOLARSHIPS. Mr. Scott's Answers, II. 16.

In addition to the Queen's Scholars there are four boys on the Foundation of Bishop Williams (Lord Keeper in the reign of James the First) to be elected, under a rule of the Court of Exchequer made in April 1836, "from boys born in Wales and in the Diocese "of Lincoln alternately, and, in default of these, from Westminster. Vacancies are to "be advertised," and the election made after an examination conducted by the Head Master. The income of the Foundation is about 72*l.* per annum. The boys were to have blue gowns provided for them, and to receive the rest of their dividend in books. Dr. Liddell abolished the blue gown, and offered to parents to remit all tuition fees on condition that the money (about 17*l.*) payable to each boy yearly should be paid to the school funds; and this is the present usage. It appears to us that the amount of benefit thus received from this Foundation by each boy is so small as hardly to be a sufficient reward for success in an examination, and that it will be desirable to reduce the number of these Foundationers, and increase proportionately the amount payable to each. It appears to us also that some material modifications should be made in the rules at present defining the areas from which alone candidates may present themselves.

6. *Town Boys.*

TOWN BOYS.

The Statutes, as already observed, contemplate the admission of boys to a number not exceeding 80 (in addition to the Queen's Scholars and choristers), designated by the various names of Pensionarii, Oppidani, Peregrini et alii. The first-named (Pensionarii), answering, as we have pointed out in speaking of Eton, to the Commensales of that Foundation, were, it seems, to receive their education gratuitously, and to be lodged and boarded by the College with the Queen's Scholars at a certain fixed rate of charge. Each boy of this class was to provide himself, within 15 days, with a tutor who was to be responsible for him to the College or Body Corporate. There does not appear to be any conclusive evidence as to what number of boys were ever admitted on this footing, though they are mentioned in a Chapter Order of 1584. The "Oppidans, strangers, and others" were not required to have a tutor, but they were manifestly sharers, says Mr. Scott, "in the "instruction and general advantages of the School; and from their ranks mainly the "Foundation was to be recruited." It does not appear that they were to be taught gratuitously, and they were to defray the expense of their own board and lodging. The Town-boys in 1861 amounted to 96, and were, with the exception of those living at their own homes, boarded and lodged in two boarding houses, kept each by an Assistant Master. The general control of these is in the hands of the Head Master, and Mr. Scott states that some years since he laid down 35 as the limit of numbers in each. In

Mr. Scott's Evidence, 742.

Mr. Scott's Answers, II. 17.

Charges.

these houses the sleeping rooms usually contain from two to five beds; occasionally, if there be room, one or two of the elder boys have small single rooms. As regards the diet we heard no complaint. The necessary expenses of a boarder are as under—

		£	s.	d.
Entrance, 10*l.*				
Annually	School Fees - - -	26	5	0
	Board, &c. - - -	68	5	0
		94	10	0

Home Boarders.

A home boarder (of which class there were, at the date of the replies to our inquiries, 37 in the School) pays for entrance 10*l.*, and annually for tuition 26*l.* 5*s.*

Half Boarders.

A half boarder, that is a boy sleeping at home, but having his breakfast and dinner at the School in one of the boarding houses (a class however which has never been large) pays the same tuition fees as the boarders, viz., 10*l.* at entrance and 25 guineas per annum. The half boarder pays also 35 guineas, or 36*l.* 15*s.* per annum, to the boarding house master for his board.

Boarding Houses.

Some years ago, when the numbers of the School were considerably larger (amounting, for example in 1825, to nearly 300), two other boarding houses existed in Great Dean's Yard, kept, as all the boarding houses then were, by dames, with an Assistant Master resident in, and having the charge of, each. When the numbers of the boarders became such as not to require these boarding houses, one was let by the Chapter for other purposes; on the site of the other a house has been recently erected, and is to be rented by the Head Master for the double purpose of giving accommodation to those Assistant Masters who have no boarding houses, and of providing a room in which home boarders can remain in the intervals between school times, both of which objects appear to us to be of much importance to the School.

Mr. Scott's Answers, II. 29.

Evidence, 1328.

Before quitting this part of the subject, we ought to add that it has been represented to us, that the difficulty of obtaining additional boarding house accommodation would necessarily present a serious impediment to the growth of the School, and, further, that it is very important that as far and so soon as possible all intermediate interests should cease to exist between the original lessors (the Chapter) and the Master occupying the house.

7. *Arrangement of the School into Forms—Course of Study—System of Promotion, &c.*

Forms and Divisions. Mr. Scott's Answers, II. 32.

The School (both Queen's Scholars and Town Boys being comprised under this general term) is distributed into ten forms, which at present are arranged for teaching purposes in six divisions, the numbers now in the School readily admitting this.

The Forms are arranged as follows:—

Sixth.
Remove.
Shell { Upper. / Under.
Fifth { Upper. / Under.
Fourth { Upper. / Under.
Third { Upper / Under } Under School.

Of these the Head Master takes the Sixth Form, and the Under Master, besides having the partial charge of the Under Fourth, takes the Under School. The other Divisions are allotted to four Assistant Masters.

Mathematics and French. Mr. Scott's Answers, II. 10.

"The mathematical divisions of the School are generally coincident with the classical, "subject only to an exception in the occasional case of a boy who is so far advanced "beyond his class fellows as to make this a real injustice to him."

"In French, the two highest forms are thrown together and divided anew to form "the French classes; the same is done with the youngest. The intermediate classes are "at present coincident with the forms." Mr. Scott adds, however, that he hopes to alter this if he can obtain a class-room and an additional French Master. French and Mathematics form a part of the regular school work, without extra fees. No other modern language is taught, nor are there "any appliances for the study of natural "science." Both music and drawing are voluntary studies. "A singing class is formed "from time to time under the instruction of Mr. Turle, the organist of the Abbey."

Music and Drawing.

A drawing master (Mr. W. W. Fenn) attends for three periods of two months each in the course of the year, and sometimes more, if required. Each pupil is, ordinarily, with him for a period of an hour and a half in the week. "A class has comprised twelve or "fourteen members." Mr. Scott's Answers, III. 22.

In regard to the mode in which boys pass from one form or sub-division of form to a higher one, Mr. Scott thus explains the system :— PROMOTION.

"Removes are given mainly according to proficiency, estimated partly by the weekly marks for lessons and exercises, and partly by examination. Twice a year, at Christmas and at Whitsuntide, trials take place, in which the boys are required to translate on paper passages from Greek and Latin into English, and from English into Latin prose and verse, all new to them at the time. Marks are given for this, and likewise examinations, *vivâ voce* and on paper, are conducted by the Masters, by which all the work of the half year is tested ; no Master examining his own form. There is also an examination in August, but no 'trials.' The marks for examination are then combined in certain proportions with those for form work, and the places" (or order in which the boys, if qualified, pass to a higher form) "are fixed by the result. In estimating the relative value of different subjects, I should say that classics reckon as fully two thirds of the whole, the remaining third being Greek Testament and Scriptural subjects, History, Geography, and English, so far as answers to historical and other questions on paper may be considered English composition." Mr. Scott's Answers, III. 9.

"In cases of marked proficiency, Mathematics are admitted as giving a claim to promotion. French has never done so, but I think that it might with advantage."

A detailed statement of the work done in school during the year which ended with the summer holidays 1861, with an account of the methods of teaching, will be found in the returns for Westminster, headed C. and D. ; the ages of the boys in the several forms will be found in return B.

The hours of study in school are on whole school days, viz., Monday, Tuesday, Thursday, Friday, from 8 to 9, from 10 to 12.30, and from 3.30 to 5.30 ; on half holidays, viz., Wednesday and Saturday, the work in school terminates at 12.30. Those boys who board at home are allowed to come (having breakfasted) at 9 instead of 8, and it is arranged that one of the Masters should remain with them in school during the school breakfast hour, viz., from 9 to 10. HOURS OF WORK.

There is no definite rule as to the proportion of Masters to boys. All the Assistant Masters are appointed by the Head Master. The Head Master himself and the Under Master are appointed by the Dean of Christ Church and the Master of Trinity alternately, with the consent of the Dean of Westminster. At present there are, in addition to the Head and Under Master, four Assistant Classical Masters, no one of whom seems to have more than 30 boys to teach, while one or two have a much smaller number. APPOINTMENT, &C. OF MASTERS.

8. *Private Tuition.*

A system of private tuition in some respects similar to the Eton system formerly existed at Westminster. The Assistant Master attached to each boarding house was in the habit of correcting in his pupil-room the composition of each boy in his house. A certain special fee, we believe 10*l.*, was paid for this. "Dr. Liddell," says Mr. Scott, "altered "this, and the practice of private tuition has been in great measure discontinued until this "year, when I have in a few instances introduced it again, as an exception, however, and "not as the rule." It appears, however, that Dr. Liddell also, whenever a backward boy required assistance, always allowed him a private tutor. "Private pupils come to "the tutor ordinarily about three hours per week." It appears too, from the interesting evidence of one witness, Mr. Mure, that in his time, under Dr. Carey, there existed a system of private study for boys in the Shell and Sixth, independent of form-work, and that the supervision of these private studies, and the periodical examination of the boys in them rested with the Head Master alone. We regret to learn that this practice has been long discontinued, and we think that the practicability of restoring it, and of extending it to other forms than those above named, is a subject well worthy of the consideration of the authorities of the school. PRIVATE TUITION. Evidence of the Dean of Christ Church, 143–155. Mr. Scott's Answers, III. 14. See Table E. Appendix N. Evidence of Mr. Mure, 886–890.

We may mention here that the present Head Master has lately introduced the practice, which exists at some other schools, of sending regularly, at short intervals, to the parents of each boy a brief written report of his conduct and progress.

9. *Exhibitions, Prizes, &c.*

As regards prizes, books are given annually for Greek and Latin verse and for a Latin Essay, as well as prizes for the various forms at the half-yearly examinations. The PRIZES. Mr. Scott's Answers, III. 13.

present Dean (Dr. Trench) has also offered, since his appointment, ten guineas yearly in prizes to encourage the study of the Greek Testament. Mathematical prizes too are given periodically. There are two classes of exhibitions for boys proceeding to the Universities, viz.:—

Exhibitions Studentships.

1st. Those confined to the Queen's Scholars.

2nd. Those open to the whole School.

Under the 1st Class are comprised:—

(*a.*) Three junior studentships of Christ Church, Oxford, tenable for seven years, the total annual value of each (with the aid of certain benefactions) being at present about 100*l.* per annum, but to rise to 120*l.* "when the new system" (at Christ Church) "is in operation."

(*b.*) "An additional benefaction," Mr. Scott further states, "has just fallen in, "from the gift of the late Dr. Carey, Bishop of St. Asaph, under which 600*l.* per "annum is to be distributed by the Dean and Canons of Christchurch at their "annual audit, in sums of not less than 50*l.* and not more than 100*l.*, to such "of the Westminster students as shall appear most to need such assistance by "reason of poverty or to deserve it by reason of industry and diligence."

(*c.*) Three exhibitions at Trinity College, Cambridge, of the annual value of 40*l.* each, tenable until the holder be of standing for his B.A. degree, and capable of being held with a Foundation Scholarship of the College, if the holder of the exhibition succeed in the competition. In the first year an augmentation, termed the Samwaies benefaction, is divided amongst those elected to these exhibitions. These studentships and exhibitions are only open to the competition of the Queen's Scholars, boys in the senior election (or division) of which body are examined and selected once in the year by the electors to Queen's Scholarships.

Looking to the value of these studentships and exhibitions, to the very limited number of those who can at present compete for them, and to the great advantage which the School as a whole may be expected to derive from the introduction among the boys of any additional stimulus to exertion, we think that it will be proper to admit Town boys to the competition, under such conditions, (not being of course inconsistent with the principal object, viz., that of securing from among the Town boys a fair number of candidates,) as the Governing Body may see fit to prescribe, and we propose to recommend accordingly.

2. There are annually open to the whole School (except such Queen's Scholars as are elected to the Christ Church studentships):—

(*a.*) Two exhibitions* from the bequest of Dr. Triplett, value 50*l.* for three years tenable at any College of the Universities of Oxford and Cambridge, and—

(*b.*) An exhibition provided from the interest of money given by the late Dr. Thomas, Bishop of Rochester, and of about 40*l.* annual value for two years, tenable on the same conditions as the Triplett exhibitions.

Mr. Scott's Answers, III. 13.

These studentships and exhibitions are awarded according to the report of the two examiners before referred to, appointed severally by the Dean of Christ Church and the Master of Trinity College. The latter, however, are themselves present at the *vivâ voce* examination on the last day. Consequent upon the examination the selection of candidates takes place annually in the week before Ascension Day, the electors being the Dean of Westminster, the Dean of Christ Church, and the Master of Trinity. Neither the two examiners mentioned above, nor the Head Master, have any right of voting.

Dean of Christ Church, Evidence, 15, *et seq.*

The examination is in the ordinary work of the School, with this addition only, that, at the request of the present Head Master, on the last occasion the results of the French examination were submitted to the Electors.

As regards the persons by whom this examination is conducted we see no reason to suggest any change, since we cannot doubt that the electors are as much impressed as we can be with the necessity of making the test a real and stringent one. We must point out, however, that if, as we shall be prepared to recommend, other branches of study are hereafter included in the School system than those which it at present comprises, the range of the examination should be similarly extended.

10. *Results.—The Universities.—The Army.*

Appendix D.

In Michaelmas Term 1861 there were 28 undergraduates from Westminster at Oxford and 22 at Cambridge. The number of boys leaving Westminster in the year 1861–2 was 27, of whom 10, or 37 per cent. went to one or other of the Universities. This proportion is probably somewhat below the usual average We collect from the list of

* "There is a surplus accumulating to form more exhibitions, and out of which gratuities may be awarded in cases of special merit."—Mr. Scott's Answers, III. 13.

University distinctions appended to the Head Master's answers that by boys who left Westminster within 20 years, ending in 1857, there were gained in the Final Schools at Cambridge, three "Firsts" in mathematics; in the Final Schools at Oxford, one "First" in Classics, and one in Natural Science, and in the Moderation Schools at Oxford five Classical and two Mathematical "Firsts." Three Classical "Firsts" in Moderations have been gained subsequently. One Fellowships has been gained at Trinity, Cambridge; at Oxford a Mathematical Studentship at Christ Church, and a Hebrew Scholarship.

The number of Westminster boys who entered the army or offered themselves for the various military examinations within three years is shown by the subjoined Table, in which the letter A indicates those who have not, and the letter B those who have, had intermediate tuition. Appendix E.

—	Direct Commissions.		Sandhurst.		Woolwich (Qualifying Examination.)		Totals.
	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	
A - -	1	0	0	1	0	0	2
B - -	2	0	0	0	0	2	4
Totals -	3	0	0	1	0	2	6

11. *Punishments.*

The punishments in use in the School are the rod, applied either to the back of the hand or in the ordinary mode of flogging, impositions to be learnt by heart or written out, confinement to Dean's Yard and refusal of leave out. Flogging, we understand from Mr. Scott, has very much diminished in frequency, there not being ordinarily more than one or two cases in a half-year. It takes place in a room in the back of the school, and is inflicted, so far as the Upper School is concerned, by the Head Master, in the presence of one boy besides the culprit. Boys in the Under School are punished by the Under Master. Punishments. Mr. Scott, 1182, *et seq.*

12. *Amusements.*

The principal amusements of the School are, according to the time of year, foot-ball, cricket, and rowing. The first takes place in an inclosed space, well adapted for the purpose, in Great Dean's Yard; cricket is played in a large and level inclosure, belonging to the Dean and Chapter, in Vincent Square, about half a mile from the School. As regards rowing, there is one person who lets boats, from whom alone it is permitted to hire them, a system which has been adopted with a view to obtain some adequate security that the boats should be safe and properly appointed. Amusements.

Rowing is and has long been regarded with special interest by all Westminsters, and we trust that in any alterations which may take place in Abingdon Street, as has been recommended to Parliament by the Commission on the Embankment of the Thames, due provision may be made for a convenient and (as far as may be) private landing place for the boys.

13. *Religious Services.*

The boys attend the Abbey services according to the Statutes, on Sundays twice (unless they are absent at home on leave) and on Saturday afternoons during school times. On Saints' Days they attend either at the ordinary 10 a.m. service or, under a system introduced by Dr. Liddell when Head Master, at a special (non-choral) service, held in the Abbey at 8 a.m., at which the Masters officiate, and the Head Master (or occasionally the Under Master) preaches. These special morning services, held at an early hour and of a character obviously not very attractive to boys, afford the only opportunities which the Head Master can have of addressing them in his character of their Pastor, and we accordingly can fully appreciate the feeling of regret entertained by many old Westminsters, that as there is no chapel specially appropriated, the boys do not fully and systematically enjoy the advantages in this respect which are possessed by Eton, Harrow, Rugby, Winchester, and perhaps some other schools. Still it is to be borne in mind, as stated by Mr. Scott, that the system of Saturday's leave out for the Sunday, which has long prevailed, and under which "ordinarily not more than from "12 to 18 or 20 in college, and from 20 to 30 in the two boarding houses taken together "(and those a varying body), remain behind in the winter time, and fewer in spring and "summer," tends to diminish the force of the plea for a separate chapel by materially reducing the number of those who would attend service there. At any rate, however, it appears to us that it would be very desirable that the special services now attended by the boys in the Abbey should be of a choral character. We think that it would probably Religious Services. Mr. Scott's Answers, III. 24.

be sufficient for this purpose if the choristers only without the lay vicars were to attend, and that some of the boys themselves would be glad, if duly trained, to take part in the service.

Mr. Scott, 1176. See Lord John Thynne's Evidence.

As regards the attendance at the Holy Communion, we have reason to believe that, not indeed from any positive regulation, but from the long continuance and recognition of a usage which has thus almost acquired the force of an established rule, it is practically deemed by the Queen's Scholars, who have been confirmed while at school, obligatory upon them to attend four times a year. We do not doubt that the Dean and Chapter will agree with us in the opinion that, while the Masters should take all due pains in the preparation of those who desire to communicate, it should be distinctly understood that attendance is strictly voluntary.

14. *Finances of the School.*

Finances.

We proceed to consider the position of the School in reference to its finances. There are, as has been before observed, no separate estates, and it is dependent therefore for its maintenance upon the payments made by the Dean and Chapter in respect of the tuition of the Queen's Scholars, and upon the sums paid by the parents of the boys, as well those on the Foundation as the Town Boys. The Head Master and Under Master do not take boarders. The payments made by the Dean and Chapter in respect of the tuition of the Queen's Scholars are—

Payments by Chapter.

1st. The statutable stipends of

£	*s.*	*d.*	
39	6	8	to the Head Master, and
15	0	0	to the Under Master.
£54	6	8	

Mr. Scott, Evidence, 508, *et seq.*

2nd. The sum of 7*l.* 7*s.* in respect of each Queen's Scholar.*

By Parents.

From these two sources the sum of 338*l.* is annually paid to the credit of a School Fund, out of which, by an arrangement among the Masters, their salaries are paid. The payments made by the parents of the boys for tuition are as under, viz. :—

	£	*s.*	*d.*
1. For each of the 40 Queen's Scholars - - - -	17	17	0
2. For each Town boy - - - - - -	26	5	0

The total sum received under these two heads from the parents is likewise paid into the School Fund for tuition. Each Town boy, too, pays for entrance 10*l.* to the same fund.

Mr. Scott's Evidence, 518.

" The amount," says Mr. Scott, " receivable annually in school fees at present rates, " supposing 120 boys and 25 entrances in the year, would be, without the new Chapter " grant :—

	£	*s.*	*d.*	
76 Town-boys - - - -	1,995	0	0	
40 Queen's scholars - - - -	714	0	0	
4 Bishop's boys - - - -	71	8	0	
25 Entrances - - - -	262	10	0	
	3,042	18	0	"
	294	0	0	
Adding the new grant (294*l.*) we have -	£3,336	18	0	

The general result as regards the salaries of the Masters and Assistants is thus stated by Mr. Scott:—

* With regard to this payment it appears that in the year 1860 Mr. Scott applied to the Dean and Chapter for some payment from their funds in respect of the tuition of the Queen's scholars (in addition to the statutable stipend), representing that the fee of 17*l.* 17*s.* paid by the parents of each Queen's scholar, while at the same time the parents of each Town boy paid to the school fund for tuition 26*l.* 5*s.*, was an inadequate remuneration. To this application the Dean and Chapter, with the assent of the Ecclesiastical Commissioners, acceded in July 1861 by granting 7*l.* 7*s. per annum* for the tuition of each scholar. Mr. Scott had suggested a grant of eight guineas.

"Taking the average of the last five years, during my own tenure of office, the salaries stand thus— MASTERS' EMOLUMENTS. Mr. Scott's Answers, II. 10.

	Tuition Fees.	Leaving Fees.	Stipend and Allowances.	Total.
	£	£	£	£
Head Master - -	1,054	80	39	1,173
Under Master - -	580	33	15	628
First Assistant - -	275	—	—	275
Second Assistant -	240	—	50 (Church Ushership).	290
Third Assistant - -	210	—	—	210
Mathematical Assistant	250	—	—	250
Arithmetical Assistant	277	—	—	277
French Assistant -	132	—	—	132
				£3,235

In addition, it is to be recollected that as the First and Second Assistants keep boarding houses, the profits derivable from this source is to be taken into account.

	£
The First Assistant returns as his profit for 1861 - - -	260
The Second Assistant returns as his profit for 1861 - -	270
The Third Assistant receives also for private tuition - -	40

See Correspondence on boarding profits (Westminster).

We learn that, in addition to the above-mentioned Masters, there is now a Fourth Assistant, who receives as his share of the Tuition Fees 225*l.* per annum, and, for attending to composition, 25*l.*

The total amount of the fund available for the general purposes of tuition arising from all the sources above mentioned, independently of the profits of boarding in the case of the first and second assistants, may be put as before stated at 3,336*l.*, a sum barely sufficient to provide salaries at the above very moderate rates of remuneration, and wholly inadequate to provide for instruction in the additional branches of study which it is desirable to include in the School course. It appears to us, therefore, absolutely necessary that a certain addition should be made to the amount at present paid for the tuition of each boy, and we accordingly recommend that in lieu of 26*l.* 5*s.*, the present amount, 31*l.* 10*s.* be paid annually for each Town boy. As regards the Queen's Scholars, for each of whom are paid, as above mentioned, at present to the School Fund the sums of 7*l.* 7*s.* by the Chapter, and 17*l.* 17*s.* by the parents, we recommend that in future the like sum of 31*l.* 10*s.* should be paid for each by the Chapter, and the payment for tuition by the parents be discontinued. We recommend that, concurrently with this alteration, all leaving fees be abolished; and, further, that the statutory stipends to the Head and Under Master be no longer paid. Even supposing the School to consist of no more than 130 boys, the amount which may be expected to be available for tuition will be somewhat more than 4,000*l.*, a sum which, after providing for necessary School expenses will, it is hoped, besides rendering it practicable to make some moderate advance in certain of the present salaries, leave an adequate balance available for the additional branches of instruction which are to be introduced. We shall propose that in future 70*l.* per annum be charged for boarding, in lieu of 68*l.* 5*s.*, the present charge. CHANGES RECOMMENDED.

In thus recommending that the Chapter should take upon themselves the whole cost of the tuition of the Queen's Scholars, we do not feel called upon to pronounce any opinion as to whether a literal adherence to the Statutes would not have justified, or even required, the adoption by them of that course in past times; neither do we deem it necessary to decide whether the Statutes, which are alleged never to have been confirmed by the Sovereign, are nevertheless of binding authority. Upon both points difference of opinion has existed, and may fairly exist. As regards the future, however, and for the purposes of our inquiry, it will be sufficient to state that it appears to us consistent with at least the spirit of the Statutes, that instruction in the prescribed branches of education should be given gratuitously to the Queen's Scholars. We may add, too, that we have the more satisfaction in making this recommendation, because we are at the same time recommending the abolition of the exclusive claim of Queen's Scholars to the Studentships and Exhibitions. We shall further recommend that the sum of 20*l.* per annum, and no more, be charged to the parents of each Queen's Scholar, such payment to cover the charges for matron, servants in sanatorium, medical attendance, servants in College, and washing. The charge for these items at present amounts to 16*l.* 16*s.*, making, with the 17*l.* 17*s.* charged for tuition, the sum of 34*l.* 13*s.* at present paid by parents. *See* Mr. Trevor's complaint, App. J.

It may be convenient to state here briefly the effect of the proposed changes as regards the Chapter funds.

At present the Chapter pays—	
For the tuition, independently of the expense of the maintenance, of the 40 scholars	294
Masters' stipends	54
	£348
According to the proposed plan the payments will be as follows, viz.:—	
40 boys at 31*l.* 10*s.*	1,260
Deduct payments at present made	348
Net additional payment to be made by the Chapter	£912

See Tabulated Statement appended to Answers (I.) of Chapter.

That the payments to be made on account of the School from the Chapter funds should be increased to this extent appears to us no unreasonable proposal, regard being had to the close connexion of the school with the ecclesiastical foundation, and to the fact of the very large recent increase in the capitular corporate income. We find that in 1860 it was 48,000*l.*, and in 1861 upwards of 60,000*l.*

15. *Government of the School.*

GOVERNMENT OF SCHOOL.

The government of the School, absolutely as regards the Town boys, and subject to the control of the Dean and Chapter as concerns the Queen's Scholars, rests, as has been stated, with the Head Master.

CHANGE RECOMMENDED.

It is unnecessary for us here to repeat the reasons on which we ground the opinion expressed in a former part of this Report in favour, generally speaking, of the existence of a Governing Body of mixed character, who should deal with all matters not necessarily connected with instruction. Fully recognizing the interest taken by the Dean and Chapter in the School, and justly appreciating the weight due to the fact of the statutory connexion which has existed for centuries, we yet think that the general principles previously laid down on this subject should be, judiciously and with due qualifications, applied to Westminster. Here, as in many other instances, we think that benefit to the School will result if a lay element be introduced into the Governing Body; and we propose to make a recommendation to this effect. We must add, that the influence and means of useful action of that body will be largely increased if some part of the Chapter estates, adequate to the support of the School, can be permanently transferred to it, and placed under its exclusive management and control. We have reason to hope that the latter arrangement will not be disagreeable to the Chapter, and we are convinced that it will tend materially to the benefit of the School. We think, too, that all buildings necessarily connected with the School, as well as the play-grounds, should be legally vested in the newly constituted Governing Body, on the condition that, in the event of the removal of the school, such buildings should revert to the Dean and Chapter.

16. *Site of the School—Question of Removal.*

QUESTION OF REMOVAL.

Before concluding this part of our Report, we cannot omit to touch upon one subject which is of very considerable importance, as bearing upon the interests of the School, and which has accordingly attracted much public attention. We advert to the question of the removal of the School from London. The general observations which we have already made upon London schools are more or less applicable to Westminster. In regard to this, as to the other schools to which we have referred, various considerations are brought forward on each side of the question. It is, for instance, contended on the one hand in regard to Westminster, that parents who possess adequate means are now much more desirous than they formerly were of sending their sons to a school in a country situation; that a London school is considered necessarily less healthy; that it offers more temptations to vice; that the social standing of the boys who go to Westminster is in consequence less high than formerly; that it is therefore not to be expected that the number of boarders will keep up, and that the School will ultimately become one principally attended by home-boarders.

On the other hand, it is said that as respects soil and water the School is well situated, that it has less often than other schools been broken up on account of illness; that its

play-grounds are adequate, and its buildings, if certain practicable improvements are made, well adapted to their purpose; that its neighbourhood to the Abbey and to the Houses of Parliament is calculated to exercise a useful influence on boys' minds; that the boys, if due regulations are enforced, are not more exposed to temptation than in several other large schools; that the power of going home on Saturdays is much prized by parents, and is morally advantageous to boys; that the removal of the School into the country would be, practically, an attempt to establish a new school, an experiment involving considerable risk of failure and very great expense, which there are no adequate funds to meet, and that though, like other schools, it has greatly fluctuated in numbers, there seems to be no reason why, if certain improvements are made, it should not again attain something of its former extent and prosperity.

We do not feel ourselves able to pronounce a decided opinion upon the question under discussion between the advocates and opponents of removal. We have indeed already indicated our impression that day schools are what London chiefly wants, and that it is not to be expected that any very large number of boarders will ever resort to schools in London. We may go still further and say that we are inclined to think that there are difficulties in the way of combining in one school large numbers of each of the two classes, viz., day-boys and boarders. It is very doubtful, for instance, whether the arrangements in respect to hours which are best suited to day-scholars are also those which are the best adapted to boarders. The fact certainly seems to be, from whatever cause, that while those schools which like Merchant Taylors', St. Paul's, and King's College arrange their hours of attendance with a view to the convenience of day-scholars find no difficulty whatever in keeping up their numbers, the schools in which a decline is reported are those which are intended principally for boarders and frame their table of hours accordingly. To those who, like ourselves, attach great importance to numbers as an element and condition of efficiency in a public school this fact will appear to be one of much weight. Did we feel ourselves obliged to regard the removal of the school as impossible, we should think it right to point out in detail the manner in which this noble foundation might be made available for a large body of day-scholars, and might thus be placed on a footing which, though somewhat different from that in which it has hitherto stood, would be in no degree inferior to it; but we prefer to leave it to the new Governing Body to consider whether the removal of the School is financially and otherwise possible; and we content ourselves with expressing our opinion that the true interests of the School demand that a decided step should be taken in one of two directions; either it should remain a boarding school and should be removed into the country, or it should be retained on its present site, and should be converted into a school in which the foundation scholars should be day-scholars, or day-boarders, sleeping at their own homes. We can only in concluding our remarks upon this point, direct attention to the evidence of Mr. Hunt, the Surveyor to the Dean and Chapter, as indicating generally the school property in the metropolis which might be made available by sale for the purpose of removing the School should other considerations seem to render it advisable.

See on this subject, Dr. Liddell, Evidence, 23, *et seq.* Mr. Scott, Evid., 1366, *et seq.*

Mr. Hunt, Evidence, 3759, *et seq.*

Summary of Recommendations.

Having regard to the preceding observations respecting the present site and suggested removal of the School, it seems necessary to state that the following Recommendations (as well as some of the remarks which have been already made and would obviously be inapplicable to an altered state of things) are based on the supposition that the School remains where it is, and that it retains its double character as both a boarding and a day school. It has been necessary to assume some particular state of circumstances as a basis for our observations, and none appeared to us so suitable as that which exists. Should any change take place with regard to either the local situation of the School or its continuance as a boarding school, it will be for the Governing Body to apply to it in its altered condition such of our recommendations as may appear to them applicable and expedient.

All the General Recommendations (Part I. pp. 52–55) appear to be applicable to Westminster School.

We add the following special recommendations:—

1. That an Administrative Body should be constituted, to be called the Governors of St. Peter's College, Westminster, to be charged with the administration of the School Fund hereafter mentioned, and with such general powers as we have considered advisable

Constitution of Governing Body.

for other Governing Bodies (General Recommendation III.), and to be composed as follows, viz.:—

Ex-Officio.	The Dean and Chapter of Westminster. The Dean of Christ Church, Oxford. The Master of Trinity College, Cambridge.
Nominated or Elected.	Six persons, five of whom at least should be laymen, and of whom four should be nominated by the Crown, and two elected by the Governing Body. The four Crown nominees should be graduates of Oxford or Cambridge, and should, as well as the elected Governors, be members of the Established Church, three at least of such nominees to be selected with especial reference to their attainments in literature or science.

Quorum. 2. That when the whole number of Governors is complete seven should be a quorum, and whenever it is not complete then a proportion of not less than one-half should constitute a quorum; the Dean of Westminster, and in his absence the person selected by the meeting, to be Chairman, and to have a second or casting vote.

School Estates. 3. That such a portion of the Chapter Estates as may be adequate to the support of the School on the scale recommended by this Report should be legally vested in the Governors, to be by them applied to the due maintenance and education of the Queen's Scholars and to defraying the expenses connected therewith, to repairs or new buildings necessary for or advantageous to the College and School, and, generally, to the promotion of all improvements which may benefit them.

4. That, further, such portions of the Chapter estates as are necessarily and exclusively connected with the College and School, and essential to their well-being, should be vested in the Governors, such portions to comprise the dormitory with its appurtenances, the hall, the school and class rooms, the covered play room, the houses of the Head and Under Master, the three boarding houses, and the play-grounds in Great Dean's Yard and Vincent Square, and such additional buildings as may be erected or adapted for the purposes of the College or School; provided, however, that they should revert to the Dean and Chapter or to the Ecclesiastical Commissioners (as the case may be), in the event of the removal of the College and School from its present position.

Payments for Tuition. 5. That provision should be made for payment to the Governors by the Dean and Chapter, or, in the event of the adoption of any arrangement under which these estates pass into the hands of the Ecclesiastical Commissioners, then by the last-named body, of 31*l.* 10*s.* for the tuition of each scholar, as above recommended.

Additional Building. 6. That as an additional building appears necessary, to include, amongst other things, a large room for the teaching of natural science, music and drawing, with a sitting room for the junior elections, the Chapter or the Ecclesiastical Commissioners (as the case may be), be applied to with a view to obtaining a grant for that purpose. Such a building might also be readily adapted for the performance of the play, and the expense thrown upon the Chapter Funds at present for that purpose be thus obviated.

Boarding Houses. 7. That whether the ownership of the boarding houses be in the Chapter, the Ecclesiastical Commissioners, or, as proposed above, the Governors, there should be no intermediate interest between the Lessors and the Master occupying the house; and further, such arrangements should be made, either as regards some other house (besides those which already exist as boarding houses), in Great Dean's Yard, or in respect to an adequate portion of some vacant space yet unoccupied by dwelling houses, as would admit, should circumstances require, of the adaptation or erection of another boarding house.

Scholarships to be open. 8. That the Governing Body should be empowered to throw the Queen's Scholarships open to general competition without any restriction as to place of birth or the requirement of any previous education in Westminster School.

Studentships and Exhibitions. 9. That the town boys should be admitted to the competition for the Christ Church Studentships, the Exhibitions at Trinity College, Cambridge, and all Exhibitions at the Universities.

Williams Scholarships. 10. That the Scholarships on the Foundation of Bishop Williams should be reduced in number to two, of double their present value, and be awarded by competitive examination, and be open alternately to boys from the Principality of Wales alone, and to all British subjects: Provided that if in the judgment of the Examiners no candidate of sufficient merit shall appear to fill up a Scholarship limited to Wales, such Scholarship should be thrown open to general competition.

English Essay. 11. That so soon as the School Funds may admit of it, or funds given by private

benefaction shall be forthcoming, a prize should be instituted for an English Essay in the highest form in the School.

EXAMINATIONS.

12. That at least once a year some of the more important school examinations, other than those with regard to which this is already the case, should be wholly or in part conducted by Examiners unconnected with the School, and that they should be paid a reasonable remuneration out of the School or College Funds.

PRIVATE STUDIES.

13. That encouragement should be given by separate prizes, to a system of private studies, independent of the School-work, whether with or without the aid of a private Tutor.

CHARGES AND EMOLUMENTS.

14. That in applying to Westminster the principles of General Recommendations XXVI.—XXVIII. the yearly payment to be made for instruction by the parents of each town boy should be fixed at 31*l.* 10*s.*, and that the same amount should be paid by the Chapter on account of each Queen's Scholar. That if private tuition be required in any branch of study forming part of the regular course, a sum not exceeding 10*l.* per annum should be paid by the parents of the boy requiring it to the private tutor. That the charge for boarding should be 70*l.* for town boys. That 20*l.* *per annum*, and no more, should be charged to the parents of each Queen's scholar,* such payment to cover the expense of matron and servants in sanatorium, medical attendance, servants in College, and washing.

FAGGING.

15. That, as there is reason to believe that, in order to meet the requirements of boys belonging to the Senior Election, juniors are frequently obliged, and more particularly in winter, to get up at an unduly early hour, and are obliged to perform offices of a menial character, such as lighting the fire and gas in the morning—and further, that the time which they might usefully devote to their own preparation for school-work is often seriously interfered with by the summons of their seniors—an additional servant or servants in College should be provided, whose duty it should be to perform such offices as lighting and attending to the fires and gas, and who should also call those boys who wish it at such hour as shall be permitted by the regulations of the Head Master. That such additional servant should be also porter of the College, and be stationed between certain hours at or near the door, thus rendering it unnecessary for a second-election boy, as at present, to remain out of school for the purpose of acting as "*Monitor ostii.*"

16. That for an hour and a half or two hours in the evening—say, from 8 to 10—no fagging should be permitted, but that the juniors should prepare their lessons during that time in some fitting room in the presence of a Master.

PUNISHMENTS BY SENIORS.

17. That in order to prevent the tyrannical exercise of power on the part of seniors over juniors, the attention of the Masters should be directed to the importance of entirely reforming the present system of punishments in use among the boys, and especially of putting down the use of rackets, caps, and other such instruments of punishment, and the practice of kicking, unless already effectually suppressed by Mr. Scott's recent rule; and that they should be also recommended to take steps for confining the right of inflicting any punishment at all to the seniors, and for providing that any offences

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* At present they pay 34*l.* 13*s.*

† In the apportionment of the Fund, something like the following scale may, perhaps, be adopted, viz.:—

	£		£
Head Master	1,200		
Under Master	700		
Senior Assistant	300	+ from Boarding House	260
Second Assistant	250	+ from Boarding House	270
Third Assistant	250		
Fourth Assistant	250		
First Mathematical Teacher	250		
Second ditto	225		
French ditto	100		
Church Ushership	40		
	£3,565		

	£
The total of the school fund (assuming there to be 130 boys and 20 entrances each year) will be	4,295
Deduct for instruction as above	3,565
Balance	730

remaining for additional French, Natural Science, German, Drawing, and Music Masters.

requiring more than a very slight punishment should be dealt with by the seniors as a body, and not by individual boys.

18. That in order to ensure a thorough compliance with the Head Master's regulations respecting the treatment of juniors by seniors, as well as to encourage and maintain in the School generally a correct tone of feeling and opinion there should be frequent and cordial intercourse between the seniors and the Master specially appointed to take charge of the School; and that it should, therefore, be an object of immediate and primary consideration on the part of the Governors whether the present arrangement as regards the communication with the Under Master's house is adequate and satisfactory.

ALTERATIONS IN BUILDINGS.

19. That the Governors should also inquire whether it may not be desirable to separate the Junior Elections more completely from the seniors, either by the erection of a separate dormitory for them, to be built in the corner of the College garden, or by partitions in the present dormitory, or otherwise.

20. That additional studies should be provided in the two election rooms, so as, if possible, to arrange that no more than two boys at the most should occupy any one study.

21. That means should be provided for giving additional warmth and more light at night to the two election rooms, and more warmth to the dormitory; and that, generally, an air of greater comfort should be given to the two election rooms by painting or whitewashing as may be required, providing the necessary number of chairs, and otherwise.

22. That whenever the house which now stands between the Head Master's and Dr. Cureton's is pulled down, there should be erected in its place only a wall of sufficient height to form a fence between Great and Little Dean's Yard, unless it be deemed desirable to carry it a few feet higher for the purpose of forming a fives' court on the eastern or inner side.

23. That upon the demolition of this house, the room in the tower adjoining the Head Master's house should be formed into a School Library, to be used by the boys under such regulations as may be deemed proper by the Head Master and the Governors.

24. That the wall and low buildings between the dormitory and School buildings should be taken down, and an iron fence (with a gate) of sufficient height, placed between the College Garden and Little Dean's Yard.

COLLEGE GARDEN.

25. That on Sundays from one o'clock until four in winter, and until nine in summer, the boys, town boys as well as Queen's Scholars, should be allowed to use the College garden under proper regulations.

MEALS.

26. That the Under Master, or in his absence, an Assistant Master, should be always present in College Hall during the dinner of the Queen's Scholars.

27. That the daily allowance of meat for the Queen's Scholars at supper should be sufficient and constant, and should not depend on the quantity consumed at dinner; and that the existing practice under which an insufficient provision is made for the tea of the junior boys should be altered.

CHORISTERS.

28. That, having regard to the spirit of the Statutes, the choristers at the proper age should be either apprenticed to some trade or receive some fair equivalent at the expense of the College Funds.

SERVICES, &C.

29. That the attendance at the Holy Communion in the Abbey on the part of the Queen's Scholars should be in future strictly voluntary.

30. That some arrangement should be made by which the special services attended by the boys in the Abbey may be of a choral character, it appearing to the Commissioners probable that the attendance of the choristers only would be sufficient, and that some of the boys themselves would be glad, if duly trained, to take part in the service.

HOURS.

31. That in case of Westminster School continuing to occupy its present site, the hours should be so fixed as, without prejudice to the interests of the scholars and boarders, to facilitate the attendance of boys residing in London and the immediate suburbs.

CHAPTER IV.—CHARTERHOUSE.

Statement and Observations.

1. *Origin of the Foundation. Statutes. The Governors. The Master of the Hospital.*

Foundation. *See* Mr. Skirrow's Report to the Charity Commissioners, H. C. Parliamentary Paper 9, 1857, pp. 2 and 3.

The Hospital of the Charterhouse was founded by Thomas Sutton in the reign of James I. In 1609 he procured "An Act of Parliament for the foundation of a Hospital "and Free Grammar School at Hallingbury in Essex, but having subsequently purchased "from the Earl of Suffolk the lately dissolved Charterhouse beside Smithfield, in Mid- "dlesex, he sought and obtained in the 9th of James I. certain Letters Patent, which "empowered him to found such hospital and school in the Charterhouse." By these Letters Patent, among various other provisions, 16 persons therein named were appointed "Governors of the lands, possessions, revenues, and goods of the Hospital of "King James founded in Charterhouse," and they then were incorporated by that name, with power to hold lands and chattels for certain defined objects. In pursuance of these Letters Patent the founder in 1611 conveyed to the Governors certain estates. "In "1627 the Governors published a set of statutes, to which their common seal and the "seal of Charles the First were respectively attached." By these statutes, except so far as they have been altered by subsequent orders of the Governors and by the Acts of Parliament named in the margin, the Hospital is professedly governed, and from these instruments and Acts the objects contemplated in the foundation and the present constitution of the Hospital are to be collected.

Statutes and Orders. 3 Car. 1. 8 G. 1. c. 29.

Mr. Skirrow's Report, *ub. sup.* p. 3.

There were two objects which, by the Letters Patent referred to, Thomas Sutton was authorized to carry out, and carried out accordingly, viz.,—firstly, the foundation of "one "hospital, house, or place of abiding for the finding, sustentation, and relief of poor, aged, "maimed, needy, or impotent people;" and, secondly, the foundation and establishment in the Charterhouse of "one free school for the instructing, teaching, maintenance, and "education of poor children or scholars." Power was given to Sutton during his life, and after his death to the Governors, to place in the said hospital and school such Master or head of the said hospital, such number of poor people, such other members and officers of the said hospital, and such number of poor children or scholars as to him or them should seem convenient; and likewise one learned, able, and sufficient person to be the school-master of the said school; and one other "learned, able, and sufficient person to be the "usher thereof, and teach and instruct the said children in grammar; and also one learned "and godly preacher to preach and teach the word of God to all the said persons, poor "people and children, members, and officers at or in the said house." In the event of the Governors neglecting for the space of two months after a vacancy to nominate to any of the above-named offices or positions, the power of filling up the vacant place devolves on the Crown. In their own body the Governors themselves have the power of filling up vacancies, it being ordained, however, that the election should take place within two months.

Governors.

The names of the present Governors are as follows, in the order of their election, viz.—

The Ven. W. H. Hale, Archdeacon of London, Master,
The Earl Howe,
„ Duke of Buccleuch and Queensbury,
„ Earl Russell,
„ Earl of Dalhousie,
„ Earl of Derby,
„ Lord Cranworth,
„ Earl of Harrowby,
The Bishop of London,
„ Lord Justice Turner,
„ Earl of Romney,
„ Archbishop of Canterbury,
„ Viscount Palmerston,
„ Earl of Devon,
„ Archbishop of York,
„ Lord Chelmsford.

By the statutes of 1627 above referred to, it is provided, that there should be "two "set and certain assemblies of the Governors, one in December to take the year's "account, view the state of the hospital, and determine and order any business occurring; "the other in June or July to dispose of scholars to the Universities or trades, to make "election both of poor men and poor scholars into places vacant, as also to determine and "order any other business." By an order, however, of the 29th March 1651, altering in this respect the above statute, the times of holding the assemblies are changed. Besides these set assemblies, other assemblies, termed in the statutes "accidentary," are to be held upon occasion of the death or resignation of a Governor, officer of the Foundation, or

incumbent of any living belonging to the Governors, with a view to the necessary election or presentation.

Under 8th Geo. I. c. 29. (altering in this respect one of the statutes of 1627,) any number of Governors, under nine and not less than five, assembled on four days' notice at the Hospital, may act as a corporate meeting, in which five are necessary to constitute a majority. It is further provided by the said statutes of 1627, that "a committee of "five, at the least, shall be chosen for the whole year at the assembly in December, "whereof any three, the Master being one, may proceed in any business left to the "committee."

Of the two objects mentioned above as authorized by the Letters Patent, the first, viz., the establishment of a Hospital for poor and aged men, does not come within the scope of our inquiry, though it has been necessary thus far to allude to it, as well because the Hospital and School are under the same body of Governors, being in fact two parts of one foundation, as because they both derive support in different proportions from the same trust funds in the hands of the Governors. We shall, therefore, confine our attention to the School. The powers of the Governors in respect to it comprise the appointment of the Master, preacher, schoolmaster, and usher; the nomination of the scholars in such number, on such conditions, and under such regulations as they may think fit; the authorizing such houses as they may think proper to be used as boarding-houses, and the regulation as well of the number to be received in each such house as of the total number of pupils to be permitted to resort to the School; the visitation of the School,* including the power of reforming and redressing all abuses and disorders, and of punishing and displacing, if necessary, any officer or member of the Foundation; the election of foundation scholars to exhibitions at the universities, and the grant of outfits (now fixed at 100*l.* each) to those scholars who produce from the schoolmaster certificates of good conduct, and who, not proceeding to the universities, enter the army or navy, or are articled or apprenticed to any trade or business. They have also authority to make under their common seal such rules, statutes, and ordinances, for the government of the Master and other officers of the Hospital (including the schoolmaster) and the scholars, as they may think meet and convenient. As regards the assistant masters not mentioned in the Letters Patent, their appointment rests with the schoolmaster, subject to the approval of the Governors, or of the Master, who it appears is held to represent his colleagues in this as in certain other respects. We may here observe that we have been unable to trace in the Letters Patent or in the statutes of 1627 any distinct authority for such individual action on the part of one member of the body. In the former, though the Master of the Hospital for the time being is constituted *ex officio* a Governor, no mention is made of any special duties to be discharged by him. In the latter, it is, indeed, specially provided that "he should have the economical government of the house "and household during the Governors' pleasure," and in subordination to them, have the power of "putting in or out" certain of the inferior servants of the household at his discretion; but the power thus given is plainly of a defined and limited character, and does not, as it appears to us, comprehend the right to interfere in certain other ways, in which, however, we collect from the evidence that interference sometimes takes place. It may be said, indeed, and we believe with truth, that in the majority of such cases of individual action, the Master acts either as one of the Committee of Governors above referred to, or at any rate with their knowledge and under an express or implied delegation from them; but admitting this to be often the case, we yet think that it is essential to the interests of any school that the functions and powers of those connected with it should be distinctly defined, and the limits of their respective powers adhered to, and we shall, therefore, recommend provisions to this effect in the suggestions which it will be our duty hereafter to make.

POWERS OF GOVERNORS. Archdeacon Hale's Answers, II.

Mr. Elwyn, Ans. II. 12.

MASTER OF HOSPITAL. *See* Charter.

Stat. 1627.

Dean of Peterborough, Evidence, 572, &c. Mr. Elwyn, Evid. 139.

2. *Endowments, Income, and Expenditure.*

ENDOWMENTS, INCOME, AND EXPENDITURE. Archdeacon Hale's Answer, I. 1.

As regards the property of the hospital, no part of that which was originally granted to the Governors "is held in trust especially for the school, but the hospital for poor "men and the school for poor scholars are one foundation, supported by a common fund. "The kinds of property held in trust by the Governors consist of houses and buildings "in London; 16 houses in Sutton Place, Hackney; farms in various counties, tithe "rents, manorial profits, and quit rents, timber, interest of monies, principally in the "hands of the Accountant-General, and of the Trustees for Charitable Funds and interest "on funds held on special trusts for the benefit of the school. Every farm is surveyed "and reported upon once in three or four years." They are ordinarily let on lease for

* It is stated, however, by the Master (Answer II. 8) that no visitation has ever taken place.

periods of 12 years at rack rents, and land is let on building leases at annual ground rents. No fines have ever been taken. Detailed particulars are given in the Answers of the Master of the Hospital. The total annual income from all the above sources, on an average of seven years ending 1861, was, as will be there seen, 22,747*l.* 5*s.* 9*d.* Of this sum 140*l.* is the aggregate amount of interest on funds held on special trusts for the benefit of the school. It does not appear that there is likely to be in future any very large addition to this annual income. Of the total expenditure for one year (1860–1861), a statement is also given in the Master's Answers, and from this, as elucidated by the "Analysis of Items of Payment in respect of the Establishment charged in the Receiver's "Account for the years ending respectively 1860, 1861, and 1862," also printed in the Answers, a sufficiently accurate result is obtained to show, approximately, the amount expended on the school. It appears from these returns that the expenditure upon the school, combined with that portion of the divisible items of the general expenses which appears properly assignable to the school, amounted in—

Statement appended to Archdeacon Hale's Answers, I.

Mr. Keightley, Evidence, 1335, *et seq.*

	£
1860 - - - - - - to	7,223
1861 - - - - - - „	8,104
1862 - - - - - - „	11,492

In the last-named year, no less a sum than 4,162*l.* 16*s.* was laid out in the improvement and enlargement of the scholars' apartments, obviously not a charge annually recurring. Taking, then, the present annual expenditure for the school at 8,000*l.* in round numbers, we see no reason to doubt that, even if the changes which we may feel it our duty to recommend as regards the school should involve a certain additional expenditure, sufficient means will be available to meet it, without interfering with the other objects of the Foundation. We should add, that by the Charter it is provided that surplus revenues arising in any one year are to be employed in the same way and for the same objects as the revenues specially appropriated, and the Governors have recently acted upon this provision, 1st, by augmenting the payment to each poor brother from 26*l.* 10*s.* to 36*l.*; and 2ndly, by increasing the number of the scholars.

3. *The Foundation Scholars.*

The School contains boys of the three following descriptions, viz.:—

1st. Foundation scholars;
2nd. Boarders in the houses approved by the Governors for the purpose of receiving such boys; and,
3rd. Day boys.

FOUNDATION SCHOLARS, THEIR NUMBER AND APPOINTMENT.

The Foundation scholars are, with the exceptions hereafter stated, nominated, as has been said, by the Governors, who exercise this right in rotation. The maximum number fixed by the statutes of 1627 was 40; to this number, however, certain additions have been made from time to time, the result of which is, that there are now 44 on the Foundation as scholars. We understand that it is the intention of the Governors to increase the number to 60. Of the present number, 44, under orders made by the Governors in 1850 and 1860, eight places are appropriated as prizes for competition among boys in their 14th or 15th years who shall have previously spent not less than one year at the School. The present result of this is, "that every year two scholars are selected by competition, and "on their names being reported to the Assembly, they are appointed scholars, and become "entitled to all the advantages" belonging to that position. Those boys who are nominated "must be between the ages of 10 and 14, and able to pass an examination pro-"portioned to age in classics and arithmetic." This examination was first instituted, and its subjects and extent defined, by orders made by the Governors in 1844 and 1845. It appears, as stated by Mr. Elwyn, the Head Master of the School, to be "of the most "elementary kind," and we cannot but think that the interests of the school and of the individual boys would be materially promoted by the adoption of an examination more extended in its range and more stringent in its character. It is true that Mr. Elwyn states that "it is more severe now than it used to be," but the fact, also stated by him, that, so far as he is aware, no boy has ever been rejected, would certainly seem, if the system of nomination is to continue, to show the necessity of some material change as regards the test of qualification.

Archdeacon Hale's Ans. II. 15, 16.

Archdeacon Hale's Answers, *ubi sup.*

Mr. Elwyn, Evidence, 285, *et seq.*, and Answers II. 15 (in note).

Mr. Elwyn, Evidence, 289, *et seq.*

We think, however, that an alteration of a more complete and organic character is necessary, as regards the admissions to the Foundation. The very beneficial results which have followed the introduction of the principle of competition at Eton and Win-

chester, the success which, as appears from the list of honours appended to the printed answers, has attended its partial introduction by the Governors, and the opinion strongly expressed in favour of the modified plan at present in operation by the Head Master, combine to recommend the adoption of it without restriction at the Charterhouse. Where a nomination has been actually given or promised, the reasonable expectation thus created ought not to be disappointed; but, subject to an exception in favour of such cases, we shall recommend that all the places on the Foundation should be thrown open to the unrestricted competition of boys between the ages of 11 and 14, wheresoever previously educated, according to a scheme to be framed by the Governors with the assistance of the Head Master of the School.

THEIR CONDITION AND ADVANTAGES. Mr. Elwyn, Ans. II. 21, 22.

"The Foundation scholars board in a house appropriated to them," to which, as already stated, very considerable additions have recently been made by the Governors at a cost of more than 4,000*l.*, the result of which is a material improvement previously much required, as well in sleeping accommodation as in the arrangements for washing, &c.

In this house there are two common rooms, one for the upper, the other for the lower boys, breakfast and tea being taken by all in the latter. There is also a dining hall. "For a few of the upper boys there are small studies. The Head Master is responsible "for the management and discipline of the house." There is also an Assistant Master resident in the house, who directly superintends it. In this house, as now enlarged and improved, we see no reason to doubt that adequate accommodation will be provided for the contemplated number of scholars, nor have we any occasion, except in one or two points to which we shall hereafter advert, to question the general sufficiency of the diet. We believe that in special cases, on the recommendation of the medical officer, extra diet is given. As regards the bed rooms, however, we desire to advert to one point, viz., the custom of locking the junior boys into their rooms. Mr. Irvine (the Assistant Master in charge) is strongly in favour of this practice as tending to the maintenance of discipline, and to the protection of the younger boys from disturbance at night; but, if it be necessary to lock the doors at all, we think it would be better to intrust the key to the head boy in each room, as in the Head Master's house.

Mr. Irvine, Evid. 1042, *et seq.* Mr. Elwyn, Evid. 210, *et seq.* Mr. Irvine, 1028, *et seq.*

Mr. Elwyn, Ans. II. 13.

The privileges and advantages of a Foundation scholar are as follows:—"He receives "gratuitously board, lodging, medical attendance, and education, including classics, "mathematics, French, German (if in sixth form), history, geography, and divinity. "He is also provided with clothes during the school terms, and with a gown, and, if in "the upper school, with a cap or trencher. If he passes a satisfactory examination at "the age of 18 he receives an exhibition of 80*l.* a year for four years at any college in "either of the Universities of Oxford or Cambridge." A gratuity of 100*l.* is also granted in the case of any Foundation scholar who goes into the army or navy, or any profession or trade requiring an outfit. "In case of illness they are taken care of by the matron in "the apartments provided for them in her house, and are nursed and dieted in any "illness without any charge for medical attendance or medicine." "The only *school* "charges to which a Foundation scholar is liable are for books and stationery, and a "payment of four guineas per annum by lower boys, and five guineas by upper boys, "to the matron for private washing and the care of private clothes." "Foundation "scholars have also the preference, under the Charter, to the nine livings in the patronage "of the Governors." "By an order of the Governors of 4th March 1856, scholars on "the Foundation are considered superannuated on completing the 17th year of their age, "unless they are reported by the Examiners as fit to remain as candidates for exhibi-"tions. Such candidates leave the School on completing their 18th year, unless they "are in the sixth form, in which case they remain until the completion of their 19th "year."

Archdeacon Hale, Evidence, 13.

Archdeacon Hale, Ans. III. 3. 5.

For the exhibitions there is at present no competitive examination, for it appears that "every Foundation scholar who satisfies the examiners," (gentlemen nominated by the Archbishop of Canterbury,) "so far as to render it most probable in their opinion "that he will pass the first public examination in the University, is entitled to an "exhibition."

At present all these exhibitions are of the same value, viz., as has been stated, 80*l.* per annum for four years, with an additional sum of 20*l.* in the last year. It appears to us that, with a view at once to raise the standard of qualification for these valuable exhibitions, to graduate the rewards to be obtained according to the merits of the competitors, and to render the Charterhouse a more desirable place of education for town boys, the following alterations in the present system are desirable, viz., to substitute a competitive for a mere test examination, to open these exhibitions to the competition

of the town boys, and to divide them into two classes, one of 80*l.*, the other of 60*l.*, per annum, and we intend to recommend accordingly.

4. *Boys not on the Foundation.*

The boys not on the foundation may be classed, as has been said, under two heads, boarders and day boys. The former are lodged in houses sanctioned by the Governors. In February 1862, when the last written return was made to us, they were 45 in number, viz., 30 in the Head Master's house, and 15 in that of the second Master. Occasionally, also, a few boys have lodged in the private house of the Reader. The charge in the houses of the two Masters above named are, for board and education, including washing and medical attendance, 80*l* per annum up to the fifth form, and in and above that form 90*l*. "Education" includes classics, mathematics, writing, geography, history, and divinity.

BOARDERS. Mr. Elwyn's Answers, II. 32. Mr. Elwyn's Answers, II. 18.

There are extra charges for,—

French, 2*l.* 2*s.* 0*d.* (Voluntary except for Foundation.)
German, do. (Voluntary except in 6th Form.)
Voluntary { Chemistry, 2*l.* 2*s.* 0*d.*; Singing, do.; Drawing, 5*l.* 5*s.* 0*d.*; Drilling, 1*l.* 1*s.* 0*d.*

"In the few cases in which a boy has private tuition the charge made by the private "tutor for each is from eight to twelve guineas per annum, varying with the place of "each boy in the School, and his want of individual superintendence."

Mr. Elwyn. Answers, II. 18. *Ibid.* III. 14.

For day boys the annual charge is 18*l.* 18*s.* per annum. "The average number is "from 30 to 35." The Governors have recently provided for these boys two comfortable rooms, which they may occupy, if they wish, between school hours.

DAY BOYS. Mr. Elwyn, Answers, II 10.

5. *Number and Arrangement of the School.*

The total number of the School has varied very materially from time to time. A table showing the numbers and fluctuations since 1818 is given in Mr. Elwyn's Answers (II. 11). It appears from this that the numbers were—

In 1825	480
„ 1835	99
„ 1845	187
„ 1855	133

The number is now limited by an order of the Governors to 200. At present it is 136.

The School is arranged in separate classical, mathematical, and French departments. Of these the classical department has six forms, one of which, the fifth, is divided into two parts; the mathematical has seven divisions, and the French three. In each of the departments (with the exception of the 5th and 6th classical forms) "a boy rises mainly "by proficiency, though age is not disregarded." "The boys take places at, and are "marked at the end of each lesson, and according to the marks gained are arranged at "the end of the week in order of merit. The plan of adding marks for attention and "progress in the mathematical divisions and those gained in the classical work has been "lately adopted, and appears to work well. In the fifth and sixth classical forms marks "are given for work done; in the former changes in place are made from time to time "according to merit ('more consideration being given to age than in the lower forms,') in "the latter, besides arranging the boys according to the marks gained, a prize is given "each term for the highest marks.

FORMS AND DIVISIONS. Mr. Elwyn, Answers, III. 9.

6. *Masters.*

"There are six resident masters, all of whom take some part in the classical instruction. "All take part also in the mathematical teaching, though not in the same order" as in the former case.

"For the instruction in French, two masters attend twice in a week for two hours on "each occasion. The study of French is, under a recent order of the Governors, obliga- "tory upon all who do not learn German. A German master instructs the sixth form "(all in that form being obliged to learn it.) once a week for two hours," and those of

MASTERS: THEIR DUTIES AND EMOLUMENTS. Mr. Elwyn, Answers, III. 10.

other forms who choose it. A drawing master, a singing master, and a chemical lecturer attend respectively twice a week. These, as before stated, are voluntary subjects.

Mr. Elwyn, Answers, II. 10.

The following is the gross amount of remuneration stated by Mr. Elwyn to be received on an average of years from all sources by himself and those masters who are engaged in teaching those branches of education which are obligatory upon the whole or some portion of the school.*

	£	
Head Master	1,100	per annum.
Second Master	700	,,
First Assistant	200	without rooms.
Second Assistant (who superintends the Foundation boys, and has a few private pupils)	200	with rooms.
Third Assistant (also "Reader" with an independent salary)	110	,,
Mathematical Assistant (including income from private pupils)	200	,,

The French Master receives 80*l.* from the Governors, and two guineas from each of the non-foundation boys who learn, (from 40 to 50 in number,) in all about 170*l.* per annum. The Assistant Mathematical Master about 110*l.* per annum. The German Master about 42*l.* per annum. In several of these cases it appears to us that the average rate of remuneration is not such as is likely to secure permanently the services of duly qualified men, and we shall therefore include some suggestions on this head in the recommendations appended to this portion of our Report.

The great importance of some increase in the pecuniary remuneration of the Masters becomes more obvious when it is considered that, on the construction of those words of the Charter which relate to benefices, they are held not to be eligible for appointment unless they have been Foundation Scholars. Some doubt, we are informed, has arisen as to the propriety of this construction from the circumstance that in the first Statutes framed by the Governors after the grant of the Charter (in 1627), there occur words which apparently were intended to alter the provisions of the Charter in this respect, and to render eligible for "spiritual livings of the patronage of the Hospital," before any other persons, "those who do or have done actual service to the House, or have been "members thereof." This point, it appears, was brought under the consideration of the Governors in 1847, and they then held (rightly, as it appears to us,) that the expressions of the Statute of 1627 could not over-ride the provision of the Charter, which makes scholars eligible before any other persons, provided "they be fully qualified "and become meet." It is clear, however, that all ambiguity on the subject should be removed, and, in our opinion, no less clear that the interests of the School will be advanced by rendering all those who are doing or have done service to the School as Masters, whether they have been Foundation Scholars or not, and wherever they may have been educated, eligible for the benefices in the patronage of the Governors. We propose, therefore, to recommend accordingly.

Charter, p. 30. Mr. Elwyn, Answers, II. 13, and Evid., 191, 192. Archdeacon Hale, Evidence, 1297, *et seq.*

THEIR APPOINTMENT. Mr. Elwyn, Evidence, 178, *et seq.*

As has been already stated, the appointment of the Head and Second Master rests with the Governors, the nomination of the Mathematical Usher with the Head Master, subject to the approval of the Governors; and the other Assistant Masters are appointed by the Head Master, with the approbation of the Master of the Hospital. As regards the power of removal of the Assistant Masters some doubt appears to exist, and we think, therefore, that it should be distinctly laid down that the Head Master should have the uncontrolled power of selecting and dismissing the Assistant Masters; that of appointing and removing the Head and Second Masters remaining with the Governors. In regard to the two latter, the Statutes of 1627 provide for a *cæteris paribus* preference of persons educated at the School. As regards the Assistant Masters there is no such limitation; in fact, on several occasions, persons educated at other schools have been appointed. We think that for the future there should be no preference in favour of persons brought up at the Charterhouse as regards any of the Masterships.

As regards the number and ages of the boys in each Form (at the date of the Return, December 1861), the dates of the entrance of each into such Form and of his admission into the School respectively, a detailed statement, containing also certain other

* Since this statement was made, however, the Governors have increased the salary of the Head Master from 240*l.* per annum to 400*l.*, and that of the second Master from 140*l.* to 250*l.* The boarding profits of the Head and second Masters respectively are returned by them as for 1860, the Head Master 600*l.*, Second Master 400*l.*; 1861, Head Master 700*l.*, Second Master 468*l.*

particulars, is given in Table B. of the Appendix: Table C. will be found to contain full and valuable information supplied by the several Masters in reference to the kind and amount of work done in each Form or Division, and Table D. will show the employment of time in lessons and the amount of composition in each Form or Division during the year to which the Returns apply. In Table E. will be found a Return by the only two Assistant Masters who at the date of the Return were taking private pupils, of the work done with them by such pupils out of school hours and distinct from the work of the school.

It will be seen from this last-mentioned Return that private tuition, as has been before stated, does not exist at the Charterhouse otherwise than exceptionally and under peculiar circumstances.

7. *Promotion in School.—Prizes.*

PROMOTION.

The ordinary and regular promotion from one form to another takes place once a year, and depends upon the annual examination, which applies to the whole School. "Every "boy, then, unless he is very backward, moves up from the form in which he is." "A "clever boy," however, "would get a remove oftener than that," his promotion depending upon his marks, and his general conduct. Mr. Elwyn, Evidence, 470.

In promotion in the classical forms no weight is attached to French, promotion in the French department being entirely distinct and independent. As regards mathematics, however, Mr. Elwyn has introduced a plan under which "every week a boy is marked "according as he has done his mathematics, and these marks are added to his classical "marks," so as to affect his place in the classical form, though his position in the mathematical classes is distinct from his classical position. Mr. Elwyn, Evidence, 478, *et seq.*

In the annual examination above referred to, the whole school is examined in divinity, classics, and mathematics, and papers are set for the higher forms. "This examination "as well as those mentioned below in these subjects is conducted as above stated by "examiners appointed by the Archbishop of Canterbury." Those boys who learn French, German, drawing, or chemistry, are also examined in these subjects. "For the "Foundation scholars there is an additional examination in the month of December in "classics and arithmetic, and a report is also presented from the head French Master of "their progress and conduct." Mr. Elwyn, Answers, III. 12.

PRIZES.

At the annual examination prizes are awarded in all the Classical, Mathematical, French, and German divisions, and there are also medals given in the Fifth and Sixth Forms for Latin prose and Greek verse translation, and for original composition in English and Latin verse. Divinity prizes, too, are given by the Reader, and two prizes, one in each of the Fifth and Sixth Forms, by the Preacher for a Theological Essay. In Chemistry and Drawing prizes are given by the respective teachers of these subjects. These are all open to the competition of the whole school.* As regards exhibitions, besides those above referred to, limited to the Foundation scholars, and available at any College at Oxford or Cambridge, open to the whole school, there has also been recently established, in memory of Sir Henry Havelock, an exhibition called "the Havelock "Exhibition" of the annual value of 20*l.* "The subjects for this examination are Latin, "French, History (Modern and Ancient), and Geography (definite portions), English "Dictation and Mathematics," the latter forming a principal element in the examination. "This examination is conducted by special examiners, appointed by the Master and "Schoolmaster. *Cæteris paribus*, a preference is given to a boy intending to enter the "army or some Government office." Mr. Elwyn, Answers, III. 14.

EXHIBITIONS. Mr. Elwyn, Answers, III. 13.

For those not on the Foundation there has recently been established, in memory of the late Hon. J. C. Talbot, a Scholarship tenable at any one of the four Universities of Oxford, Cambridge, Dublin, or Durham, an annual Gold Medal, and a prize of books. For these latter rewards all boys who have been two years in the School may compete.

8. *Results. The Universities. The Army.*

RESULTS. THE UNIVERSITIES. Appendix D.

In Michaelmas term 1861 there were 23 undergraduates from the Charterhouse at Oxford and 10 at Cambridge. In the year ending at the summer holidays 1862 the number of boys who left the Charterhouse was 27, and of these five, or 18·5 per cent.,

* Prizes are also given for private study done out of school.

went to one or other of the Universities. This is a lower proportion than is furnished by any other school except Merchant Taylors'; but it seems by reference to the number of Carthusian undergraduates to be below the usual average of the School. A calculation founded on the number of undergraduates actually at the Universities in 1861 would give an average of eight or nine per annum.

In the nine years from 1853 to 1861 inclusive, three first classes in the final Schools at Oxford and two at Cambridge were gained by Carthusians, also seven first classes in moderations at Oxford, three University scholarships at Cambridge and two at Oxford, and five University prizes, besides several College prizes and a number of Fellowships and scholarships.

THE ARMY. Appendix E.

From the returns furnished to us by the Council of Military Education, we find that only two Carthusians offered themselves for direct commissions within the three years over which those returns extend. There were no candidates for Sandhurst, and only one for Woolwich. This last was not successful.

9. *Discipline. Punishments.*

PUNISHMENTS. Mr. Elwyn, Answers, III. 25.

As regards punishments, Mr. Elwyn states as follows:—"There is a book in which "the name of a boy who has been guilty of any ordinary fault, such as inattention, "being late, imperfect, &c., is entered. If the name of a boy appear three times in one "week in this book he is flogged; impositions are also given, the mode of marking an "offence in ordinary cases being left to the discretion of each Master." "Grave moral "offences are visited with immediate punishment, as are also serious breaches of discipline. "In the case of upper boys, flogging (which is the only corporal punishment employed "in the School) is most rarely employed, and their punishment consists in imposition "and in degradation from their rank and privileges."

On this we remark that the practice of flogging as a matter of course for three "ordinary faults" exists, so far as we are informed, in no other public school, and that it appears to us undiscriminating and unduly severe; and if this usage rests on any rule of the school, such rule ought in our opinion to be abrogated. We think further that the power of administering corporal punishment should be strictly confined to the Head or Under Master or both, and that no "upper boy" ought under any circumstances to be subjected to it. It has been for years the aim of most schoolmasters to minimize the amount of such punishments, and the Head Master of Charterhouse ought, we think, to be supported by the Governors in any efforts he may make to carry out this object.

10. *Monitorial System. Fagging.*

MONITORIAL SYSTEM. Mr. Elwyn, Answers, III. 27. Mr. Brodie, Evidence, 1516.

The monitorial system is in operation at the Charterhouse, and Mr. Elwyn attaches much importance to it as a valuable aid in the maintenance of school discipline, as beneficial in creating a sense of responsibility, and as tending to prevent bullying. From the Foundation scholars four are selected by the Head Master, whose duty it is, in turn, to maintain order in School, and also in the house where the Foundation scholars board. In each of the boarding houses two, or sometimes three, are selected to perform similar duties in the house.

FAGGING. Mr. Elwyn, Answers, III. 29. Mr. Brodie, Evidence, 1563, *et seq.*

Junior Foundation Boy, Charterhouse, Evid., 1730, *et seq.*

The power of fagging is assigned by the Head Master to the monitors and to others of the Sixth and Fifth Forms, and is exercised over boys below the fourth form, implying the right to exact certain personal services, such as making tea, fetching anything which the senior boy may want, fagging out at cricket (limited to one hour a day), and occasional attendance at football. "No menial services, such as cleaning shoes, &c.," says Mr. Elwyn, "are allowed." It appears, however, that two fags are obliged to look after the fires in the two rooms where the Foundation scholars sit, and to attend to the lavatory, duties both of a menial character, and the former of which, at any rate, entails, often upon small boys, the necessity of carrying heavy coal scuttles. We think that servants should be employed on these duties. As regards the time during which fags can be employed, we are glad to learn that, by a recent regulation made by Mr. Elwyn, no fagging is to be allowed between 8 and 10 in the evening; a certain period is thus secured to the junior boys for the preparation of their lessons, for reading or amusement. In other respects, we see no reason for adding any special observations in the case of the Charterhouse, in regard to fagging, to our general remarks on the subject, though here, as elsewhere, we think that it should engage the attention of the Governing Body. We shall annex, however, one or two recommendations.

11. *Religious Observances and Teaching.*

As respects religious observances and religious teaching, "all the boys attend the "church service" in the chapel "on the mornings of Saints' days, and all boarders and "Foundation scholars upon Saturday evenings and on the morning and evening of Sun- "day, the latter service being one especially for the boys" and partially choral. RELIGIOUS OBSERVANCES. Mr. Elwyn, Answers, III. 23, *et seq.*

"The Holy Communion is celebrated on the great festivals and on the first Sunday in every month; but, independently of the general celebrations, on the first and last Sunday in each school term (six times in the year), there is special Communion for the School, to which those who have been confirmed are specially invited. There is no compulsion on any boy to attend, but very few ever absent themselves from these celebrations, though there is caution from time to time given against any mere formal attendance."

"The boys are specially prepared for Confirmation by the Head Master, who has a Confirmation Class for some weeks previous to the Confirmation, which is annually administered in the chapel by the Bishop of London."

"The duty of preaching in the Chapel belongs to the preacher, who is one of the officers of the Foundation, appointed by the Governors."

"Opportunities also are given from time to time to the Head and other Masters of preaching in the Chapel." "Prayers selected from the Prayer Book are read every morning on the assembling of the school by one of the Foundation scholars, and at night before bed-time a portion of the Bible is read to the boys in each house by the master of the house, and then prayers are read either by the master himself or by one of the monitors in the presence of the master."

Boys are regularly instructed during a portion of the Sundays, Mondays, and Saints' Days respectively in the Bible, Church Catechism, and Greek Testament. RELIGIOUS TEACHING.

12. *Amusements.*

"The acreage of the ground allotted to the boys for their out-door amusements and "games is five acres. There are also cloisters in which games can be played when the "weather is unfavourable." "Cricket, foot-ball, hockey, and fives played with bats are "the principal games." We would suggest to the Governors the propriety of considering whether some arrangement cannot be made for teaching swimming. AMUSEMENTS. Mr. Elwyn, Answers, III. 36.

13. *Constitution of the Governing Body.* (*Observations.*)

We have already alluded to the constitution and powers of the Governors. The latter we shall propose in this as in other cases to modify and define; we do not think it necessary to recommend any large alteration in the former. We have already stated our opinion that the Governing Body of a great public School should be permanent in itself, and independent "of personal or local interests, of personal or professional influences "or prejudices, and that it is very desirable that it should 'include men conversant "'with the world, with the requirements of active life, and with the progress of literature "'and science.'" The Governing Body of the Charterhouse is now and has long been composed of men eminent for their rank and character, and little liable to be influenced by local interests or by personal or professional prejudices. Many of them have distinguished themselves in different professions, and not a few occupy or have occupied high positions in public life, while several have achieved literary success or have shown themselves active promoters of the cause of education. They all possess an amount of experience and knowledge of the world which we believe to be of great value to the interests of a public school. We should think that we were doing an ill service to the Charterhouse if we were to propose any material alteration in the general constitution of this body. It appears to us that a slight modification only is needed to adapt it to the duties which we propose to throw upon it in common with the Governing Bodies of the other schools under our review. GOVERNORS. Part I. sec. 1.

The task which these bodies will have to undertake, if the recommendations of our Report are adopted, is one of considerable importance and much delicacy. It is that of blending a due proportion of modern studies with the old classical course without destroying the general character of the public schools. In order to the accomplishment

of this task it is desirable that the Governing Bodies should include a certain number of members specially chosen on account of their familiarity with and proficiency in the new studies which it is desirable to introduce or to regulate. The presence of such men will at once give confidence to the public and enable the Governors themselves to conduct their discussions with the advantage of having always at hand the best information and the best advice upon points on which they are likely to require it. We recommend the introduction of this element into the Governing Body of the Charterhouse, as we have recommended it in the case of other schools. We propose that, before proceeding to re-arrange the studies of the School, the Governors should associate with themselves four new members chosen with especial reference to their attainments in science or literature, thus for a time raising their number to 20; we do not, however, propose that the number should permanently exceed 16; and we recommend that the first four vacancies which may occur should not be filled up. When the number falls below 16, it should be replenished by fresh elections; but one Governor in every four should, we think, continue to be chosen with special regard to the qualifications which we have described.

14. *Proposed Removal of the School.* (*Observations.*)

PROPOSED REMOVAL OF SCHOOL.

Before concluding this part of our Report, the subject of the removal of the School into the country, which is alluded to in many parts of the evidence, calls for some observations. Of those general disadvantages to which we have already adverted as belonging to London schools, the Charterhouse has its share, subject only to qualification upon two points, viz., that its playground is of considerable size, and (differing in this respect from Westminster) close to the School, and that the whole of the premises are surrounded by a wall and accessible only through one gate, so that it is easy to prevent injurious intercourse with the streets outside. We see no sufficient reason, however, to modify in their application to the Charterhouse, our general remarks upon London schools. We believe that, as a boarding school it would thrive much better if removed to some eligible site in the country, while, for those day boys who at present resort or would be likely to resort to it, St. Paul's or Merchant Taylors' Schools (with such modifications and improvements as we shall suggest) in conjunction with the other large London day schools to which we have adverted, would probably supply adequate means of education. We may add that we cannot doubt that the sale of that portion of the present area and buildings which would not be wanted for the fitting accommodation of such part of Sutton's Hospital as would be retained in London, would realise a considerable proportion of the amount of money necessary for the removal. We recommend the subject, therefore, to the serious consideration of the Governors.

SUMMARY OF RECOMMENDATIONS.

All the General Recommendations (Part I. pp. 52–55) appear to be applicable to Charterhouse School.

We add the following special recommendations:—

GOVERNORS.

1. That the number of 16 Governors should be forthwith increased to 20 by the election, as new Governors, of four persons distinguished for literary or scientific attainments; that the next four vacancies should not be filled up, unless occasioned by the death or retirement of any of such four persons, or of persons elected in their room; and that in future one-fourth at least of the 16 Governors should always be chosen with special reference to attainments in literature or science.

QUORUM.

2. That whenever the permanent body of 16 Governors is complete, seven should be a quorum; and that whenever it is not complete, or so long as the number of Governors provisionally exceeds 16, a proportion not less than half of the actual number should constitute a quorum.

ADMISSION TO FOUNDATION.

3. That all the Scholarships on the Foundation should be thrown open to the unrestricted competition of boys between the ages of 11 and 14, according to a scheme to be framed by the Governors with the assistance of the Head Master. Cases in which a nomination has been actually given or promised should be excepted from the operation of this change.

4. That no declaration should be in future required from the parents of candidates for admission to the Foundation, either as to their intention of sending their sons to the University, or their inability to do so without the aid of an exhibition.

5. That the exhibitions at the Universities should be divided into two classes, one of 80*l.*, the other of 60*l.* per annum, and be apportioned to the candidates according to merit. EXHIBITIONS.

6. That the examination for these exhibitions should be conducted, as at present, by examiners unconnected with the School, and apply to the whole of the school work; the proficiency to be tested by marks on the same principles as those which regulate promotion from class to class.

7. That the town boys should be admitted to compete for these exhibitions.

8. That a distinct fund should be formed, to be called the "School fund," and a separate account be in future kept of all receipts and expenditure relating to the School, as distinct from those connected with the pensioners, the general management of the estates, or other matters under the superintendence and control of the Governors. CHARGES AND EMOLUMENTS.

9. That all tuition fees should be paid into this fund.

10. That in future the sum of 26*l.* 5*s.* should be paid by or for each boy as a tuition fee, such sum to cover instruction in every subject which will form part of the regular course of study; and that the Governors should pay this sum to the credit of the School fund for each Foundation scholar.*

11. That if, after the payment of the salaries from the School fund in such proportions as to the Governors may seem fit, any surplus exist, it should be applied either in the augmentation of salaries, or in some way which is conducive to the permanent benefit of the School.

12. That no extra payment be required for any of the branches of study for which provision has been made, except that if private tuition be required in any of them, the sum of 10*l.* per annum, in addition to the 26*l.* 5*s.* above mentioned, be paid to the private tutor.

13. That the sum of 70*l.* should be charged for boarding,† to include washing and ordinary medical attendance.

14. That in future, as regards the Foundation scholars, the charges for private washing and for the matron should be borne by the Governors.‡

15. That no boy be admitted into the School after 15 years of age, or remain there after 19, and that the age of admission to the Foundation should be between 11 and 14. AGE OF ADMISSION.

16. That public speeches should be delivered and prize compositions recited in ancient or modern languages at stated times in the presence of such friends of the School as may wish to attend. RECITATIONS.

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* The School fund would then be (assuming 120 boys) 3,150*l.*, and might, perhaps, be thus appropriated, viz.:—

	School Fund.	Boarders.	Total Income.
	£	£	£
Head Master	600	600	1,200
Usher	400	400	800
Four Assistants (at 300*l.* each)	1,200		
	£2,200		

Leaving for French, German, music, drawing, and natural science, 950*l.*

† At present the total charge for boarding, including washing and education, but excluding modern languages, music, drawing, and physical science, is 80*l.* per annum: *including* these, the total charge will be 96*l.* 5*s.*

‡ The Governors now pay annually for tuition 1,081*l.*
They will pay according to the proposed plan:—

	£
For 60 Foundation scholars (at 26*l.* 5*s.* each)	1,575
For Master in College	80
Matron and washing for Foundation scholars (at, say, 5*l.* for each Foundation scholar)	300
	£1,955
Deduct, at present paid	1,081
Total additional annual charge	£874

Add also for the maintenance of six Foundation scholars in addition to the present number of 54.

FAGGING. 17. That duties of a menial character, *e.g.*, that of keeping up the fires of the three sitting rooms occupied by the Foundation scholars, should be performed by a servant instead of a fag.

18. That no fagging should be allowed between eight and ten in the evening.

MEALS. 19. That an improved arrangement should be made as to the supply of tea to the Foundation scholars.

20. That meat should be supplied twice a day to all the boys.

BEDROOMS, &c. 21. That as regards locking the bedrooms, if it be deemed necessary, the head boy of the room should, in every case, have a key.

22. That there should, as far as possible, be a gaslight burning all night in the passages of the boarding-houses, and of the building occupied by the Foundation scholars.

CHAPEL SERVICES. 23. That the attention of the Governors should be directed to the desirableness of making an arrangement by which all the services attended by the boys in the chapel may partake of a choral character.

BENEFICES. 24. That in regard to the benefices which are in the gift of the Governors, all persons who have done service to the School as Master, Usher, or Assistant Master be henceforth deemed eligible, though they may not have been educated there as Foundation scholars or otherwise.

CHAPTER V.—ST. PAUL'S.

Statement and Observations.

1. *History of the Foundation.*

This School owes its existence to the bounty of John Colet, D.D., who was Dean of St. Paul's from 1505 to 1519, and son of Sir Henry Colet, twice Lord Mayor of London, and a member of the Mercers' Company. The Dean was the eldest of a large family of sons and daughters, all of whom except himself seem to have died young. He was educated at Magdalene College, Oxford, where he subsequently became the intimate friend of Erasmus, and an ardent admirer of the new learning of which that extraordinary man was perhaps the most influential promoter. Being left by the death of his father (1510) in possession of an ample patrimony, he shortly after, in 1511, conveyed certain estates in Bucks to the Mercers' Company for the "continuation of a certain school in the "Churchyard of the Church of St. Paul's." The school itself is stated in the Ordinances of Dean Colet to have been founded in 1512, but it seems to have been already in operation* in 1510, the year of Sir H. Colet's death, that being the date of a letter of Colet's to William Lily the Grammarian, who is recognized in it as "*primus hujus novæ Pauli* "*Scolæ Præceptor.*"†

Founder. Knight's Life of Dean Colet. Erasmi Epistolæ. Ep. ccccxxxv. Deed of Conveyance, Appendix Q. Date of Foundation. Appendix Q. Knight's Life, p. 123, (ed. 1724.)

In the school were to be taught children of all nations and countries indifferently, to the number of 153. These were to be instructed gratis, each child paying "at his "first admission once for ever 4*d.* for writing of his name." Previously to admission they were to be examined in the Catechism, and the Master was to see that they could "read and write Latin and English sufficiently so that" each child should "be able to "read and write his own lessons."‡ The scholars were entitled to no advantages of board or lodging, the school, says Erasmus, being furnished neither with *cænacula* nor *cubicula*. They were even forbidden to bring with them any meat or drink,—"if they need drink "let them be provided in some other place."

Scholars. Ordinances, Appendix Q. Directions to the Master, Knight's Life, p. 124. Erasmi Epist. *ubi supra* Ordinances, *u. s.*

That indigence was not a condition of admission follows both from its being nowhere mentioned as such in the Ordinances,§ and also from the curious direction that tallow candles were at no time of the year to be used in the school, "but all only wax candell "at the costs of their friends." That this expense was more than nominal appears from the circumstance that the school assembled at seven and separated at five throughout the year. It should also be remembered that while the Dean provides that "the instruction "should be free, the class of books and kind of instruction he prescribed evidently "contemplates children of not the lowest class."

Appendix K. Correspondence and Reports. Bishop of Manchester's Letter.

For the instruction of these 153 boys salaries of 34*l.* 13*s.* 4*d.* and 17*l.* 6*s.* 8*d.* were allotted to a High Master and a Sur-Master respectively, the latter being appointed by the High Master, whom he was to succeed "if in literature and honest life according." There was also to be a Chaplain, who in addition to his religious duties was empowered to teach in the school, if it should seem convenient to the High Master. From a statement of Erasmus it seems to follow that this chaplain or "priest" was from the first intrusted with the teaching of at least the lowest class;‖ and indeed three masters do not seem to have been more than sufficient, even according to the notions of those times, for the instruction of so large a school, larger by 33 than that of Westminster as constituted by Elizabeth.

Masters. Ordinances. *u. s.*

The High Master himself was to be chosen, with the advice of "well-literate and "learned men," by the Wardens and Assistants of the Mercers' Company, to whom, as we shall see presently, the government and regulation of the School were entrusted by

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* Possibly in the "old scole" which Colet seems to have purchased, and the site of which he bequeathed to the Mercers' Company.

† This inference is confirmed by a statement of George Lily, William's son, who in his Latin Chronicle, quoted by Knight, p. 108, places the foundation of the school in 1509. The new building was nearly finished in 1516. Appendix Epist. Erasm., Ep. lxxxv.

‡ This was by no means a nominal test. Erasmus says: "Nec quosvis admittunt temere, sed delectus fit indolis et ingeniorum." Epist. ccccxxxv. So Dean Colet, "Ellis let him not be admytted in noo-wise."

§ One "pore scholer" only is mentioned, who was to receive the admission fees of the others, on condition of certain menial services.—Ordinances. By the Amending Ordinances the services and the fees are transferred to a man, who is now called the porter.

‖ Primus ingressus (sc. scholæ) habet ceu catechumenos. Nullus autem admittitur nisi qui jam nôrit et legere et scribere. *Secunda pars habet eos quos hypodidascalus instituit.* Tertia quos superior erudit. Epist. ubi supra. The phrase "ceu catechumenos" is ridiculously misunderstood by Knight and Carlisle as referring to instruction in the Catechism.

the Founder. He might be priest or layman, wedded or single, provided that if in orders he held no benefice with cure; a man, it is added, whole in body, honest, and virtuous. We have already mentioned Dean Colet's attachment to the new or classical culture of the Revival;* and we are therefore not surprised that as a further qualification he insists on a knowledge of good and clean, *i.e.*, pure and unscholastic, Latin Literature, and also of Greek, on the part of the Master, "if such may be gotten." Such a master we have seen was "gotten" in the person of William Lily, the earliest teacher of Greek in London, whose appointment was an earnest of the services which St. Paul's School has since rendered to Classical scholarship.†

Ordinances, *u. s.* Dr. Kynaston's Evidence, 641, 643.

Among Lily's successors may be mentioned the learned Thomas Gale; among the earlier scholars of the School we find the names of Leland and Camden the antiquaries, Milton, Samuel Pepys, Robert Nelson, Roger Cotes the astronomer and editor of the Principia, John Duke of Marlborough, and others. It seems down to the present time to have had its fair share of men personally or officially eminent, and until recently, more than its share of academical distinctions.‡ That of late it has fallen off in the last particular is attested by the High Master, by Canon Blakesley, and by young Paulines now at the University; and their testimony is confirmed by the lists of honours furnished to us by the School. We believe that the causes of this decline are not far to seek, and we shall in the sequel endeavour to point out what appear to us to be the appropriate remedies.

Famous Paulines.

Carlisle. Knight's Life.

Apposition Lists, Dr. Kynaston's Evidence, 614.

Mr. Blakesley, 1028, 1030.

2. *Endowments.*

Endowments. Question as to Surplus Income.

Mention has already been made of the deed of conveyance by which the Mercers' Company was put in possession of Colet's estates in Buckinghamshire. There is also extant a will, executed somewhat later, in which, describing himself as "Citizen and "Mercer of London," he bequeaths to the same body numerous lands and tenements in the metropolis, together with the School and Chapel.§ "The income of the property" thus made over was, "at the time of the foundation of the School, 118*l.* 4*s.* 7¼*d* The "present income," including 1,254*l.*, interest on consols, is stated at 9,549*l.* 16*s* 5½*d*. According to their own view, the Mercers' Company are beneficially interested in the surplus revenues of this property, after maintaining the School according to Dean Colet's ordinances. The correctness of this view depends on a question of law, upon which we cannot pronounce an opinion; but it is evidently most desirable that steps should be taken without delay to obtain a judicial decision on the subject. It is fair to add, that the Company have not exercised the power, which they suppose themselves to possess, of appropriating the surplus revenues, but have managed the property for many years past with a view solely to what they have considered the interests of the School. The enormous increase in value is itself evidence of a pure and diligent administration; nor do we conceive that better care would have been taken of the property by any other body to which Dean Colet could have intrusted it. We entirely agree in the remark of Chief Baron Pollock, that "his selection of a London Company (as Trustees) was "very wise and sagacious."

Appendix Q. Answers of Mercers' Company, I. Evidence, 5–25.

See Correspondence and Reports on St. Paul's. Appendix K. p. 85.

3. *Government of the School.*

Government of School Officers and Court

It is to the Governing Body of the Company of Mercers, "that is to say, the Master "and all the Wardens, and all the Assistance of the Fellowship,"‖ that "the care and "charge, rule and governance of the School" are intrusted by Colet in his Ordinances. They are annually to "choose of their Company two honest and substantial men, called

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* Dr. Colet's literary character is favourably sketched by Erasmus in a well-known epistle. In his own letter to Erasmus (the 12th in the 2nd Book of Erasmus' Correspondence) we find him lamenting his ignorance of Greek, and resolved to learn it, "quanquam jam provectus ætate et prope senex, memor Catonem senem "Græcas literas didicisse." His Latin, though not inelegant, is censured by Erasmus as by no means free from grammatical faults. On the other hand, Erasmus looked up to Colet in the matter of theology. The Dean's views, it would seem, were more advanced in the direction of reformation than his own. See Erasm. Epist., ccccxxxv. an. 1519., col. 458, ed. 1703. In fact, he owed to the favour of the King (Hen. VIII.) his escape from a prosecution for heresy.

† St. Paul's is mentioned by Erasmus as the best school then existing; he boasts at the same time that a certain pupil of his own "plus scire Latinitatis quam fuerit in ullâ scholâ, ne Lilianam quidem excipio, triennio conseccuturus."

‡ The school reached its palmy state in the time of Dr. Sleath, to whose skill as a teacher its then flourishing condition is attributed by Canon Blakesley, himself one of the most distinguished of the Doctor's pupils.

§ It is not true, as Carlisle states, that Colet "consecrated the whole of his very ample estate" to the support of St. Paul's School. He had large estates in Northamptonshire, which by another and later will he leaves, after the death of his mother, to relatives by the father's and mother's side. Knight's Life, Misc., No. xx. The school buildings, according to Antony Wood, had cost him 4,500*l.*

‖ In 1833 there were one Master, three Wardens, and 31 Assistants of the Mercers' Company.—Herbert's Companies of London, vol. 1, p. 228.

"the Surveyors of the School, which, in the name of the whole Fellowship, shall take "all the charge and business about the School for that one year." OF ASSISTANTS OF THE MERCERS' COMPANY.

The powers of the two officers (now called the Surveyor Accountant and Surveyor Assistant) are not defined by Dean Colet further than by the direction that they are to enter the School on fixed days four times in the year, and then and there to pay the Masters their quarterly stipends. Once in the year they are to give the Masters "their "livery in cloth," (now represented by an annual present of an academic gown), and at the same time to render their account to the "Master, Wardens, and Assistance of the "Fellowship." The School has, properly speaking, no Visitor, nor are any powers of interference given by the Ordinances to the Surveyors, as such. Ordinances.

On the other hand, the Governing Body have full powers granted them, not only of interpreting the Ordinances, but also, with the advice of the "well-literate and learned "men" before mentioned, to "add to and diminish from them," and "to supply" in them "every default, as time and place and just occasion shall demand." These powers were exercised on a large scale in 1602, when, with the advice of the Solicitor-General and another Counsel, a body of Amending Ordinances was drawn up by the Court of Assistants, doubling the stipends of the Masters and otherwise modifying the original Ordinances in conformity with the alleged requirements of the time. In particular, the office of Chaplain was abolished, and an "Under-Usher" appointed in his stead; and an important change was made in the disposition of the surplus income, which, instead of being placed, according to the Dean's old-fashioned direction, in a "coffur of iren," is henceforth to be "employed either in exhibitions to poor Scholars proceeding from "Paul's School to the Universities, or else lent out to poor young men of the said "Company of Mercers upon good security." We are not aware whether the latter alternative was ever acted upon, but the former remains in full operation at the present day. POWER TO AMEND ORDINANCES. Answers of the Mercers' Company, II. 7. Ordinances. Amended Ordinances, Appendix Q.

Besides these "Amending Ordinances," of which we have received a copy, we are informed that new ordinances and regulations have from time to time been made in the mode and system of education, and the general management of the School and property under the authority of the original Ordinances. While they have largely added to the stipends of the Masters, the Court of Assistants appear to have made no change since 1602 in the statutable allowance of Dean Colet to their officers the Surveyors, who in effect perform their services for a nominal remuneration of 4*l.* On the other hand, the customary allowance to the Assistants for attending Courts and Committees on the business of the School has been increased eightfold, and the expenses under this head amounted in 1860 to the considerable sum of 229*l.* 19*s.** Answers of the Mercers' Company. Evidence, 64-67.

4. *Masters.*

In place of the High Master, Sur-Master, and Chaplain, of the original Ordinances, there are at present seven Masters,—four Classical, one for Mathematics, and two for French. The present stipends paid out of the School revenues are as follows:— MASTERS, THEIR NUMBER AND STIPENDS. Answers of the Mercers' Company, II. 11. Schedule X. annexed to Answers II.

	£
High Master	900
Sur-Master	400
Third Master	320
Fourth Master	300
Mathematical Master	200
French Master	150
Assistant French Master	100

"In addition to the above, the High Master has the rents of two houses at Stepney, "a residence for himself" contiguous to the School, "with rates, taxes, and repairs "found him, and a gown every year." The other three Classical Masters have likewise residences, the rates and taxes of which are paid for them, and "a gown every year."

As the original number of eight classes fixed by the Founder has been retained to the present day, it follows that each Classical Master, the High Master included, has THEIR APPOINTMENT, DUTIES, AND POWERS.

* This charge attracted the attention of the Commissioners for Inquiring into Municipal Corporations in 1835. It then amounted to 287*l.* 14*s.*, and the account they give is that, "many members were said to come from "the country, and others to quit their business, whose loss of time is not compensated by the pay they receive." On which the Commissioners remark, that the payment "certainly appears, at least with regard to the latter "class of persons, to militate against the rule that a trustee is not entitled to charge for his time and labour; "and it is obvious," they add, "that if it amounts to more than a mere indemnity, it must have a tendency to "produce an unnecessary multiplication of Courts and Committees."—Herbert's "Companies of London," vol. i, p. 277.

the entire charge of two classes of from 15 to 20 boys each. This arrangement, we think, throws too heavy a burden upon the Head Master, who ought, undoubtedly, as he himself urges, to have ample time for the general superintendence and occasional examination of the School. We think, therefore, that at least one additional Classical Master should be appointed, even if the present number of scholars and classes were not increased. All the Masters are now appointed by the Court of Assistants, and are removable at the pleasure of that body, who, on the other hand, are empowered by the Coletine Ordinances to pension at their pleasure a discharged or superannuated Master. According to the Ordinances, the Sur-Master was to be appointed by the High Master, and we have not ascertained at what time or for what reasons this power was taken from him. The Court, it seems, still enforce the somewhat antiquated rule that the Masters shall every year go through the ceremony of re-election. Each Master is "called "in and informed that his place is vacant, and then he is asked if he wishes to apply "for the vacant appointment; he retires, and in a few minutes he is called in, and is "told that he has been appointed to the vacant appointment." We think that the Court might advantageously omit this not very graceful mode of asserting an indisputable right, and we are strengthened in this opinion by the fact that, in the time of the last High Master, Dr. Sleath, an unhappy feeling between him and the Governors arose in consequence of the practice in question. The High Master has no power to alter or modify either the original Coletine Ordinances or the regulations defining the system and course of study which have been subsequently made by the Court of Assistants; but he is left free to select the authors and editions of authors read in the School. "The Sur-Master "and Assistant Masters have no voice, consultative or other, in the direction of the "general studies of the School." We shall propose that a School Council be constituted at St. Paul's analogous to that which we have recommended in the case of all the other Schools which have come under our review, and comprising the existing staff of Classical Masters, one Mathematical Master, and one Master in each modern language, together with a Lecturer in Natural Science, whom we desire to see appointed and furnished at the expense of the Foundation with the requisite apparatus.

Answers of Dr. Kynaston, 44. *b.*

Answers of the Mercers' Company, II. 12.

Evidence, 155–160.

Dr. Kynaston's Answers, 7.

SCHOOL COUNCIL SUGGESTED. General Recommendations, VI.

MUSIC AND DRAWING.

We find that in this alone of all the schools we have had to do with, no provision whatever is made for instruction either in Music or in Drawing. The objection that St. Paul's is a classical school will hardly, we conceive, be urged as a sufficient apology for this omission, or rather, perhaps, oversight on the part of the Governing Body. A German Master is also a desideratum in a school of this eminence, and a plan for introducing German into the School routine is proposed by a former Sur-Master. These additional Masters should be chosen by the High Master, who should also have the power of dismissing them; and we shall propose that he should hereafter resume the power conveyed by the original Ordinances of appointing the Sur-Master. We think, indeed, that the Court might advantageously extend to him the power of appointing and dismissing all the Assistant Masters, and we shall be prepared with a recommendation to that effect.

See Mr. Carver's Letter in Correspondence and Reports, Appendix K. p. 81.

5. *Number and Mode of Appointment of the Scholars.*

THE SCHOLARS, THEIR NUMBER.

There is at St. Paul's no distinction between Foundationers and Non-Foundationers. Every boy is a scholar on the Foundation from the moment of his admission, and as such receives, in accordance with the intentions of the Founder, a perfectly gratuitous education. The number of the scholars has been always restricted to 153, the number fixed by the pious Dean, in memory, doubtless, of the miraculous draught of fishes recorded in the last chapter of St. John's Gospel. This quaint but innocent direction deserves the respect it has received; but we are by no means sure that equal care has been taken to carry out the Founder's intentions in their spirit. It is not clear to us that he contemplated or would have approved the mode in which the scholars are now appointed. The nomination of a scholar, whatever it may have originally been, has now become an affair of simple patronage.* "The scholars are nominated by each Member of the

THEIR MODE OF APPOINTMENT. Answers of Company, I. 17, Evidence, 177.

* The directions to Lily, which are given at length in Knight's Life of Colet, p. 124, ed. 1., begin thus: "The Master shall rehearse these articles to *them that offer their children*, on this wise here following:— "If your child can read and write Latin and English sufficiently so that he be able to read and write his own "lesson, then he shall be admitted into the school for a scholar. If your child, after reasonable season proved, "be found here unapt and unable to learning, then ye, warned thereof, shall take him away, that he occupy not "our room in vain." Not a word is said, either here or in the Ordinances, of the necessity of a nomination by an Assistant, which indeed is allowed to be a quite recent innovation. If the Founder's directions had been carried out, the examination would have remained virtually, though not in form, competitive, as the words of Erasmus imply that it was during the lifetime of the Dean. No meaning short of this is conveyed by the words, *Nec quosvis admittunt temere, sed delectus fit indolis et ingeniorum.* It is instructive to compare with this the letter of Dr. Kynaston to the Surveyor Accountant. Correspondence and Reports, Appendix K.

"Court of Assistants in rotation, and they are admitted to the School by the High "Master under the direction of the Surveyor Accountant." The examination to which the nominees are subjected is of the most elementary description, and does not even reach the standard fixed in the original Ordinances, to say nothing of that higher standard which the altered condition of the times evidently suggests; and though we are informed that one distinguished Member of the Court has introduced an important improvement in the case of his own nominees, it does not appear that this enlightened example has been followed by others. It is not too much to say, that so far as regards the personal and intellectual fitness of its recipients, the benefits of a gratuitous education are conferred at haphazard, and with these benefits the chance, at least, of a handsome provision at the University. The contrast which this mode of appointment presents to the excellent and most successful system now in force at Eton and Winchester* is too obvious to need illustration; and, without instituting comparisons which may seem invidious, it is clear that in this respect the practice of the School falls as far short of the ideas and requirements of the present age, as the directions of the Founder rose above those of his own day.

Its Defects and Consequences. Evidence, 147. Evidence, 519, 520.

We may even go further, and say that the present system of admission is positively injurious to the cause of education, inasmuch as it offers a temptation to parents to neglect the early training of their children; and we have it on the authority of the High Master that this temptation is but too often yielded to. "Some," he says, "are occa- "sionally brought to us even *twelve years* old, utterly ignorant of the first elements of "the commonest knowledge." And the evil seems to be a growing one. "Formerly "the best boys came at 11 or 12 years of age, having previously had some good "training; but now the case is reversed, and they either come a little younger, knowing "nothing at all, or at the same age knowing little more; so that they must be taught "their accidence." These evils are indeed but the natural result of the vicious system of nomination, and can only be cured by introducing some form of competition among the candidates for admission. We should prefer that such competition should be unrestricted, as it is at Eton and Winchester; but even in a modified form, it would be of great value; and in recommending the following scheme we are confident that we act in accordance with the intentions of the liberal and far-sighted Founder. Let two examinations be held annually, to be conducted either by two of the Masters, or by two paid examiners appointed for the purpose. On the occasion of each examination, let any member of the Court who may desire it, have the privilege of nominating two or three candidates, so as to provide a body of 50 or 60 candidates for each 10 or 15 vacancies. After the examination, let a list be formed of the candidates in the order of merit, those standing first on the list to be first admitted, and those who fail to obtain admission in the course of the half year to have one other chance, if their patrons choose to nominate them at the next half-yearly examination. This scheme to remain in force so long as the school shall remain on its present site. We suggest 11 as the minimum and 14 as the maximum age of candidates for admission.

Corresp. and Rep. *ub. sup.* p. 80. Evid. 622, Comp. 518.

Change suggested.

6. *Number of Classes.—Promotion.*

In fixing the number of classes into which his 153 scholars were to be divided at eight instead of six, the usual number in the old Grammar Schools, Dean Colet probably conceived that he was introducing an important improvement. Whether a further subdivision is under present circumstances necessary or expedient may be doubtful, but provided that eight be retained as a minimum, it is clear to us that a full power of subdivision should be vested in the High Master, who alone can judge of the exigences of the School in this respect.

Classes.

The classes, like those of most public schools, are counted from the first or lowest upwards. At Christmas 1861, the age of the youngest boy in the school was nine years and nine months, that of the oldest, who was seventh in the eighth or highest class, was 18 years and five months; while the youngest boy in the same class was little more than 14 years old. We observe a similar inequality in the ages of the boys in the seventh class, in which the greatest age is 17 years 2 months, the lowest only 13 years 6 months. The average age of the seventh is rather small in proportion to that of the eighth class. But in the middle part of the school the disparities are so great as to suggest the expediency of some strict rule as to the maximum age at which a boy should be permitted to remain in any class but the highest. We propose, accordingly, that no boy should be admitted into the fifth class after the age of 15, nor into the sixth

Disparities of Age in Classes. Suggested Change.

* We earnestly invite attention to the evidence of Drs. Goodford and Moberly on this head, and in particular to an extract from a printed pamphlet by the latter gentleman, which will be found in our Report on Winchester School.

after 16; and that no boy should be allowed to remain in the School after he has passed the maximum age prescribed for the admission of boys into the class above that in which he is.

Such a rule, we conceive, is more imperatively called for at St. Paul's than at schools where the number is unlimited, and where no gratuitous advantages are enjoyed. If accompanied by a mode of admission more in harmony with the Founder's wishes, it would go far towards removing the languor and stagnancy which, from the evidence before us, appear to prevail in some parts of the school. We may add that in our opinion the minimum age of admission ought to be raised to 11 years, and that no boy should be admitted into the School unless he be fit to enter a class in which the maximum of age allowed does not exceed his own, nor any boy admitted at all who has not passed an examination similar to that indicated in our General Recommendations.

General Recommendations, XXIII.

PROMOTION. Answers, 9.

Promotion to a superior class depends, according to Dr. Kynaston, on proficiency in classical scholarship alone, no account being taken of mere seniority. He explains classical scholarship as including to some extent History and Geography. We recommend, as in the case of the other schools, that the conditions of promotion in the School be enlarged so as to include Arithmetic and Mathematics, and one modern language; and that it be determined partly by a special examination, and partly, as at present, by reference to the class marks. The principle of separate classes, and separate promotion in each branch, side by side with the general school promotion, as recommended for the other schools, is, we believe, a sound one, and we think it should be introduced at St. Paul's so far as it may be found practicable. We also think that when Drawing and Music Masters are appointed, every boy should, during some assigned portion of his school career, be required to receive instruction in one of these branches. We would not conclude this part of our subject without expressing our satisfaction at the efficient manner in which, according to the evidence, Arithmetic and Mathematics are taught in the School.

General Recommendations, XVI.

Ibid, XIX.

Evidence, 852–870. Compare the Evidence of Mr. Lethbridge throughout.

7. *Prizes and Exhibitions.*

EXHIBITIONS. Dr. Kynaston, Answers, 13.

In respect of prizes and exhibitions no school in proportion to its numbers is better provided than St. Paul's. Of exhibitions annually disposable, there are:—

1. One of 120*l.* a year, tenable at any College in either University.
2. One of 100*l.* } founded by Viscount Campden, and tenable only at Trinity College,
3. One of 80*l.* } Cambridge.
4. One of 30*l.*, tenable for seven years at Corpus Christi College, Cambridge.
5. One *or more* of 50*l.*, tenable at either University.

Answers, Dr. Kynaston, 10.

"These are awarded strictly in accordance with the results of the Apposition Examination, in which the mathematical marks count in the proportion of one-third to the classical."

Mr. Blakesley, Evidence, 913, 959.

Dr. Kynaston makes the somewhat unusual, but in the present state of the School not, we believe, unfounded complaint, that the exhibitions are too numerous and too easily obtained. Certainly the principle of giving a boy an exhibition on the mere certificate of the examiners that he is not absolutely unfit to hold it is to us a novel one; and it must in our opinion tend to deaden competition, and defeat the object of giving a stimulus to industry, of which the givers of such prizes ought never to lose sight. The improved system of admission and promotion which we recommend would to a certain extent remedy the evil complained of; but we are clearly of opinion that in order to an effective competition the number of exhibitions awarded ought always to fall considerably short of the number of candidates. Without going so far as to say with Mr. Blakesley that at least "90 per cent. of those who leave the School ought to go to the Universities," we agree with him that the proportion who at present go thither is smaller than it might fairly be expected to be in a School where the education is and ought to remain thoroughly, we do not say exclusively, academical. A system of vigorous competition for admission would rapidly raise the low proportion complained of, and at the same time restore the proportion between the candidates for exhibitions and the exhibitions competed for.

Of the annual exhibitions founded by private benefactors we observe that one of 100*l.* a year can only be held at Trinity, while the holder of another of 30*l.* which is tenable for seven years, must reside at Corpus Christi College, Cambridge. In the interest of the School we think that both these should be made tenable at any college in either University, and we would suggest that the smaller of the two should be raised in value and made tenable for only four years.

The smaller exhibitions of 10*l.* and 13*l.* a year, payable at the same colleges and at St. John's, might probably with advantage be consolidated; but this is rather a question

for the Cambridge authorities who have the disposal of them. In the present condition of the School we conceive that four annual exhibitions are fully sufficient, and that a larger number can only *pro tanto* do harm.

Before we leave the subject of exhibitions we notice two regulations, one of which is found to work ill in practice, while the other seems likely to be attended with needless hardship in particular cases. It is directed,—1. That in order to be eligible for an exhibition a boy must have been admitted to the School under 12 years of age. 2. That a scholar who has been deemed worthy of an exhibition, remain at the School until it is time for him to go up to the University. This latter rule is strongly reprobated by Mr. Carver, Head Master of Dulwich School, who was recently Sur-Master of St. Paul's. Correspondence and Reports, Appendix K.

"The evil is felt especially by the Masters of the Upper School (both in the classical and "mathematical departments) in the consequent postponement of our annual removes, "and the delay thus occasioned in the commencement of our work for the ensuing year "with the new draughts into our classes; but in its effects upon the boys themselves it "is, I think, even more prejudicial, for it can scarcely fail to induce or encourage, at a "most important period of their lives, those habits of listlessness and indolence which "they will find it far more easy to acquire than to shake off again when once indulged."

In our opinion the rule should be at once rescinded, and the eligibility to exhibitions extended to all boys who have been admitted under 15. On the other hand we approve of the rule which obliges every scholar to leave the School on attaining the age of 19.

The prizes not in the nature of exhibitions are enumerated by Dr. Kynaston in his Answers. We have only to make the obvious suggestion that in case of the introduction of Natural Science, of German, and of Music and Drawing into the School course, prizes should be given every half year for proficiency in each of these subjects. Prizes.

Besides prizes and exhibitions there is another class of rewards which requires notice. It appears from the table of expenditure that during the year 1860 the sum of about 160*l.* was expended in gifts to former scholars on the occasion of obtaining certain emoluments or distinctions at the University, and certain supposed distinctions in public competitive examinations. *Primâ facie* it does not appear to us that this sum has been altogether wisely laid out. To bestow a sum of money upon a young man as a reward for having obtained a considerable addition to his income, as in many of the cases alluded to, is a proceeding the reasons of which are not self-evident, nor are we able to say that a 17th or 24th place in the Indian competitive examination appears to us to constitute a claim for the special consideration of the Court of Assistants. We are glad, however, to be informed that the subject of these rewards has already engaged the attention of the Governing Body, and that a scheme has been drawn up by one of its members, which will limit the future expenditure under this head. Quite irrespectively of the financial question, we think harm is done by any custom tending to produce the impression that mediocre attainments are viewed by the authorities of the School as a subject of complacency or congratulation. Gifts of Money. Evidence, 76–78.

8. *Hours of School. Recreations.*

The school hours were fixed in the original Ordinances at from 7 to 11 and from 1 to 5. These eight hours have wisely been reduced to six, and the hour of assembling put off until nine. Afternoon school lasts from 2 to 4, winter and summer, the interval of an hour only being allowed between morning and afternoon school. But the long morning school is broken by an interval of a quarter of an hour. These hours have been fixed with a view to the convenience of day-scholars, who form the great majority of the school. The time for play, as will be seen, is very short: indeed the absence of anything deserving the name of a playground would prevent advantage being taken of a longer interval, unless indeed for walks in the city, to which there are obvious objections. The hours are probably as well arranged as under the circumstances they could be. We are glad to find that on half holidays, which occur twice in the week, the boys have the use of a part of Kennington Oval during the cricket season. While regretting that they have not fuller opportunities of out-door recreation, we do not see how the defect is to be supplied so long as the school remains on its present site. The interval of an hour between schools is partly employed in luncheon or dinner, for which, in pursuance of Dean Colet's directions, no provision is made by the Company, though the High Master furnishes dinner to a limited number in his own house. The rest are left to seek it where they can, the Court declining to take any responsibility in the matter. School-hours. Dr. Kynaston, Answers, 35, 36. Recreation and Meals.

It does not appear that this system, or rather this absence of system, is thought satisfactory by the chief officials of the School. The best arrangement would probably be that all the boys should be provided with a mid-day meal on the school premises at a fixed Evidence, 186–193.

charge, but this the character and limited extent of the buildings forbid. There is notoriously in St. Paul's Churchyard or the neighbourhood a great number of eating-houses and taverns of various degrees of respectability; and we should imagine that arrangements might be made with the keepers of some of these establishments for providing a certain number of boys with a suitable meal at a reasonable cost, and in a separate apartment. Such an arrangement might probably be made by the Head Master in conjunction with the parents of the boys, and without directly involving the Court of Assistants in a responsibility from which they shrink.

Boarding. Evidence, 194–201.

Similar remarks are suggested by the unsystematic manner in which boys from a distance are boarded. The Masters, it seems, following the example of the High Master, decline to take boarders in their houses, though not prohibited from doing so by the School authorities. The number of boys answering to the description of boarders forms but a small proportion (an eighth, according to one witness*) of the whole; but after allowing due weight to the argument founded on Dean Colet's Ordinances in favour of keeping St. Paul's in the main a day-school, these exceptional cases are not, we think, without a claim on the attention of the Governing Body. As the Prime Warden, Mr. Lane, observes, a parent who had a son at St. Paul's, and who happened to remove from the neighbourhood of London to a distant county, would probably be unwilling to take his boy from the School; and in that case "would be glad if he could place him in some "recognized boarding-house." In past times the Masters exercised this right of taking boarders, who accordingly formed a substantial proportion of the entire School. The privilege was voluntarily surrendered by the present High Master for reasons highly honourable to himself; but as these reasons do not necessarily apply to the case of the other Masters, it seems not impossible that one or more of them might be induced to reconsider their determination. We purposely speak with reserve on this subject, being unwilling to recommend any measure which might limit or impair the usefulness of the School as a place of education for London boys; but we think that some at least of the difficulties suggested by the High Master, in his evidence, would not be found insuperable. We do not think that the proportion of boarders to day-scholars is likely ever to be very large, as there seems to be a growing disinclination on the part of parents in the country to send their sons to London for education. This consideration relieves us from the necessity of discussing the weighty remarks of the Bishop of Manchester, who entertains a strong opinion of "the advantage of boarders, to a certain extent, in a public school." The experience of such schools as Westminster and the Charterhouse affords a striking proof of the difficulty, at least in London, of forming arrangements equally favourable to both classes of boys.

Evidence, 200 (Mr. Barnard).

523–525.

504–511.

Correspondence, Appendix K. *See* Observations on this subject in Part I. Section 18, *supra*.

9. *Means of maintaining Discipline.*

Discipline.

The relations of boys to each other and to the Masters are of a much simpler kind in a day-school than in one consisting chiefly of boarders. We have, consequently, not much to say on the subject of the discipline of St. Paul's. There is a monitorial system, adapted chiefly to the end of preserving order and quiet in the school-room (an object of primary importance amid the din of St. Paul's Churchyard), but probably capable of development in other directions. The whole of the eighth class are monitors; they "have no power "of inflicting punishment, except by placing a boy in the middle of the room, and that "is understood more as a mark to catch the master's eye than as a punishment."

Evidence, 526–532, 704–728. Mr. Carver, in Correspondence and Reports, *ub. sup.*

The power of punishment with a cane over the hand to the extent of six blows is possessed and exercised by every Master; but the use of the rod is unknown. This comparative mildness is the more commendable, as the "Schola Liliana" appears, in the time of Erasmus,† to have been the scene of much unnecessary severity; and even in the late Master's time the cane is said to have been applied with undue rigour and frequency. The impositions given are said not to exceed 50 to 100 lines; the practice of the school standing in this respect in favourable contrast with that of some of the other schools that have come under our notice. It is true, as the High Master remarks, that in a day-school "the really great offences seldom come under the eyes of the Master;"

Punishments. Evidence, 539.

Evidence, 540–542.

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* Dr. Kynaston, however, thinks that there are not more than a dozen boys out of the 153 who are not London boys. Evidence, 505.

† See a passage from Erasmus, *De pueris instituendis*, quoted by Knight (Life of Colet, p. 175). The occurrence related—discreditable to all who took part in it—is not expressly said to have happened at St. Paul's; but the terms of the description leave no doubt that Colet and his masters were the actors in it:—"Novi theologum quendam et quidem domestice, cujus animo nulla crudelitas satisfaciebat in discipulos, quum "magistros haberet strenue plagosos." Then follows the anecdote, at the end of which the humane narrator asks: "Quis unquam ad eum modum erudivit mancipium, imo quis asinum?" Opera, t. i., col. 505, ed. Lugd. 1703.

but we apprehend that the excessive impositions we hear of elsewhere are frequently set for offences of a secondary order, amounting to little more than those "breaches of school "discipline" which at St. Paul's are successfully combated by much milder measures. The power of expulsion rests between the High Master and the Surveyor Accountant, but "in any grievous case" Dr. Kynaston "would suspend the boy, refer the matter "to the Surveyor Accountant, and take his opinion whether he should be allowed to "come back again." In the time of the present Master there has been "only one single "instance of expulsion." Evidence, 544.

10. *Religious Observances and Instruction.*

Religious Observances.

We have already mentioned the early abolition of the statutable office of Chaplain, and the conversion of that functionary into an Assistant Master.* The chapel itself was not restored after the great fire of London, which consumed the original Coletine buildings, and this was the less important, as its dimensions were small, and it does not seem to have been occupied by any but the officiating priest. From the first the religious observances required of the scholars seem to have been neither numerous nor burdensome.† The only observances prescribed are,—1. that every child on entering the school shall salute the child Jesus, an image of whom, well sculptured, stood at the upper end of the room; 2. that at the time of "sacring," (*i.e.*, the elevation of the Host,) in the adjoining chapel every child should remain kneeling upon his seat; and 3. that "thrice in the day pros-"trate they shall say the prayers with due tract and pausing as they be contained in a "table in the school, that is to say, in the morning, and at noon, and at evening."

Prayers.

At present, according to the High Master, at the beginning and end of each school-time "Latin prayers are read by the Captain, two of which were written by Erasmus "for the school."‡

The High Master is better able than we to judge of the effects of this practice. If, in his opinion, the prayers as now read are not impressive, we think that he should have full power to modify the order of proceeding.

Religious Teaching. Evidence, 533–535.

The present religious teaching is considered by the High Master "very satisfactory." It comprises "Scripture lessons and Greek Testament lessons according to the boy's "position in the school." As there is no chapel, there are no sermons; but the boys are not present at the school on Sundays, and for their religious education they must, therefore, be held to depend in a great measure upon their parents. Preparation for confirmation is supposed to be the care of their parochial clergyman, but Dr. Kynaston has taken this duty occasionally "if asked to do it." Boys of all denominations are admissible to the school, provided they can produce a certificate of baptism.§ Evidence, 146–149.

The Christian authors, Lactantius, Sedulius, &c., prescribed by the Dean, are no longer read in the school. On the other hand, it is singularly in accordance with his predilections that the Greek Testament should be studied, under intelligent guidance, by the elder boys; and this we regard as the most effective kind of religious teaching which can be given at a school circumstanced like St. Paul's.

11. *Results.*

University Distinctions. Evidence, 906. See the list annexed to Dr. Kynaston's Answers and Appendix D.

The number of boys leaving St. Paul's for the Universities is not more than six or seven annually (in 1862 it was only 5); of these by far the larger portion go to Cambridge, where between 1838 and 1862 the following distinctions of the first class were obtained by Paulines:—4 wranglerships; 9 classical firsts; 1 Norrisian and 2 Burney English essay prizes; 1 Members' prize (Latin essay); 1 Bell's University Scholarship; 2 Trinity Fellowships; 1 Clare, and 1 Queen's Fellowship; 12 Trinity Scholarships and 1 Trinity Minor Scholarship, besides numerous College prizes; 1 Foundation Scholarship at St. John's. At Oxford, during the same years, we observe 2 first-class men in classics, and 1 in mathematics at the final examination; and 1 first-class in each at Moderations;

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* See above, Sections 1, 4. The name of Chaplain seems, however, still to linger in the school, as the customary title of the Third Master. Evidence, 395.

† Of Colet himself Erasmus says,—"Cum apud Anglos mos sit ut sacerdotes fere quotidie faciant rem "divinam, ille tamen contentus erat diebus Dominicis ac festis sacrificare, aut certe pauculis diebus extra hos: "sive quod sacris studiis . . . . distineretur, sive quod comperiret se majore cum affectu sacrificare si id ex "intervallo faceret."—Epist. ccccxxxv.

‡ These two are quoted in a note to Knight's Life, p. 146, and are such as the strictest Protestant might use.

§ A statement occurring in the *vivâ voce* evidence (146) "they are examined by Dean Colet's rules accord-"ing to the catechism that was in existence in his time," seems to have arisen from a misapprehension. The High Master informs us that no catechism of the kind is now in use.

1 Installation Greek verse prize, and 1 mathematical University Scholarship. To these may be added 1 open Fellowship (at Queen's), and 21 open Scholarships of various relative importance. In the list also appear prizes and distinctions obtained at Durham, at London University and King's Colleges, at Haileybury and Calcutta Colleges; 5 prizes at Addiscombe; 2 at Woolwich; one successful candidate for Engineers; 2 Indian, and 2 China Civil Service appointments. This list is respectable, and seems to prove that the system and mode of classical and mathematical instruction are sound. But we agree with the High Master in thinking that much more ought to be done. The paucity of Fellowships obtained at Trinity as compared with the Scholarships seems to prove that first-rate attainments are at present rare, and confirms us in the view we have already expressed, of the necessity for a more effective and vigorous competition, and a better system of admission to the School. It is certain that the Founder looked for great literary and educational results, and in past times, as we have seen, his hopes were not disappointed. But of late years the School appears to have contributed little to the educating body at either University; nor, with one or two exceptions, do the public schools appear to derive much assistance from former alumni of St. Paul's.

Within the three years over which the returns furnished to us by the Council of Military Education extend, two young men educated at St. Paul's were examined for direct commissions, and both passed. Neither had had intermediate tuition. None offered themselves, during those years, for the examinations for Sandhurst and Woolwich.

12. *Proposals for Improvement of the School and Application of the Surplus Revenue.*

NARRATIVE OF PROCEEDINGS OF COURT IN REFERENCE TO IMPROVEMENT OF SCHOOL.

In the suggestions hitherto made we have gone on the assumption that St. Paul's School is to remain on its present site, and continue to provide for the education of the original number of 153 scholars only. But there is one remarkable phenomenon presented by the returns made to us which it is impossible to overlook, and which demands the most careful and serious attention.

In the detailed statement of expenditure for 1860, which will be found in the Answers of the Mercers' Company, under date May 19, we come upon the following item:—

SURPLUS REVENUE.

New 3 per cent. annuities, purchase of 2,684*l.* 11*s.* 3*d.*, stock at 93, and commission - - - - - - - - - - } 2,500*l.*

See Outline of a Scheme, &c. (1), Evidence, 970.

This item represents pretty nearly the excess of the ordinary annual revenue of the School over its ordinary expenditure; according to our evidence, rather less than more. We have it also in evidence that this surplus is increasing, and that it is likely at a not very distant period (1888), to rise to more than double its present amount. It also appears that for several years past a surplus has existed, and that the accumulations from this source amounted in 1860 to a sum not less than 33,000*l.*, yielding at that time an income of upwards of 1,250*l.* We are not told for how many years this process of accumulation has been going on, but even so long ago as 1835 the Corporation Commissioners were led to remark, "that the present large and improving revenue, under a "somewhat more economical system, would be adequate to the production of a far more "extensive benefit than the mere instruction in classical learning of 153 scholars;" and they "recommend the remedy to the anxious consideration of the Company."

Herbert's Companies of London, i. p. 279.

See Appendix K, Correspondence and Reports respecting the improvement of the School, and the application of the Surplus Revenue.

What attention was paid at the time to this recommendation we have no evidence to show; but the large amount of subsequent accumulations, and the still increasing surplus, have of late years led to some preliminary action on the part of the Court of Assistants; and of this we shall proceed to give the history as we derive it from the oral evidence of the Wardens, and from the documents which have been furnished to us by the courtesy of the Surveyor Accountant in reply to the application of our Secretary.

APPOINTMENT OF FIRST COMMITTEE.

The first step taken by the Court was the appointment of a Committee in the Spring of 1856.

This Committee was to consider "if any and what improvement or addition can be "made to St. Paul's School, in consequence of the funds of that institution annually "producing so much more than the expenditure, and the savings having reached an "amount exceeding 20,000*l.*"

FIRST COMMITTEE'S REPORT. Correspondence and Reports, p. 79.

Their Report, dated September 23d, 1859, states that their first step was to obtain Counsel's opinion "as to the powers of the Trustees of St. Paul's School." According to this opinion, the Court have the power of increasing the number of boys on the Foundation; but have not the power, without Act of Parliament, to remove the School and buildings from their present site, or to sell the ground on which they now stand, and purchase other ground and erect another school out of the metropolis. Neither have

they, in the opinion of the same Counsel, the power of applying the funds of the School towards the boarding and lodging as well as the education of the scholars. In conclusion they are recommended to apply for an Act of Parliament to empower them to remove the School and extend the benefits of the Foundation in the manner above indicated.

In conformity with the spirit of the Founder's directions the Committee very properly applied for the advice, not only of three of the Masters and the two official Examiners of the School, but also of the Bishops of London, Llandaff, and Manchester, and the Lord Chief Baron, of whom the three last had received their education at St. Paul's.

Correspondence and Reports.

These opinions will be found in the Appendix to our Report. We shall make much use of them in the sequel; but as an immediate result of these communications, and of the legal opinion obtained, the Committee were enabled,—1. by the casting vote of their Chairman to recommend the removal of the School from its present site; 2. to advise unanimously that, if removed, it should be rebuilt in some place within the limits of the Metropolitan District. They add that "Haileybury College has been suggested as well "suited to the purposes of the School, but, as it is not within the range of the "Metropolitan District, your Committee cannot recommend it."

Second Committee.

Second Committee's Report.

The Report of this First Committee is dated the 23rd September 1859; but in the previous July a Second Committee had been nominated, to which the Report was referred by the Court of Assistants. We have received a copy of the first part only of the Report of this Second Committee (dated 18th May 1860), in which, of seven names, five are those of gentlemen who served also on the First. This Second Committee, while acknowledging the great present and greater prospective increase in the revenues of the School, differ widely from the former in their view of the best use to be made of the accruing funds. Having "satisfied themselves that there is a present available surplus "of at least 2,500*l.* per annum arising from the Coletine estates, and that there is an "additional prospect of at least 2,000*l.* more per annum in the year 1888;" and having also "satisfied themselves that the utmost possible increase of school accommodation on "the present site would not allow of the education of more than 280 or 290 boys in the "whole, while even this extension would involve the displacement of all the Masters but "one from their residences, and a thorough alteration of the whole arrangements of the "existing school buildings at an expense not ascertained, but undoubtedly very great;" they state that the increase of numbers does not seem to them to justify "the expenditure "of so large a sum as the present, and yet more of the prospective income of the "Coletine estate;" and then proceed to recommend a wholly different measure, "the "creation of another School in the country," on principles which they go on to enumerate, the retention of the present School in St. Paul's Churchyard, and the increase of the number of scholars from 153 to 200.

It will be observed that this latter Report passes over in complete silence the proposal of the First Committee to remove the School to a site in some other part of London, and substitutes for it a plan which was recommended by none of the eminent advisers of that Committee. But we are informed by one of the members of the Second Committee, Mr. Blakesley, that during its earlier deliberations "Haileybury College was in the "market," a circumstance which probably accounts in some measure for the change of counsels adverted to. "The College" however was "sold while the Committee were "deliberating," and we are therefore not called upon to discuss the details of an able paper put in by Mr. Blakesley during his examination, which contains a scheme for acquiring and applying it to the purpose of enlarging the utility of St. Paul's School; still less are we required to express either dissatisfaction or the contrary at the failure of this particular proposal.

Evidence, 968.

Remarks and Suggestions.

It will be seen that in the two Reports three several schemes of dealing with the surplus funds are advanced:

1. That of simply extending the usefulness of the school as it stands, by increasing the number of scholars from 153 to something less than 300, and altering the present buildings to provide for the accommodation of the increased number.
2. That of removing the school to another site in the metropolitan district, and selling the existing buildings.
3. A two-fold scheme, combining a small increase in the numbers of the present school, which is to remain on its present site, with the erection of a second school for boarders in some locality in the country.

Of these schemes we dismiss the first for the reasons stated by the Second Committee, which appear to us conclusive. We have very carefully considered the relative merits

of the second and third schemes, and we proceed now to mention the principal reasons which have led us, upon the whole and after much discussion, to decide on recommending the second, premising that the matter is still *res integra*, no step having as yet been taken by the Court in furtherance of any one of the three proposals enumerated.

1. Site and Buildings.

Correspondence and Reports, p. 80.

We have first to remark that the present site at the east end of St. Paul's Churchyard appears to us in itself objectionable. Mr. Carver, a former Sur-Master, mentions many inconveniences to which both masters and boys are subjected in consequence. Great interruption, it appears, is "occasioned by the noise of the traffic outside, which renders "it necessary to have as few boys as possible congregated in one room." The boys can "talk *aloud* to one another with almost perfect impunity," nay, are almost "compelled "to do so if any communication at all is to be allowed them. The Masters also in the "attempt (under such circumstances only partially successful) to make themselves heard "by the class with which they are immediately engaged, necessarily occasion serious "interruption to each other, while the boys around their very desk are able to com-"municate with one another without a chance of detection, except by the eye of the "Master." This account appears to us to carry probability with it, and we are prepared to accede to Mr. Carver's concluding opinion that "there are drawbacks necessarily "incident to the present site of the school," which is consequently "in the present state "of city traffic peculiarly unfit for the purposes of such an institution." We cannot but think that the effects of such a condition of things upon the progress, the faculties, and in some degree upon the bodily health of the scholars must be injurious; and it seems not unlikely that the frequent cases of illness and consequent failure at the Universities of which the High Master complains may in part at least be traceable to this cause. A similar view is taken by the Bishop of Llandaff, who remarks that "the site is so "objectionable that if the same reasons had existed three centuries ago," he "cannot "persuade himself that Dean Colet would have selected it," neither does he think "that "the spirit of his will or his intention in founding the school would be violated by a mere "transfer of the site. When Charing Cross was a mile out of town, which is said to "have been the case long after his time, it must have been comparatively an easy thing "for boys educated in St. Paul's Churchyard to obtain fresh air and exercise in the open "fields." On this last observation we remark parenthetically, that St. Paul's School does not, like Westminster, stand in any relation to the Cathedral or to any neighbouring institution, national or religious; and that no objection on the score of sentiment has been raised against the removal by any former Paulines with whose opinions we have been made acquainted.

Correspondence and Reports, p. 84.

Having spoken thus decidedly in reprobation of the present site under existing circumstances, we guard ourselves against the inference that the question of locality is entirely open, or limited only by sanitary or financial considerations. We agree with the Bishops of Llandaff and Manchester, and with the Chief Baron, in thinking that Dean Colet must be held to have designed a special benefit for the inhabitants of the metropolis, native or foreign;* and that this benefit was intended by him to be conveyed through the agency of a day school, to which the dwellers in London were to have access for the purpose of acquiring the highest literary culture attainable in his time. Were we compelled to choose between retaining the School on its present site and the removal of it to a country neighbourhood, we might, perhaps, experience some difficulty in deciding between the educational interests of London and those of the country at large; but before we can acknowledge the existence of such a dilemma, two things must be proved. It should be shown:—1. That London is in no want of extended means of classical education; and 2. that whatever this need may be, a suitable metropolitan site is absolutely unattainable. On the first point, we have only to express an entire concurrence with the Bishop of London, whose "decided opinion is, that since the very existence of such schools "as that of King's College shows that there is as much call now as at any other time for "thoroughly efficient day schools of the character of St. Paul's School, the Trustees "would not be justified in removing this school into the country and converting it into a "boarding-school."

Ibid, p. 84.

Ibid, p. 85.

We also acknowledge with the Bishop of Manchester the urgent need of introducing "a "more thoroughly grounded or higher educated element into the secondary classes of "our professions," the "want of which," Dr. Lee thinks, "is producing in some quarters "slow but irremediable mischief."

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* Dr. Kynaston in his Evidence (588–590) asserts that Dean Colet specifies Londoners "as the recipients "of his bounty." This, however, is not the case; nor when Erasmus, in a letter to Colet, names the "cives" of the Dean as the parties benefited, does he necessarily mean more than "countrymen" by that word.

With regard to the other question, that of site, we can well understand that differences of opinion may exist; but we think that for the sum which the present site would fetch (reckoned by one competent witness at 60,000*l.*) a considerably larger plot of ground might be obtained in a less frequented, and therefore more suitable part of the metropolis, and that within a mile or two of the present school. The Chief Baron is clearly of this opinion, and suggests "the continuation of Farringdon Street, now called Victoria Street," as a good position. We do not, however, think that the Court ought to restrict their inquiries to the city, where any site that could be acquired might hereafter become liable to the objections on the score of noise, traffic, and insalubrity, which are urged against St. Paul's Churchyard. We conceive that in the present state of communication by omnibus or rail, such localities as Pentonville, or even the town approaches to Regent's Park, are liable to no objection. Healthiness, quiet, and accessibility are the main points that should be looked to, and these advantages seem to be possessed in a fair degree by the inhabitants of the region which lies N. and N.W. of St. Paul's and within a radius of two or three miles from it as a centre. A few, say four, acres of land by way of play-ground would be an inestimable advantage; but if that were found unattainable, even room, as Sir F. Pollock suggests, for a fives court or two, with something in the nature of a cloister for wet weather, and an open area for walking or running about and for gymnastic exercises in the intervals of school, would be a great improvement upon the present state of things. As we recommend a retired site, high architectural embellishment would be unnecessary, and the building funds should be devoted as much as possible to securing the very best internal accommodation. The memories of the past would be preserved by the existing and perhaps a few additional busts of distinguished Paulines, and by other simple expedients; and a principal school-room, plain but imposing from its dignified proportions, would leave the architectural taste of the scholars uncorrupted if not improved. We need not say that an ample supply of class-rooms and a library capable of containing a large addition to the present collection are indispensable. At least one Master's house should be built close to the school, and we think with the Bishop of Manchester, that means should, if possible, be found of providing at any rate luncheon if not a plain dinner on the premises. We mention 500 as the number of boys which the buildings should accommodate, but it would not be necessary, nor perhaps desirable, that this number should be reached at once. As the same authority suggests, the buildings might be so contrived as to admit of future increase.

Mr. Blakesley's Evidence, 985.

Correspondence and Reports, p. 85.

With the large means at the command of the Court, this scheme cannot, we think, be considered chimerical, and we point with satisfaction to the City of London School in proof of what can be done with funds comparatively limited.* When we mention 500 as the future number, we do not intend that all the additional boys should be scholars entitled to a gratuitous education. Enough would be done if the scholars proper were increased from 153 to 200, and of the expediency of even this increase we have doubts. The remainder might reasonably be called on to pay a school fee of 10*l.* in return for an education for which from 20*l.* to 30*l.* is paid elsewhere. In the School thus reorganized we strongly recommend that even the modified system of nomination which we have previously suggested should be abandoned and the Foundation thrown open, as at Eton and Winchester, to perfectly unrestricted competition. Until this is done, St. Paul's will not take that rank among schools which its Founder designed, and which, as we have seen, it once actually possessed.

2. Increase and Re-organization of School. *See* Appendix P. City of London School.

The number of exhibitions would not need to be increased nearly in proportion to the increase of boys. Probably twice the present number would suffice for a school of 500, and the additional exhibitions need not, and in our opinion should not, exceed 50*l.* or 60*l.* in value. The additions to the salaries of the High Master and other Masters, and the entire salary of the additional masters, would be nearly met by the School fees, which should be paid into a fund for the purpose. The Head Master of a school so large and important as that we have proposed should be liberally remunerated. 1,800*l.* with a house, or 2,000*l.* without a house, would not, in our opinion, be too much; and the Sur-Master should receive a considerable addition to his present emoluments. The High Master should be invested with the power of appointing and dismissing all the Assistant Masters hereafter to be appointed; and it should be clearly understood that in the choice of such masters no preference is to be given, beyond a strict *cæteris paribus* preference, to former Paulines, nor any advantage to Oxford or Cambridge as against each other.

See Evidence, 1022.

* The site of this School is in Gray's Inn Lane, and was given by the Corporation of London. The building is said to have cost about 20,000*l.* See a communication from Dr. Mortimer, Appendix P.

3. Interim Arrangements.

Pending the arrangements necessary for carrying out this scheme of extension, we should advise that a moderate increase of 40 or 50 be made in the present number of the School; but these additional boys should pay a fee of 10*l.* per annum for their instruction, with, perhaps, a moderate entrance fee. The money thus obtained would provide for the remuneration of the additional Classical Master, and diminish the charge on the School funds which would be entailed by the appointment of a Lecturer in Science, a German Master, and teachers of Music and Drawing.

These non-foundationers should, we think, be entitled to compete for exhibitions under the same conditions as the present scholars, and their admission might advantageously be left in the hands of the High Master, subject to conditions as to age and attainments to be fixed by him with the concurrence of the Surveyors.

Summary of Recommendations.

Of our General Recommendations the first and as we believe the most important, are those affecting the constitution and powers of the Governing Bodies. In these we have in the majority of cases proposed important modifications; and if we hesitate to do so in the case of St. Paul's it is not because we regard with entire satisfaction either the organization of its board of Governors or the manner in which their powers have been exercised. As guardians indeed of the School property, the Court of Assistants appear, as we have already remarked, to have performed their duty both honourably and efficiently; nor are we disposed to criticize too severely their distribution of its annual income, though we may think that in some important particulars its ample funds might have been, not more honestly, but more wisely applied. But the administration of the School property is one thing, the government of the School is another; and assuredly a body constituted as is the Court of Assistants, cannot be considered as in all respects "suitable and efficient for the purposes and duties" which the Governing Body of a School is or ought to be called upon to fulfil. The number is, in our opinion, too large, and as it is impossible that the members of the Court should be selected with any special view to their knowledge or experience of educational matters or to their literary or scientific attainments, it must, we think, inevitably happen that the majority will consist of persons indisposed to trust to their own judgment in considering any plan that may be brought before them for the improvement of the School or the extension of its field of usefulness. The tendencies of such a body will not be progressive, and it is therefore no matter of surprise that we should have had to echo the complaint of a Commission which reported more than a quarter of a century ago. The plan for the extension of the School which we have proposed will probably necessitate important changes in the nature and working of the system, and it is evidently most desirable that the renovated institution should be watched during its early years with an attentive and intelligent eye.

General Recommendations, I.

See above, Sect. 12.

That a school of such magnitude as this will be should be administered with a view solely to the higher educational interests of the metropolis is what the country has a right to demand of those who will have the distribution of its ample resources; but the recent history of St. Paul's School has shown that there has been a growing tendency in the Court of Assistants to narrow the sphere of its operation, and convert it more and more from a public school into a mere charitable foundation, useful, doubtless, to individuals, but of inferior public importance. It would be a grievous injury to the cause of classical education if the same principles of exclusive patronage were allowed to obstruct admission to a school which might and ought to become the first in London and one of the first in Great Britain. More liberal views we know to be entertained by those members of the Court who have taken the most active part in the management of the School and whose opinion is therefore most valuable; but the evidence of these gentlemen gives us little reason to suppose that their views are gaining ground among their colleagues.

These in our opinion would, under circumstances otherwise favourable, be valid reasons for recommending some modification in the Governing Body, similar in principle to the changes proposed in those of Eton, Winchester, and Westminster. The time seems to have arrived when more formal and systematic effect should be given to the memorable ordinance of the Founder, that on important occasions recourse should be had to the advice of "well-literate and learned men." The spirit of this ordinance would be preserved by such a re-constitution of the Governing Body as should include on the one

hand the Master, Wardens, and Surveyors, with perhaps one or two elective members of the Mercers' Company, and on the other an equal number of persons extraneous to the Company, to be selected by the Crown in consideration of personal eminence or special fitness to superintend a place of liberal education. Unhappily, however, the tenure of the School property is hitherto an undetermined question; and so long as that is the case, it would be premature to bring any such scheme under the attention of the Legislature. We advise, therefore, that in regard to the first four General Recommendations action be deferred, in the case of this School, until the legal question be definitively settled.

Recommendations XXVI., XXVII., and XXVIII., are also clearly inappropriate, but, with these exceptions, all the General Recommendations apply wholly or partially to this school. Of the special Recommendations occurring in this Chapter of our Report the following are the principal, which we urge upon the attention of the Governing Body with an earnest desire that they may be carried into effect.

We have recommended,—

1. The immediate appointment of an additional Classical Master. ADDITIONAL MASTER.

2. The abrogation of the rule that the Master shall annually go through a *pro formâ* re-election, and the transference of the power of appointing and dismissing the Assistant Masters (including the Sur-Master) from the Governing Body to the High Master. APPOINTMENT OF MASTERS.

3. The abolition of the present system of nomination; and the substitution of the system of limited competition described in Section 5. When the School is removed from its present site, we have recommended that the foundation be thrown open to the unrestricted competition of boys between the ages of 11 and 15, according to a scheme to be agreed upon by the Governors with the assistance of the High Master. ADMISSION OF FOUNDATION BOYS.

4. A small immediate addition to the numbers of the School of 40 or 50 boys above the age of 11 and below 15 to be admitted at the discretion of the High Master after an examination such as that proposed in General Recommendation XXIII., these additional boys to pay 10*l.* per annum for tuition, with a moderate admission fee, should it be deemed advisable; and to be allowed to compete for Exhibitions on the same footing as the 153 boys on the Foundation. The number of these Non-foundationers to be gradually increased to not less than 300 after the removal of the School to a new site. ADDITION OF A LIMITED NUMBER OF NON-FOUNDATIONERS.

5. That eligibility to Exhibitions be extended to all boys who have entered the School under the age of 15. EXHIBITIONS.

6. That any boy who may have been recommended for an Exhibition be permitted to leave the School at the end of the half year in which the recommendation has been made.

7. That all Exhibitions in the gift of the Company be made tenable at any College in either University.

8. That a Lecturer in Natural Science be appointed by the Court and furnished out of the school funds with proper apparatus. NATURAL SCIENCE.

9. That the Head Master be authorized to appoint a German teacher, and Masters of Drawing and of Music, to be paid out of the School funds, and that half-yearly prizes be given for proficiency in these subjects and in Natural Science. MASTERS OF GERMAN, DRAWING, AND MUSIC.

CHAPTER VI.—MERCHANT TAYLORS'.

Statement.

Merchant Taylors' School has been included in the limited number of Public Schools referred to us, and is of the same general character with the rest, in the antiquity of its foundation, the nature of the studies pursued in it, and its connexion with one of the ancient Universities; but there is an important difference affecting it, to which we shall advert after first briefly noticing its origin, history, and present condition.

Origin of Foundation. Wilson's History of Merchant Taylors' School. Carlisle's Endowed Schools, ii. 49, *et seq.*

The school was founded about the year 1560 by the Merchant Taylors' Company. It is supposed, but there is no clear evidence to show, that the foundation was mainly suggested and directed by Sir Thomas White, a member of the Court of Assistants of the Company, and who was also the founder of St. John's College, Oxford; and that he encouraged it by the promise that he would connect it with that College by endowments. He did so within three years after the School was established, by endowing it with 37 fellowships in the College.

Dr. Hessey, Answers II. 1. Carlisle, *ubi sup.*

The School was established out of the general funds of the Company, aided by subscriptions from individual members. But it is to be observed that one such member, Mr. Richard Hills, is stated to have given 500*l.* towards the purchase of the site, a sum which probably in those days must have amounted to the whole or very nearly the whole of the purchase money.

Ibid.

Statutes.

The first Head Master was appointed on the 24th September 1561, and on the same day the original Statutes were promulgated. These are evidently copied from Dean Colet's Ordinances for St. Paul's School, but with several interesting variations.

Dr. Hessey, *ubi sup.*

Dr. Hessey, the present Head Master, has adverted to those Statutes in his Answers, but we have not received a copy of them.

Appendix Q.

They are, however, to be found in the works we have above referred to, and we have thought it well to reprint them in the Appendix. In this place it is enough to observe that much of them is obviously obsolete and inapplicable to the circumstances of these days.

These Statutes, and the whole establishment of the School, have always been considered by the Company to be entirely under their own control, and they conceive that they are at liberty to deal with them from time to time as they please. The School, however, has been kept up by them continuously since the date of its foundation, on its original principle as a Grammar School, and for the education of children "in good manners and "literature."

Preamble to Statutes.

We believe it has always held a most respectable position among English Schools.

Archdeacon Browne, 119.

The copious work of Dr. Wilson consists chiefly of biographies of worthies of the School; and we have the clear testimony of a distinguished scholar, who acted for some time as examiner, to its goodness as a place of classical learning.

Number of Boys. Carlisle, ii. 61. Answers of the Company, I. II., and of Dr. Hessey, II. 3.

The School was established for 250 boys. It has probably always been full, and in fact the above number is generally somewhat exceeded. In 1861 it was 262.

Masters. Dr. Hessey, Answers II. 11. Carlisle (1818), ii. 66. Answers, *ibid.*

The number of Masters was fixed in the Statutes at four, viz., a High Master, a Chief Usher, and two Under Ushers. It so remained, with only a slight change in the names, till 1828, when on the introduction of Mathematics into the ordinary work of the school, two Masters for Writing and Arithmetic, and two for Mathematics, were added. In 1845 a fourth Classical Master was appointed. In the same year French was introduced experimentally and as an extra. In 1846 it was added to the regular work, and two French Masters were appointed. In 1851 and 1855 two more Mathematical Masters, in 1856 a Drawing Master, and in 1857 a Classical Assistant to the Head Master were added.

Payments and Stipends. Statutes, 4, 5, 6, 44, 45. Carlisle, ii. 51, 59 (note). *Ibid*, 61. Answers of Company, I. II.; of Dr. Hessey, II. 10.

The payments from the boys, the emoluments of the Masters, and the arrangements for such of the boys as are boarders, subjects which are much connected with each other, appear to have varied considerably, not only since the foundation of the School, but since the date of Carlisle's book. The old Statutes provided liberal payment to all the Masters from the funds of the Company; and besides that, of the 250 boys 100 were to pay 5*s.* a quarter, 50 were to pay 2*s.* 6*d.* a quarter, while the remaining 100 were to be free. The last of the Statutes intimates a desire on the part of the Founders that 150, or even the whole number, might be free, if at any time, "by the gifts and legacies of good . . well-disposed men," the Company should be enabled to afford it.

The stipends of the Masters, and the boys' quarterly payments, were raised at different times, and notably in 1805. In 1818 the quarterage of every boy was 10*s.*, or 2*l.* a year. It is now 10*l.* a year.

At all times there have been some slight additional payments from the boys, which need not be noticed in detail.

The receipts of the Masters, as officially known to the Company, will be found in the Answers. Without giving the particulars, we may state that the Head Master receives, in stipend from the Company and in fees from the boys, about 1,000*l.* a year.

	£		£
Head Master's Assistant (wholly from the Company)	200	First Writing and Arithmetic Master	180
First Under Master	525	Second ditto	150
Second ditto	380	First French Master	130
Third ditto	380	Second ditto	50
Fourth ditto	280	Drawing Master	100

The four Under Masters at present act also as Mathematical Masters, the three seniors receiving additional stipends on that account, which are included in the amounts above mentioned. The fourth receives no payment for his mathematical services as such. We have stated the receipts "as officially known to the Company," because two of the Masters keep boarding-houses, and of course derive the usual profits from them. These houses are unconnected with the School, and in no way recognized by its authorities; and we presume that all the Masters might keep such houses if they thought fit. Dr. Hessey Answers II. 10. Dr. Hessey Answers II. 20.

The system seems to have been somewhat different formerly. In 1818 three Masters out of the four, including the Head Master, received boarders, and though it is said that they might have fixed such terms as they pleased, they did in fact agree to make uniform charges. Carlisle, ii. 66.

The Company have always undertaken all expenses of every kind connected with the school, without any set-off, except that of the boys' fixed payments. These last, however, constitute no small proportion of the whole. From a Statement in Dr. Hessey's Answers, it will appear that of the sum actually paid for tuition to the masters of the school, amounting to 3,383*l.* a year, 1,565*l.* is paid by the boys, besides 1,300*l.* more paid by them and retained by the Company. But it must be observed, that while the above payments are all that are made by the boys, we have by no means stated the whole of the costs borne by the Company. We subjoin two financial statements with which we have been furnished, showing on in average of two years a balance of expenditure falling on the corporate funds of about 1,915*l.* EXPENDITURE BY COMPANY. Answer II. 10. For the proportion, see also Dr. Hessey's Evidence, 248.

MERCHANT TAYLORS' SCHOOL.

A.—Twelve Months' Expenditure to Midsummer 1861.

Classical Department.

	£	s.	d.
Allowance to Head Master in lieu of a house	200	0	0
Salaries to Classical Masters	770	0	0
Do. to French Masters	180	0	0
Do. to Drawing Master	100	0	0
Annuity to late Head Master	200	0	0
Fees to Examiners	52	10	0
Expenses on "Doctors' Day" and "Probation Day"	32	1	4
Prizes	42	0	0
Testimonials to Scholars (viz., books given on obtaining a 1st Class at the University examination)	52	10	0
Hebrew prize medal	2	10	0
Stationery and printing	24	11	0
Grant to library	21	0	0
Rates and taxes	57	6	2
Repairs to school premises	215	11	6
Insurance of do.	17	17	6
For cleaning rooms, &c.	35	0	0
Coals (24 tons)	30	3	0
Allowance to Head Master for coals	20	0	0
Head Master's general account for examination papers, drawing materials, gas, &c.	47	15	0
Wages of a man and his wife in charge of school premises	46	16	0
	£2,147	11	6

Mem.—The usual donation towards a cricket ground was given earlier than it is generally, and thus appears in the previous account.

B.—Twelve Months' Expenditure to Midsummer 1862.

Classical Department.

	£	s.	d.
Allowance to Head Master in lieu of house	200	0	0
Salaries to Classical Masters	770	0	0
Do. to French Masters	180	0	0
Do. to Drawing Master	100	0	0
Annuity to late Head Master	200	0	0
Fees to Examiners	52	10	0
Expenses on "Doctors' Day" and "Probation Day"	17	17	10
Prizes	42	0	0
Testimonials to Scholars, (viz., Books given on obtaining a 1st class at the University examination)	47	5	0
Hebrew prize medal	2	10	0
Stationery and printing	27	4	6
Grant to library	21	0	0
Rates and taxes	70	15	11
Repairs to school premises	255	17	2
Insurance of do.	17	17	6
For cleaning rooms, &c.	35	0	0
Coals (18 tons)	21	4	6
Allowance to Head Master for coals	20	0	0
Head Master's general account for examination, papers, drawing materials, gas, &c.	46	15	3
Wages of a man and his wife for taking care of school premises	46	16	0
Usual donation towards a cricket ground 21*l.* and extra 5*l.* 5*s.*	26	5	0
Gift towards the athletic sports	10	0	0
Printing a history of the School	112	4	0
	£2,323	2	8

Mathematical Department.

	£	s.	d.
Salaries to masters - - -	730	0	0
Annuity to a retired master - -	160	0	0
Fees to Examiners - - -	31	10	0
Stationery and printing - -	61	16	3
Prizes - - - -	10	10	0
	£ 993	16	3

Summary.

Classical School - - -	2,147	11	6
Mathematical do. - - -	993	16	3
	£ 3,141	7	9

Deduct

The Company's moiety (5*l.* per annum) of the quarterages, paid by 258 boys for a year, and by one boy for three quarters of a year -	1,293	15	0			
Robert Dowe's gift towards the Probation -	8	0	0			
One year's dividend on the Hebrew prize medal fund - -	2	6	10			
				1,304	1	10
Excess paid out of the Company's Corporate funds - - -				1,837	5	11

Mathematical Department.

	£	s.	d.
Salaries to Masters - - -	730	0	0
Annuity to a retired master - -	160	0	0
Fees to Examiners - - -	31	10	0
Stationery and printing - -	59	12	7
Prizes - - - -	10	10	0
	£991	12	7

Summary.

Classical School - - -	2,323	2	8
Mathematical School - - -	991	12	7
	£3,314	15	3

Deduct

	£	s.	d.			
The Company's moiety (5*l.* per annum) of the quarterages paid by 262 boys - - -	1,310	0	0			
Robert Dowe's gift towards the probation -	8	0	0			
One year's dividend on the Hebrew prize medal fund - -	2	6	8			
				1,320	6	8
Excess paid out of the Company's corporate funds - - -				£1,994	8	7

Evidence, 68. Mr. Thrupp in his evidence says, that the last year's account will be probably still more against the Company, and he raises the total to a sum much exceeding 2,000*l.* a year, by adding the sum (which he says is much below the mark) of 500*l.* a year for the value of the school-premises. But this last item raises a question to which we shall hereafter recur.

Answers of the Company, III. 43. On the whole we think there can be no doubt that the Company, and not least the present body, have dealt with the School in a liberal and generous spirit. Besides the current expenditure the Company have lately laid out 20,000*l.* in the purchase of adjacent buildings, in order at an early period to improve the school accommodation.

Admission. Dr. Hessey, Answers, III. 1, 2, 3. The minimum age of admission is nine. There is no absolute maximum. Boys are admitted on the nomination in rotation of the members of the Company, without any condition except that of a moderate amount of attainment according to age.

Scholarships. Dr. Hessey, Answers, III. 13. The Scholarships, Exhibitions, and Prizes of the School are enumerated in the written Answers. We have only to notice, with respect to them, that the ancient endowment of Sir Thomas White to which we have above referred has been recently greatly modified by an Ordinance of the Privy Council under the authority of an Act of Parliament. The Fellowships at St. John's are thrown open to general competition, but the School has 21 scholarships at the College of 100*l.* a year, tenable for seven years, so that vacancies in them will regularly recur. Further particulars on this subject will be found in Dr. Hessey's Answers.

Prizes. Evid., 544. Of Prizes and Exhibitions the amount, in Dr. Hessey's opinion, is ample.

Course of Study. Dr. Hessey, Ans., II. 11. Evid., 274–9. Respecting the School studies, we may first notice that it has been a distinction of this School, ever since the time of its first master Dr. Mulcaster (though nothing is said on the point in the original scheme) that Hebrew has formed part of the ordinary course. Dr. Hessey speaks very favourably of the results of this part of the system.

List of Subjects, Dr. Hessey, Ans., III. 9. The amount of mathematics taught in the school, and the time given to them (no less than the whole afternoon on five days in the week), are considerably above what we have found in any other school.

Ans., III. 9. English literature and ancient and modern history and geography receive a fair share of attention, but physical science is not taught. Of modern languages French alone is taught, and with fair success, but Dr. Hessey seems to desire to introduce German.

Ibid. Drawing is taught to the classes of the first and second Mathematical Masters.

Ibid. Classics, we need not say, form the staple of the intellectual teaching of the School. Particulars on this head, which, especially, as regards Dr. Hessey's own part in the teaching, are remarkably full and clear, will be found in the tabular Returns furnished to us. The list of classical authors, and of modern works used for the explanation and illustration of them, is a very copious one, and the methods used in the classical teaching bear marks of much care in selection and diligence in application. The list of University

Appendix, I. Dr. Hessey, Answers, III. 20.

honours shews that at Oxford, since 1839, Merchant Taylors' has gained in the Final Schools 11 Classical "Firsts," 10 Mathematical, and one in Law and Modern History; in Moderations, 16 Classical and seven Mathematical "Firsts." It has 18 times carried off one or other of the Hebrew Scholarships, beside various College Scholarships and Fellowships, and some other distinctions. The Cambridge list includes three Bell's Scholarships and a Fifth and two Sixth Wranglers.

There appears to be no great amount of original classical composition in the school-work, but on the other hand the quantity of translation is unusually large. Table C., Appendix, N.

We must observe however that this amount of classical distinction is attained in spite of what we cannot but regard as an inadequate number of Classical Masters. As we have stated, there are but six Masters for 260 boys, being nearly 44 boys to each Master. The work, moreover, is, as was probably inevitable, very unequally divided among these six; and lastly, the whole time of the Masters is not given to classics, for, as we have above noticed, the four Under Masters are also the Mathematical Masters. NUMBER OF MASTERS. Dr. Hessey, Answers, III. 16.

In the Michaelmas term 1861 there were 27 undergraduates from Merchant Taylors' at Oxford and seven at Cambridge. The number of boys who left the School in the year 1861–2 was 59, of whom eight, or 13·5 per cent., went to one or other of the Universities. This is the smallest proportion furnished by any of the Schools under our review. PROPORTION OF BOYS WHO GO TO THE UNIVERSITIES.

The number of Merchant Taylors' boys who enter the Army is shown by the subjoined table, in which the letter A indicates those who have not, and the letter B those who have, had intermediate tuition. THE ARMY.

—	Direct Commissions.		Sandhurst.		Woolwich Qualifying Examination.		Totals.
	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	
A - -	2	0	0	0	0	0	2
B - -	0	0	0	0	0	1	1

Dr. Hessey refers in the tables to public speeches as in use at the School. They take place twice in the year, at Christmas and in June, and are limited to the eight monitors. Dr. Hessey himself superintends them, and considers them a "most valuable means of "bringing out boys' talents and character, and of giving them ease and self-possession." SPEECHES.

The ancient religious character of the foundation appears to be kept up as far as possible, consistently with its being only a day school and the consequent absence of the boys from the School on Sundays. We would notice with much commendation the pains which the Head Master takes in preparing the boys for Confirmation and for their first Communion, which they very generally receive at his hands in the Chapel of Gray's Inn, of which he is the Preacher. RELIGIOUS TEACHING. Dr. Hessey, Answers, III. 23, 24. Evidence, 570–578, 809–839.

The School formerly consisted of eight Forms, but is now reduced to seven. The system of promotion is described by Dr. Hessey in his Answers. The boys appear to pass through the School from the lower to the upper parts by test examinations, but their places within the forms are determined by competition. NUMBER OF FORMS. PROMOTION. Carlisle, II. 61. Dr. Hessey, Ans., III. 9.

The punishments in the School are of the ordinary kind, but flogging (which is inflicted solely by the Head Master) is very rare, "not once in three years." The use of the cane is allowed to the Under Masters, and is more frequent. Dr. Hessey speaks well of the system of public rebuke in the presence of the whole School, to which he sometimes has recourse. PUNISHMENTS. Evidence, 587–591, 593–596, 611.

Fagging of course cannot exist in a school of this description. The monitorial system, as it is established here, consists merely in this, that a few of the elder boys, for a small fee, assist in the work of the School, which Dr. Hessey thinks answers well. MONITORS. Evid. 561–6 619, 621, 625, 631.

There would, probably, be some difficulty in establishing any system of private tuition in this School, even if the authorities of the School wished it, but Dr. Hessey, far from wishing it, is strongly against it as the general rule, and though it is not actually forbidden it is discouraged, except in peculiar cases. PRIVATE TUITION. Evidence, 382, 383.

The condition of the School buildings and premises seemed to us good; but they are greatly in need of extension, both for purposes of study and of recreation. Dr. Hessey has stated that there is much need of more and better class rooms; and it may be said that at present there is no playground at all. There is indeed a very small paved courtyard, of which the boys make some use for the purpose. The Company also pay 20 guineas a year for rent of part of Kennington Oval for cricket. SCHOOL BUILDINGS. Dr. Hessey, Answers, III. 36–38, 43. Evidence, 640–43.

Dr. Hessey, Answers, III. 43.

The School as a day school appears to provide well, to the extent of its numbers, for the education of children of the mercantile and professional classes in and near London.

Superintendence by Company. Answers of Company, I. II.; of Dr. Hessey, II. 6, 7; Evidence, 440–442.

As the Company bear the whole expense of the School beyond what the boys contribute, so they retain in their own hands the appointment of all the Masters, and the power to dismiss them, and the whole authority over the management of the School. They appear however to entrust great discretion in this latter respect to the Head Master.

Summary of Recommendations.

We observed at the outset that there was an important difference between Merchant Taylors' School and the others into which we have inquired. At St. Paul's School the Mercers' Company do not admit themselves trustees, in the legal sense of the term, of the Coletine estates, but they acknowledge that they are bound to maintain the School; at Merchant Taylors', on the other hand, the Company hold themselves free from any legal obligation whatever. They consider that the School is theirs simply, and that no one could challenge their act if they were to abolish it altogether. *A fortiori,* they consider that they can deal with it in the way of regulation and modification as they please.

Evidence, 11, 12, 14.

Whether this position be tenable or not in law, we do not feel called upon to pronounce. It is clear, at any rate, that the original Statutes, which are the constituent documents of the School, indicate on the part of the Company at that time an intention that it should be a permanent Foundation, as indeed it has hitherto been. In the preamble it is said that "the Master, Wardens, and Assistants have.....decreed and do...decree that the "said School shall.....have continuance by God's grace for ever." The 35th Statute directs that the "Master, &c., for the time being shall yearly for ever make their "assembly, &c." The 36th and 37th contain similar expressions.

Evidence, 29–32.

We think it right also to notice the material facts, that considerable endowments have been bestowed and accepted for the benefit of the School, and that its present site was in great part if not wholly acquired by money given for the purpose of establishing a School there by an individual member of the Company.

As the case stands, however, we do not recommend any change in the present government of the School, nor in the powers of the Company, nor do we criticize minutely the details of their expenditure on it, the liberality of which we have acknowledged; but we are bound to suggest such alterations on material points as seem to us desirable, leaving it to the Company to adopt them should they see fit so to apply their funds.

Of the General Recommendations, those only which are numbered I.–V., XXVI.–XXX. appear to be inapplicable to Merchant Taylors' School. We advise the adoption, in substance, of the rest, so far as they do not already form part of the system and practice of the School.

Studies.

It will follow that, whilst the ancient classical character of the School is maintained, the same studies which we have recommended as compulsory at other schools would be introduced here. In this case the additions would be Natural Science, German, on an equal footing with French, music, and (to a greater extent than at present) drawing.

This course of study might be graduated, under the direction of the Company, on the same scale as we have recommended elsewhere; and we do not anticipate any serious disturbance of the present arrangements in consequence of the change, except indeed that a material reduction must take place in the amount of mathematical work. But this, as we shall have occasion to observe hereafter, seems in itself desirable.

Admission.

1. The first suggestion which we have to make specially relating to this School refers to the system of Nomination, which we should wish to see modified on the same general principles as we have recommended elsewhere. We do so here with the more confidence, as we have in substance adopted Dr. Hessey's proposals. We think it would be very advantageous if the members of the Corporation would agree to surrender their right of absolute nomination, and would in lieu thereof establish a system of limited competition for admission into the School among their nominees. As an illustration of the mode in which such a system might be introduced, we suggest that two examinations might be held in the year, for each of which every member of the Corporation might nominate a competitor, and that after examination a list should be formed of the boys in order of merit, from which list boys should be admitted into the School in the same order as vacancies occurred until the next half-yearly examination, when a fresh list should be formed in like manner for the half year following. It would be in the power of the members to nominate the same boys for a second competition if they had not been

Evidence, 427.

admitted within the half-year following their first. We would also call attention to a recommendation which has been brought under our notice, viz., that it would be an improvement to establish certain scholarships in the School to be given to boys whose performance may have been the best upon the competitive examination for admission, and to be held for a certain portion of their stay in the School.

MATHEMATICS. Evidence, 316. Compare Sir J Lefevre's Memorandum, App F., and Professor Airy, Ev. 85. Dr. Hessey, Answers, III. 20.

2. We think that the occupation of the whole of the afternoon in Mathematics is disproportionate to the rest of the work, and that the range of the mathematical subjects is clearly beyond what is good for boys. Dr. Hessey states this, though not very strongly; nor does this excess in mathematical teaching seem adequately represented in any preponderance of mathematical distinction at the Universities. We conceive that the mathematical work should be reduced at least one-third, both in time and in amount.

CLASSICAL MASTERS. Answers, III. 43.

3. On the other hand, we think that at least two more Classical Masters are required.

SCHOOL PREMISES. Evidence 411. Answers III. 36–38. Evidence, 263, 504, 1125–27. Evidence, 578.

4. We recommend the Company to consider whether arrangements might not be made by which some of the boys, according to circumstances, should have their luncheon on the school premises. This, and the still more important points of additional class room and a better playground, both of which are strongly dwelt on by Dr. Hessey, will no doubt receive the immediate attention of the Company on their becoming actually possessed of the property which they have lately purchased.

Dr. Hessey has also stated that he should be glad if a school chapel existed in the premises.

BOARDING HOUSES.

5. We do not advise any return to a regular boarding-house system, which in actual circumstances would be practically an innovation. It has appeared to us, as we have before intimated, that in London, while such ancient boarding schools as are to be found may still be kept up, there is no demand at all for the extension of such schools, though there is a very active and increasing demand for good day schools. We think, however, that the Head Master and the Company might advantageously have some more formal and direct power of visiting and controlling such boarding-houses as are used.

NON-FOUNDATIONERS.

6. In reference to what we have just said as to the demand for day-school instruction in London, we suggest that it might be desirable to extend the benefits of this School by admitting boys unconnected with the Foundation into the School upon application for that purpose before the close of their 16th year, upon the terms of paying a moderate sum for the cost of their education; and that the Exhibitions, Scholarships, and other benefits of a similar description now enjoyed by boys educated at Merchant Taylors' on quitting School, either at one of the Universities or elsewhere, should be open to the competition of all such boys.

SCHOLARSHIPS AND EXHIBITIONS.

7. We advise that the competition for such Exhibitions and Scholarships should be conducted by means of special examinations, and that these examinations should be conducted by examiners to be appointed for the purpose; that where any such Exhibitions or Scholarships are supplied from funds not held by or for any particular College, it should be in the power of the successful candidates to hold them at any College at either University; that such portion of the Exhibitions and Scholarships should be awarded to proficiency in the subjects of mathematics, modern languages, and physical science respectively, as may be proportionate to the weight and value of each subject in the whole course of education at Merchant Taylors'.

STATUTES.

8. Finally we think it is expedient that the ancient Statutes of the School should be revised and published under the authority of the Company.

CHAPTER VII.—HARROW.

Statement.

1. *Foundation and Endowment of the School.*

Foundation. Answers of Governors, II. 1.

Harrow School is a Grammar School, founded in 1571 by John Lyon, a yeoman living in the hamlet of Preston within the parish of Harrow, "for the perpetual education, "teaching, and instruction of children and youth of the same parish." The Governors are a Corporation by Charter.

Endowments. Answers of Governors, I. and Special Statement.

The Founder possessed several small estates situated at Harrow and at Preston and Alperton, both hamlets in that parish, at Barnet, at Malden in Bedfordshire, and at Paddington and Kilburn in the parish of Marylebone. He conveyed these lands to the Governors by separate conveyances, and directed that the whole profits of the lands at Kilburn should be employed in repairing the highways from Edgeware to London and from Harrow to London, and that the whole profits of the Marylebone estate should be likewise devoted to the Harrow and London highway. The profits of his other estates were dedicated to the School, and to the maintenance of two Scholars at Oxford and two at Cambridge. The manner in which the rents were to be applied to these several purposes was left to the discretion of the Governors; but it does not appear that they were invested with any power to vary the purposes themselves, or to apply to one of them money which the Founder had appropriated to the other. The repair of highways was an object constantly associated in the sixteenth century with religious and educational trusts, and the value of the lands devoted to this purpose by the Founder appears to have been less than one third of that of the lands given to the School. These proportions are now reversed. The present yearly value of the School estates is a little more than 1,000*l.*; that of the road estates is about 3,500*l.* The proceeds of the road estates are, under several Acts of Parliament passed within the present century, paid over by the Governors to the Commissioners of the Metropolis Turnpike Roads north of the Thames, and are applied partly to the paving of Oxford Street, and partly to the repairing, watching, and lighting of other Metropolitan roads. There can be little doubt that the appropriation made by the Founder of the rents of his different estates has led to a result which he never contemplated, and which is probably very remote from his intentions. But this could now be remedied only by the interference of Parliament, and we are unable to satisfy ourselves that an application could be made to Parliament for this purpose with any reasonable hope of success.

Beside the rents of the School estates, there are the dividends on a sum of 1,494*l.* 17*s.* 2*d.* consols, which is held by the Governors in trust for the School. The total income, therefore, which the School derives from its endowments is less than 1,100*l.* a year, and this is charged with some small payments to local charities. The Governors hold also 9,724*l.* 5*s.* 7*d.* consols on special trusts for Scholarships, Exhibitions, prizes, and other like purposes connected with the School.

2. *Statutes.*

Statutes.

The Founder was empowered by the Charter of incorporation to make Statutes and Ordinances for the School: and the Governors were also empowered to make Statutes and Ordinances, not contrary to those of the Founder. A body of Statutes and Ordinances made by John Lyon pursuant to the power given to him is in existence, together with certain Rules likewise made by him relating to the discipline and studies of the School. A general power to alter these rules is conferred on the Governors; the rules themselves are now practically obsolete. It does not appear that any Statutes or Ordinances, or rules, have ever been made by the Governors.

Rules.

3. *Government of the School.—Governors.—Head Master.—Assistant Masters.*

Under the Charter there are six "Keepers and Governors," who are empowered to fill up vacancies in their own body by the election of "fit and discreet persons" (or, according to the Founder's Statutes, "honest and substantial inhabitants") within the parish of Harrow. The Bishop of London is authorized to nominate to any vacancy which is not filled up within six weeks. By the Founder's Statutes the Governors are directed to meet once a year. They have the management of the property and expenditure of the foundation: they appoint the Head Master, and the Second Master or Usher; and have power to remove either of them for unfitness or misconduct. They are

empowered also to admit boys on the foundation with the consent of the Head Master, to elect to John Lyon's Scholarships at the two Universities, "to see that the School-"master and Usher do their duties, and that the scholars be well taught and used," and to determine all doubts and controversies relating to the School. Whenever they are equally divided, the question is to be referred to the Archbishop of Canterbury.*

Powers of Head Master. Harrow Evidence, 28.

It has been the practice of the Governors of Harrow to leave the administration of the School entirely in the hands of the Head Master. "They never interfere," says Mr. Butler, "in any way." "I should prefer," he says, "to decline giving an opinion as to the strict "obligation under the Statutes of John Lyon, but I conceive I am acting in conformity "with long and well recognized usage in maintaining that in all the ordinary circumstances "of administration the Head Master would not feel it his duty to communicate with the "Governors, and I am clearly of opinion that it is most desirable that in the adminis-"tration of the School the Head Master should be wholly independent." "If any "change in the studies of the place which I might consider of an organic character "seemed to me desirable, I should certainly, as a matter of courtesy and expediency, "think it well to consult the Governors, though I should not consider myself directly "responsible to them for the change." "The Head Master at Harrow is completely un-"shackled by any superior administrative authority, and consequently it is open to him, "and must therefore be his duty, to make such changes from time to time as may appear "to him at once desirable in themselves and opportune in respect of circumstances." He appoints all the Assistant Masters, gives permission to open boarding-houses, and "is "responsible for the financial arrangements of the School."

Evidence, 50, 51.

Answers, III. 44.

Answers of Mr. Butler, III. 12.

Assistants. Periodical Meetings. Answers, III. 8. Evidence, 325.

It is the custom for all the Assistant Masters to meet regularly once a fortnight at the Head Master's house, and there to discuss freely all questions which may arise respecting the studies or discipline of the School. Mr. Butler believes he is correct in stating that in Dr. Vaughan's time these meetings took place once a week. "They assembled "once a week in the drawing-room of the Head Master, when, if there was any business "which it was considered expedient to discuss, they adjourned into another room, where "the usual business meetings were held."

4. *Emoluments of Head and Lower Masters.—Number and Emoluments of the Classical Assistant Masters.*

Emoluments of Head Master. Answers of Mr. Butler, II. 10.

The Head Master receives from the Governors a small annual stipend and an allowance for coals, making together 50*l.* a year. He receives also a small annual payment (2*l.* 10*s.*) from every boy on the foundation, and 5*l.* from every member of the "English Form," a phrase which will be explained hereafter. His emoluments, however, really arise from two principal sources—from the annual payments and payments on entrance made by boys not on the foundation, and from the profits of a large boarding-house, which holds 63 boys when full. From the first of these sources he derives, when the School is full, between 8,000*l.* and 9,000*l.* a year; from the second, about 1,400*l.* His total gross receipts, assuming the number of non-foundationers to be 450, are calculated by himself at about 10,000*l.* a year.

His gross receipts, however, far exceed his net income. By various charges and deductions enumerated in Mr. Butler's Answers, the 10,000*l.* is reduced to 6,288*l.*, and the income which he can really consider his own is practically, we believe, much less than this. There is no building-fund at Harrow; the revenues of the foundation are, as we have seen, inconsiderable; and it has been usual for the Head Master to subscribe largely to those new buildings and improvements which the growth of the School has demanded, whilst the expense of maintaining them (which there are no funds to meet) falls on him alone. "A tradition of long growth," says Mr. Butler, "has thus been formed imposing "practically upon the Head Master pecuniary obligations more or less recognized, which cannot indeed be defined or stated as uniform outgoings from his income, though it may "safely be asserted that no Head Master, during the prosperity of the School, is likely "to desire to evade them." It is due both to Mr. Butler himself and to his predecessor, Dr. Vaughan, to say that whilst their receipts have been undoubtedly large, their voluntary expenditure on objects connected with the School has been liberal to munificence.

Of Lower Master. Answers of Mr. Butler, II. 12.

The Second or Lower Master, the "Usher" of the old Grammar School, has at Harrow, as we are informed, no specific powers or duties other than those of the Assistant Masters. He is supposed to have charge of the Lower School, that is, of the Fourth and Third Forms,

* "It is a circumstance worthy of observation, that, in the three last instances, when the Head Mastership has become vacant, the votes have been so divided as to render it necessary to refer the matter to the Archbishop of Canterbury, as ordered by the Statutes, who has in each case nominated one of the candidates." —*Carlisle's Endowed Grammar Schools* (1818). ii. 146.

Evidence, 19, 30–38.

Answers of Mr. Oxenham, II. 10.

but it does not appear that he exercises in practice any peculiar control over it. He is, however, appointed and removable by the Governors alone, and receives from the income of the foundation a customary stipend of 49*l.* 8*s.* 4*d.* He receives also a capitation payment of 3*l.* on account of every boy not on the foundation; and, under a recent arrangement,* we are told, pays 300*l.* a year to a Master who takes a division of the Fourth Form.

Of Classical Assistant. Statement appended to Harrow Answers. Correspondence on Profits of Boarding houses. Evidence, 66,75, *et seq.*

The number of Classical Assistant Masters, exclusive of the Lower Master, is 14. Their emoluments consist of a stipend of 150*l.* a year paid to each of them by the Head Master, (it was originally 60*l.*, and was raised to its present amount by Dr. Vaughan,) of the payment (15*l.*) which they receive as tutors from each private pupil, and the profits of boarding. The number of pupils whom each tutor is allowed to take is limited to 40, a restriction which has not been extended to some of the older tutors. The profits of a boarding-house are variously estimated. A Master who has a house of 50 boys, the largest in Harrow, estimates his profits on board alone at 15*l.* per head, and the same estimate is adopted by other Masters having 41, 36, and 28 boys respectively. Another, who has 35, calculates it at 18*l.* The payment for board, &c., exclusive of tuition, in these houses is 84*l.* or 85*l.* Mr. Bradby, who had 16 boys, and whose charge was 90*l.* for board, estimated his profits on each at 29*l.* The profits of a small house (where the charge for board is 135*l.*) are said to range from 10*l.* to 50*l.* per head as the number of boys varies from five to seven. The Head Master, whose house holds 63, and who charges 68*l.*, states his profit at 20*l.* It is evident that these various calculations do not assume a uniform estimate of the average cost of a boy's maintenance or of the saving of expense which attends a large as compared with a small number. In addition to the yearly payments, an entrance fee of 6*l.* is received from each boarder in a large house, but it is stated that in a small house no payment for entrance is made. One Assistant, who has a small number of pupils, receives 210*l.* from the Head Master, and another, who has none, 300*l.*

5. *Foundation Boys.*

Foundation Boys. Directions of Founder.

The Founder's main object, as stated in the Charter, was the education of children and youth of the parish of Harrow. The Statutes direct that "a meet and competent number "of scholars, as well of poor to be taught freely for the stipends aforesaid, as of others "to be received for the further profit and accommodation of the Schoolmaster," should be "set down and appointed by the discretion of the Keeper and Governors from time "to time;" and, under the Rules and Orders, the Master is to "take pains with all indifferently, as well of the parish as foreigners, as well poor as rich." From "foreigners" he was allowed to take such stipends and wages as he could get, unless they were of the kindred of the Founder. The Founder, therefore, contemplated the reception of two classes of boys, poor boys belonging to the parish, who were to be taught gratuitously, and "foreigners" who were to pay for their schooling, and whom he expected to be a source of profit to the Head Master. The number of each class was to be fixed by the Governors at their discretion from time to time. Whilst, therefore, the sole qualification for admission to the privileges of a Foundation Scholar was the inhabitancy of the boy's parents within the parish, and no specific period of residence was required to constitute inhabitancy, the right was not an absolute one, the number to be received being left to the discretion of the Governors, with the direction only that it should be a "meet "and competent number."

Rule 3.

Their Privileges. Answers of Mr. Butler, II. 13. Evidence, 140.

A foundation boy is exempt from the annual payments for public tuition (15*l.*); for mathematics (4*l.*); for French and German (2*l.* 5*s.*); and half the fee (5*l.*) for "school "charges." He pays annually 15*l.* for private tuition; 2*l.* 10*s.* for school charges, and 7*s.* as a fee for the bathing-place, making 17*l.* 17*s.* in all; whilst a home boarder who is not on the foundation pays for the same advantages 41*l.* 5*s.* "Private" tuition having become a part of the regular system of teaching at Harrow, a foundationer receives it as a matter of course, and is expected to pay for it. If payment were refused, "some "arrangement," says Mr. Butler, "would probably be made by the Head Master and "the tutor for bearing the expense."

Their Number and Character. Carlisle's Endowed Schools, ii. 152, 146.

Mr. Carlisle states that Harrow was almost exclusively a parochial school till about the middle of the seventeenth century, when the great increase in the number of non-foundationers began. At the time when he wrote, there were, he says, only 5 or 6 boys on the foundation. During the 18 years prior to 1863 the number varied from 16 to 37; the

* In Carlisle's time, if his information is correct, the Lower Master received "one-fourth of the general "schooling"—that is, of the charge for "public tuition," which was then 10*l.*, and is now 15*l.*; and the remainder of which is received by the Head Master. He paid a stipend of sixty guineas to an Assistant in the Lower School. The Assistants in the Lower School were appointed by him.—Carlisle, i. 152.

average was 27. Since 1849 they have hardly increased at all. It does not appear that the Governors have ever refused an application, or thought it necessary to limit the number. The average number of the home-boarders during the 18 years has been 10. This class has increased at a greater ratio than the foundationers. Table appended to Mr. Butler's Evidence of 3rd June 1862.

The present foundationers are the children of parents belonging to the higher classes, many of whom have come to live in the parish for the purpose of obtaining this advantage for their sons. "In many instances," says Mr. Butler, "they are the sons of widow ladies "who come to reside in Harrow, who, having, previous to their husband's death, been "moving in affluence, are now in comparatively reduced circumstances." Evidence, 148.

None of the farmers or tradesmen of Harrow now send their sons to the School. The altered character of the School in this respect was in 1810 made the subject of a complaint to the Court of Chancery. Sir W. Grant, then Master of the Rolls, in a well known judgment, which has since been often referred to, held that there was no sufficient ground for the interference of the Court. For the benefit, however, of the classes above-mentioned, Dr. Vaughan established a separate day-school, which still exists, and is called the "English Form," and where a commercial education, including French, is given by a teacher or teachers appointed and paid by the Head Master. The Head Master examines the boys periodically, and they are also examined by one of the Modern Language Masters, and the Senior Mathematical Master. A fee of 5*l.* a year is paid for each boy. The aggregate amount received from this source is about half of the total salaries of the teachers employed. The number of boys attending was 24 in 1862. It had diminished since the English Form was first established. The boys who attend are chiefly sons of tradesmen in Harrow and its neighbourhood. Evidence, 177. Attorney General *v.* Lord Clarendon, 17 Vesey, 491. The English Form. Answers of Mr. Butler, II. 13. Evidence, 178–182, 200–214, 1238–1256. Evid., 69.

The permission given to the Head Master by the Rules to take "stipends and wages" from "foreigners," is limited by an exception in favour of the kindred of John Lyon. So far as we have been able to ascertain by inquiry, it does not appear that this privilege has been ever actually enjoyed. Founder's Kin. *See* Evidence, 215, 1009–1015.

6. *Number of the School.—System of Admission.—Course of Study.—Arrangement of the School.*

The number of boys in the School was, in January 1862, 481, of whom 32 were Foundationers and 10 others home boarders. It has fluctuated considerably. In 1842 it was 114; in 1844 it had fallen to 79. It rose in the three following years to 314, and afterwards steadily increased till it was 492 in 1861.* Number of School.

No boy is admitted after completing his fifteenth year, "except for reasons which the "Head Master may deem to be of peculiar urgency." The majority of those who come have attained fourteen; hardly any are under twelve. The Remove, about half-way up the School, is the highest form in which a boy can be placed on entrance. Admission. Answers of Head Master, III. 1.

There is an entrance-examination, conducted by the Head Master and some of the Assistants, in Greek and Latin, and in Latin composition, prose and verse. "If a boy "were to show a very gross ignorance of the elements of these subjects—still more, "if he were unable to write or spell with tolerable accuracy, his temporary removal "would be recommended. In practice, however, such an instance would scarcely ever "occur." At one time mathematics formed a part of this examination; but this is not now the case. It is "not thought desirable to lower a boy's place in the School because "his proficiency in mathematics at the time of entry may be poor." It is admitted that a minimum of knowledge might be required in this subject, but this is not done in practice. Answers of Head Master, III. 2. Evidence, 306–311.

The course of study consists of Classics, Arithmetic and Mathematics, French and German. Natural Science is not taught, but there is, as we shall see hereafter, a periodical examination in it, which is voluntary, and success in which is rewarded by prizes. Course of Study.

The School is arranged as follows for classical teaching:— Forms and Divisions. Harrow Tables, B.C.D.

Sixth Form -	-	Monitors and Upper Division.
		Lower Division.
Fifth Form -	-	First Division.
		Second Division.
		Third Division.
		Fourth Division.
Remove.		

* "In the last 12 years the number of boys has fluctuated from 250 to 350. The present number is about 300."—Carlisle, ii. p. 146. The number of Classical Assistants, besides the Lower Master, appears to have been then five. Carlisle's book was published in 1818.

Shell - -	First Division. Second Division. Third Division. Fourth Division.
Fourth Form -	First Division. Second Division. Third Division. Third Form.

There are thus 14 ascending Divisions, including the Remove, which is not subdivided, and counting the Third Form and the third Fourth, which are heard together, as one.* In 1861 the average number of boys in a Division was 35, the highest 37, the lowest 21. It is understood that in future 35 is to be the maximum. This limit was fixed about five years ago. For a short time before the limit had been 40. The highest Division is taught by the Head Master, each of the others by an Assistant Master. One Assistant Master, Mr. Westcott, does not take a Division in School, but is employed as Composition-Master of a part of the Head Master's Division. The late Lower Master took no Class-work. Both Mr. Oxenham and Mr. Westcott, however, acted as tutors.

Mr. Butler's Answers, III. 11. The arrangement is described in Mr. Westcott's Evidence, 1091–1107.

7. *System of Promotion.*

PROMOTION AND MARKS. Answers, III. 9. Evidence, 337–343.

The system of promotion is thus described by Mr. Butler:—

Each Division throughout the School is considered to have a maximum number. When, at the beginning of a new School quarter (of which there are three in the year), it is found that the numbers in each or any Division have fallen below the maximum, the vacancies are filled up by promoting boys from the Division below. In regulating the promotions, two-thirds of those promoted are selected by merit, the remaining third of the vacancies being reserved for any boys who may have been in the Division below for three School quarters. Even in this latter case a boy would be refused his remove if he had been "grossly idle—notoriously idle—ostentatiously so," as Mr. Butler elsewhere explains. In general, he says, the number of boys who have thus remained for a whole year in the same Division is very small, so that practically, except in the lowest two Divisions of the School, nearly all the promotions are given by merit.

Evidence, 317–322.

The merits of the boys are ascertained as follows:—Marks are given throughout the quarter for each lesson, whether in classics (including divinity, history, and geography), mathematics, or modern languages. These marks are added together at the end of the quarter, when there is an examination for each Division. The sum of the marks of the quarter, and the marks gained in the examination, determines the new position of each boy in his Division, and the order in which he is promoted to the Division above. Except in the Sixth Form, where the marks of the quarter count as something more than one paper in the examination, the marks of the quarter and the marks of the examination have an equal influence in fixing each boy's final position. In the Upper Sixth places are not changed. A boy once placed in it retains his position till those above him leave the School.

With respect to the relative weight assigned in promotion to mathematics and modern languages as compared with classics, he states that, at the end of each School quarter, when the list showing the result of the examination is prepared, the following arrangement is adopted. The average of the marks of the first four or five boys in each Division in classics is taken as a standard. Of this average *one-fourth* is taken as the average for the same number of the highest boys in mathematics, and *one-ninth* as the average in modern languages. For instance, supposing that the four or five best classical scholars gained, on an average, for classics 3,600 marks, the average gained for mathematics by the four or five best mathematicians would be assumed to be 900 marks, and the average gained for modern languages by the four or five best scholars in modern languages would be assumed to be 400 marks. Thus classics are to mathematics in the proportion of four to one, and to modern languages in the proportion of nine to one.

This system couples together, though in very different proportions, the two principles of promotion by merit and promotion by seniority, or (to speak more correctly) by the time during which a boy has remained in a Form. The latter principle is applied only to boys too dull or too idle to keep pace in any degree with the general movement of the School, so that they are perpetually outstripped and passed by boys younger than themselves. To prevent such boys from "stagnating" (as it will have been observed that they do at Winchester) in the lower Forms, they are moved slowly up.

* The arrangement in 1818 seems to have been different. There were two divisions of the Sixth, two of the Shell, and three of the Third. There was no Remove.—Carlisle, ii. 148.

In ascertaining merit, again, it combines two tests, that of daily marking and that of periodical examinations; and these examinations occur thrice a year. This system of promotion stops on entrance to the Upper Sixth Form, that is, it includes about 94 per cent. of the School.

The marks given for each lesson serve, however, another purpose besides that of contributing to the quarterly promotions. Besides these, there is a weekly or fortnightly placing within the several Divisions, according to the marks of the week or fortnight. This extends to the entrance of the Sixth, and includes about 88 per cent. of the School. "A list," says Mr. Butler, "is made out, showing the new order, and on the first day of "each week (Monday) the boys who are respectively the heads of their Forms, according "to the new places, bring the list to the Head Master. The head boys seem to like this "custom. I have them up singly. I then compare the list they bring with the list of "the previous week, and it leads to a pleasant little conversation with each boy." Copies of the list of weekly "placings" are likewise sent to all the tutors. Evidence, 338, 442.

Again, in addition to a weekly placing, the boys in the lower part (about 40 per cent.) of the School take places during the lessons.

Two printed lists of the whole School are published each quarter. One of these shows the places of the boys in their several Forms, the other shows how they have done in the quarterly examination. School Lists.

This system appears on the whole to be a good and effective one, and must afford, if thoroughly worked, a very considerable stimulus to industry. It provides, at the same time, a place for the duller boys, who are not allowed to settle down into despondency. On the other hand, idle boys may avail themselves of it, provided they manage so as just to avoid notice. A boy who cannot be quickened by punishment, and is callous to the disgrace of being always left behind, is enabled to creep slowly up by the system of "charity removes."

8. "*Private*" *Tuition.*

Private Tuition. Answers of Mr. Butler, III. 14. Evidence of Mr. Butler, 430 *et seq.* Evidence of Mr. Harris, 806 *et seq.* Evidence of Mr. Ridley and Mr. Lang.

Every boy has a tutor, and the relation between tutor and pupil is in principle the same as at Eton. As at Eton also, the work done with the tutor consists of preparation of lessons for School, of composition, and of what is called at Eton "private business." In the Sixth Form two hours, and in the Fifth Form and Shell one hour, a week are given to private reading with the tutor, the subject being chosen in the former case by the Head Master, in the latter by the tutor himself. In the Fourth Form there is no private reading. At Harrow, as at Eton, all the compositions are looked over and corrected by the tutor before they are shown up to the Form Master, except in the Upper Sixth Form. And in the Shell and Fourth Form the composition is not only looked over by the tutor but done in pupil-room in his presence, and, if help is wanted, with his help. Mr. Harris states that his pupils in the Remove and in the lowest division of the Fifth also do with him so much of their compositions as they can do in a certain time, finishing their work by themselves. The manner in which composition is done "with the tutor" is thus described by Mr. Harris. His method is not uniformly adopted, but from his great experience and eminence as a tutor, and from the large number of his pupils (generally upwards of 60) his practice furnishes the best specimen. Composition.

"807. (*Lord Devon.*) I do not quite comprehend the doing compositions with the tutor?—It means doing in his presence. A limited time is given for doing these verses. Two hours are allotted as the time during which the exercise should be done. When the boys first come in, on being called over, they are told what the exercise is, and paper is given to them, and they set to work by themselves. Four exercises are set, one for the fourth Fifth, and Remove, one for the Third and Fourth Shells, and one for the Fourth Form. I always begin with the easiest of the exercises, and do it myself on paper. As I do it I see where the difficulties are, and I call up first one boy, then another, of that Form in his place to ask him a question. I should question one boy, then another, as to the way in which he would get over the difficulties, and his answer, of course, is aloud. I correct him, if he is wrong, and if I find he has no chance of finding it out, then I assist him, and in assisting him I assist the whole Form. Having done that one exercise, I go on to the second in the same way, doing it myself on paper. The three exercises requiring to be so treated take perhaps three-quarters of an hour; all that the boys have done is shown up at the end of two hours, and I fix another time for them to finish the remainder and to have them looked over.

"808. As regards the Master of the Form, does he see merely the corrected exercises, or does he also see them in their corrected state?—The exercises shown up at the end of the two hours are never altered by the boys; their corrections are all on another paper. I always show up to the Master in School the original draft of the boys' exercises as shown to me, with simply my marks upon it, and with no corrections. I also show up to him a fair copy, which is written out by the boy after being corrected by himself and revised by me."

Preparation of School Work.

At Harrow, as at Eton, it is the custom for all the boys in the lower part of the School to prepare in pupil-room the lessons which they are to construe in School, the kind and

amount of assistance which they obtain from the tutor being left, in great measure, to his discretion. But in practice the Harrow and Eton systems differ materially from each other. At Eton only the first two divisions are exempt from construing in pupil-room; at Harrow, the first six divisions (the whole of the Sixth and Fifth Forms) are exempt from it, except that one or two tutors require such of their pupils as are in the lowest division of the Fifth to attend for preparation. Again, it does not appear to be usual for those who do prepare their lessons in pupil-room to construe them to the tutor before going into school. The practice of the different tutors varies in this respect. Some hear particular pupils construe, or hear particular lessons, or portions of them, construed.

Mr. Bradby's Answers, III. 15.

"I do not myself hear lessons construed," says Mr. Bradby, "except in the case of a "particularly difficult lesson, as my experience is that it occupies the time during which "a boy ought to be *learning* his lesson, and impairs, instead of improving, the style in "which the lesson is done in school. I confine myself to giving help, when needed, in "the parsing or meaning of difficult words, the occasional explanation of allusions, and "the construing of hard passages." Other tutors adopt a like course.

Mr. Lang, 2045, *et seq.* Mr. Ridley, 1745–1749, 1784–1790.

Mr. Lang speaks of the system of preliminary construing as pursued by only one or two tutors, and as "not liked" by the Masters before whom the boys so prepared came in school. Mr. Ridley's impression is that it was "never done," unless where a boy was notoriously careless in preparing his lessons. To the question "Would it have a tendency to make the boys "idle?" he replies: "Of course they would not have done so much work for themselves." He thinks it advantageous, however, that the younger boys should be obliged to prepare their lessons in pupil-room (which is a different thing), because it compels them to be occupied during a certain part of the day, and initiates them into habits of regular work.

Mr. Butler's opinion on the practice of assisting boys in the preparing of their lessons is as follows:—

Evidence, 499–510.

"In the upper part of the School, where a boy cannot only be presumed to be fairly industrious, but also to have acquired considerable powers of self-reliance, I think it is certainly better, not only because it economizes time, but also in the interest of the boy himself, that he should be entirely responsible for the preparation of that lesson. On the other hand, I have no doubt that there are many boys in the lower part of the School who would really neglect their lessons, partly from natural disinclination to work, and partly from real incapacity to work without help, unless they received some kind of aid from the private tutor before going into school. On the other hand, even in the case of this latter class, I conceive that a tutor would make a serious mistake if he gave his assistance in the preparing of a lesson in what I may call a wholesale manner. It requires great discretion to determine exactly what amount of encouragement should be given, and the discretion of the tutor would doubtless be exercised in considering the peculiar character of the boy, whether he was a boy of an industrious or indolent nature."

He admits that there is a temptation, which the tutors are conscious of, to anticipate difficulties and give greater and earlier assistance than is wholesome for the boy; and that there is a danger lest the boy should idle away part of the hour of preparation in reliance that at the end he will get just enough aid from his tutor to enable him to tide over the difficulty. But he thinks these dangers "cheaply purchased by the guarantee "that is secured against undue discouragement;" and that it prevents the waste of time in Form, and, to some extent, the use of translations.

Private Reading with Tutor.

The private reading done with the tutor, in class though not in school, does not appear to be regarded by the boys as of much importance; but the advice and help in his studies which an able and diligent boy can obtain, at irregular times, from an able and painstaking tutor are highly valued.

Mr. Ridley, 1738–1744. Mr. Lang, 1957–1968.

The system of private tuition at Harrow is the Eton system, considerably modified.* Mr. Butler states that it has existed at Harrow for sixty or a hundred years, and that it was probably moulded on the Eton model by a succession of Head Masters who had been Etonians. He is not aware that it has received any material modification in the present century. The differences which exist are in part, perhaps, coeval with its introduction at Harrow, but in part, also, are evidently due to subsequent and probably very gradual alterations.

Evidence 492, 523.

9. *Mathematics. The Mathematical Masters—their Number, Position, and Emoluments.*

Mathematics, their Introduction.

The study of Mathematics was first made compulsory at Harrow in 1837. Before that time it had been voluntary; the present Senior Mathematical Master, Mr. Marillier, gave private lessons to such boys as desired it. He had himself been at the School since 1819.

Evidence of Messrs. Marillier

* "It seems not generally understood of Harrow and Eton that the education chiefly goes on in the pupil-room of each Master with his own pupils. They meet in the school in certain Forms, only to undergo examinations in lessons which have been previously prepared in the pupil-rooms. The same is the case with the compositions."—Carlisle, ii. p. 148.

When he came there mathematical instruction could only be obtained from a Writing Master (who was then very old), except that the boys in the Sixth Form read Euclid once a week with the Head Master, a practice introduced by Dr. Butler, who had been Senior Wrangler. There were at first, after 1837, two Mathematical Masters; there are now four.

and Middlemist, 1267 *et seq.* Evidence of Mr. H. Watson. Carlisle, ii. 147.

Every boy learns mathematics during the whole of his stay at School. For mathematical instruction the School is re-arranged upon the same principle as is adopted at Eton and Rugby. The Monitors and Sixth Form—two Classical Divisions, and about 60 boys in all—are sent together into the Mathematical School, and there re-distributed into six divisions of about 10 boys each; the Fifth Form—four Classical Divisions and about 144 boys—is treated in the same manner, and divided into eight Mathematical Divisions; the Remove and Upper Shell—72 boys—form the third group, and are taught in four Mathematical Divisions; and each of the lower Classical Divisions is a group by itself, and is broken into two Mathematical Divisions.

Classification. Answers of Mr. Middlemist, III. 9.

In all the groups below the Sixth Form the classification of the boys in Mathematical divisions is governed by their proficiency in mathematics. In the Sixth (about 60 boys) this is found impracticable, because, says Mr. Middlemist, "they are not all with us in "mathematics at the same time; one portion of them must be with Mr. Westcott, or "Mr. Butler, or Mr. Harris, to do composition, and we are obliged, therefore, to take "them according to numbers, not proficiency." That is, they are merely parcelled out among three of the four Mathematical Masters in convenient numbers, without reference to their attainments, each Master generally taking such boys as had been under him in the Fifth Form.

Evidence, 1284.

Every boy above the Fourth Form has three hours a week with the Mathematical School; and every boy in the Fourth, two. Preparation usually occupies them from two to three hours a week more. We have seen that in the examination the highest number of marks that a boy may gain for mathematics is one fourth of the highest number that he can gain for classics.

Hours and Scale of Marks. As to the effect of this *see* Evidence, 1351–1364, 1406–1408.

Any boy whose parents desire it may have private tuition in mathematics. Two of the Mathematical Masters have generally about 20 private pupils each. It is understood that the boy is not to do with his private tutor work that he has to show up in School.

Private Tuition. Answers of Mr. Butler, III. 9.

There is a special voluntary examination once a year for four mathematical prizes—a gold medal of the value of ten guineas, founded by the late Mr. Neeld; books worth five guineas, and two other prizes of two guineas and a half each, likewise in books. The first and second prizes are given to those who stand first and second in the examination, the second and third to those who do best in Euclid and arithmetic respectively. The number of competitors ranged from 12 to 40 or 50. The medal is a high distinction, and is said to be as much prized as any other in the School.

Evidence, 1313. 1368.

The position and powers of the Mathematical Masters, in and out of school, are the same as those of the Classical Masters. Their emoluments are derived from the payments made by the boys not on the foundation on account of mathematics (4*l.* a year with 1*l.* entrance), from private tuition, and from boarding-houses. The privilege of keeping boarding-houses they share equally with the Classical Assistants. The aggregate amount derived from these sources, with a stipend of 150*l.* a year paid to the junior by the Head Master, seems to be quite adequate for their suitable remuneration. Nearly 400*l.* of it, however, may be considered to come from private tuition. The Governors pay 16*l.* 13*s.* 4*d.* to one of the Mathematical Masters as Writing-Master, but nothing on account of mathematics. The foundation-boys therefore are taught mathematics at the expense of the rest of the School.

Masters.

See Table appended to the Harrow Answers.

Mr. Middlemist informs us that the study of mathematics has advanced much during the last 17 years. When he came to Harrow, the time given to them in school was two hours instead of three, and there was no preparatory work out of School. "I think," he says, "none of the boys were reading beyond arithmetic and a little algebra and "Euclid." Mr. Watson computes that nearly half the boys who leave the Sixth Form will have gone through six books of Euclid; about a third through Trigonometry; two-thirds, he thinks, may have a very fair knowledge of Algebra, including Quadratic Equations. "Speaking in round numbers, probably a third leave with very little knowledge of "algebra." "They take much greater interest in arithmetic." In the Sixth, Mr. Middlemist says, "there are a small number in Conic Sections and Mechanics; and in "private tuition we have some in the Differential Calculus." During the last two or three years the study has been stationary, Mr. Watson thinks.

Progress of Study. Evidence, 1305.

1410–1415.

1280.

1400. *See also* Mr. Ridley 1804–1806. Mr. Lang, 1998–2006.

10. *Modern Languages.—The Modern Language Masters, their Position and Emoluments.*

MODERN LANGUAGES. Answers of M. Ruault. Evidence of Mr. Butler, 374–404. M. Ruault, 1415–1493.

The study of Modern Languages has been compulsory at Harrow, Mr. Butler believes, since 1851.* Every boy below the Fifth Form learns French. In the Fifth, if he has acquired such proficiency as to be able to read and translate a French Classic with facility at sight, he is transferred to German, unless his parents specially request that he should go on with French. The time given to modern languages in every Form but the lowest is two lesson-hours a week; in the lowest, an hour and a half; and each lesson-hour is considered to demand an hour's preparation. In classifying the boys for modern languages the same plan is followed as in arranging them for mathematics. There are 21 French and 5 German divisions, the maximum number in a division being 24. A small number (16 or 17 in 1861 and 1862) have private tuition, which gives them two additional hours a week. The proportion in which modern languages are allowed to contribute to promotion in the School has been stated above.

HOURS, SCALE OF MARKS, AND CLASSIFICATION.

PRIZES.

Two prizes, of the value of 10*l.* and 5*l.* respectively, are given annually, each of them for French and German in alternate years. For the French prize there are generally about 20 candidates, for the German not so many.

MASTERS. Answers II. 29.

Each of the two Modern Language Masters has a small boarding-house, into which boys are temporarily received whilst waiting for vacancies in other houses. They divide the fees paid for modern languages by all the boys in the school, and their emoluments from this source, from their salaries (200*l.* and 100*l.* respectively), from private pupils, and from boarding, are amply sufficient to secure the services of able and distinguished men. The Senior Master, though a Frenchman, was himself educated at Harrow. Mr. Butler, whilst he admits that a foreigner must always have greater difficulties than an Englishman in maintaining discipline, is satisfied that he may overcome the difficulty by influence and tact. M. Ruault has never experienced any difficulty whatever in this respect. He has the same authority out of School as the other Assistant Masters.

PROGRESS. Evidence, 14–35. *See* however Mr. Ridley, 1802–1803. Mr. Lang, 1977–1993.

As to the results attainable, Mr. Butler does not think that the power to converse in French or German can be either acquired or kept up at Harrow. "But, I think, that what we "can do is to make them fairly conversant with the grammar of those languages, and "able to read books in them, so that if they have afterwards anything like energy, and "address themselves to those subjects, they will have got a very useful basis for "further study." "Our difficulty is that as a rule—of course, with exceptions—boys "come with a very small knowledge of French, and with almost a total ignorance of "German." Like mathematics, the study has risen very much within his experience, and "unquestionably occupies a much higher place in the estimation of the boys" than when he was himself at school. The prejudice which always attends a new study, and the negative tradition which tells against it, are gradually overcome by time. M. Ruault speaks to the same effect. "I think the result is very satisfactory. French and German "are taught grammatically, and boys leaving in the upper Forms obtain a very fair "knowledge of those languages, sufficient to enable them to acquire afterwards in a short "time what cannot be taught in a public school, that is, the power of speaking them "fluently." The amount of attainment is less if a boy comes to school, as some do, quite ignorant of French.

11. *History.*

HISTORY. Evidence 353, 1801. Table C. Harrow.

In the Upper Sixth Form the boys give one hour a week in school to some portion of History, ancient or modern, which they have read during the week. This practice was introduced by Mr. Butler. He mentions Guizot's History of the English Revolution, and Hallam's Constitutional History of England, as books of which parts had been thus read with him. In the other Forms, there are separate lessons in ancient history, and up to the Upper Fifth in geography, which take two or three hours in the week. The boys are examined in portions of books of history, the substance of which they have committed to memory. For the "holiday-tasks" it has been usual to divide English History into three periods, extending from the Saxon times to the Battle of Waterloo. A cycle of reading is thus arranged, which carries a boy over the whole of the ground in three years. This cycle is applied to the whole School. All the Forms, therefore, are reading at the same time the same period of history, but in different books suited to their respective ages and capacities. The holiday-tasks of 1860–1861, comprised the period from the Wars of the Roses downwards.

362. 882–884.

Table C. Evidence, 363–366.

The examination is conducted on paper on the first day after the boys have returned to school, each Master examining the boys of his own

* M. Ruault says, 1855. Evidence, 1444.

Form. "Copies," or prize books of small value paid for by the parents of the receivers, are given to those who do best, and those who fail to satisfy the Examiners are not allowed to have an "exeat" during the quarter. (An exeat is a short holiday from Friday or Saturday till Monday, which each boy is allowed to have once a quarter, if it is sanctioned by the Masters who have charge of him in classics, mathematics, and modern languages, and if he has a home or other suitable place within a reasonable distance to go to.) Evidence, 36, 37.

Mr. Ridley thinks it desirable that more regular attention should be paid to modern history. 1870.

12. *Natural Science.*

NATURAL SCIENCE. Answers of Mr. Butler, III. 12. Evidence, 405–411, *see* also Mr. Ridley, 1807–1827.

"No direct instruction is given, private or otherwise, in Natural Science." There is, however, in each of the School quarters, a voluntary examination, open to the whole School, in some one branch of this study. "Those who do well are rewarded, and to "the boys who come first and second in the aggregate of the three quarterly examinations "are awarded two prizes of books given by the Head Master, of the value of five "guineas and three guineas respectively." This examination is conducted by some two of the Assistant Masters. "We have a considerable number of Masters who are inte- "rested in Physical Science." "At the end of each School quarter a subject is "announced for examination in the course of the next quarter; a certain number of "pages out of some elementary treatise is fixed, and in that elementary treatise the boys "are examined on paper." The subjects during Mr. Butler's Head Mastership have been Geology, Botany, Chemistry, and Electricity. The number of boys who go in has fluctuated. He has been told that at first it was as high as 90; of late it has been about 20 or less. Mr. Ridley never knew it more than 90 or less than 30. These examinations were introduced a few years after the incorporation of mathematics and modern languages into the work of the School. As to the time devoted to the subject, Mr. Ridley says: Evidence, 1822. "I have known some boys get first in an examination after a couple of nights' hard "reading. In a general way, about three or four weeks would be devoted to it, at "about one hour or an hour and a half a day."

Mr. Butler is not prepared to say that he thinks Natural Science could not be introduced with advantage into the regular studies of the School; he "distinctly guards "himself against an assertion of that kind," but he is of opinion that the number of collateral studies which can be profitably pursued must always be confined within somewhat narrow limits. 347, 348.

13. *Music and Drawing.*

MUSIC AND DRAWING. Statements of Mr. Wood and Mr. Tillyard, appended to Mr. Butler's Answers. Evidence of Mr. Wood, 1015–1090.

Music and Drawing are taught as extras, and out of School hours, by resident teachers. The number of boys learning music was 18 in 1860; the number learning drawing was from 60 to 70. The Drawing Master reckons the average number of his pupils at about 50. The drawing taught is chiefly landscape drawing, with the principles of perspective. Geometrical drawing was formerly taught by a Military Drawing-Master, but the number of his pupils appears to have been too small to make it worth his while to attend.

14. *Classical Study, how affected by the Introduction of other Studies.*

EFFECT ON CLASSICAL STUDY. Evidence, 857.

The time given to mathematics and modern languages has been subtracted at Harrow from the time previously given to classics; not added to it, as appears to have been done in the case of mathematics at Eton. "We have now," says Mr. Harris, "five hours a "week less devoted to classics than when I first went to Harrow." Including preparation, the time now given, or supposed to be given, to both these subjects at Harrow is about ten hours a week. We have seen that they practically contribute to promotion, in no unsubstantial degree. Mr. Westcott says on this subject,—

Evidence, 1121, 1122.

"A boy may rise most rapidly into the Upper Sixth Form without being at any time distinguished for scholarship, by the help of modern languages and mathematics. I have known a case where a boy has risen from the bottom of the Form almost to the top by great success in mathematics, and *vice versâ*, so that it happens continually that a boy reaches the Upper Sixth who is a very bad scholar.

"(*Lord Clarendon.*) Those cases are rare? Surely it is mainly by classics that a boy advances to the higher positions in the School?—Excellent scholars, who are necessarily few, rise rapidly; but commonly a boy rises by fair proficiency in a variety of subjects, which is compatible with bad scholarship; for lessons in divinity, history, geography, and repetitions are included in classics, and pure scholarship has comparatively little weight in the examinations."

The following question and answer bear upon this point:—

"*(Mr. Vaughan.)* Did the Head Master look with favourable eyes upon boys who took the physical science prizes, or did he consider those prizes inferior?—Yes, decidedly; Mr. Butler especially: I have heard him publicly notify before the Form that he was pleased to see that those who had done well in classics had done well also in languages and physical science."

Evidence, 863. It does not clearly appear that classical study has suffered in any degree from these changes. Mr. Harris thinks that to some extent it has,—that the School has not such brilliant composers as it had,—but he does not attribute this wholly to the rivalry of

1109–1114. the new studies. Mr. Westcott does not believe that the preparation of these subjects for school takes up time so as to interfere with composition. He thinks, however, that the time now given to classics is not more than is absolutely necessary, "at least for "the best boys;" and he makes the following suggestion with respect to the Scholarship examinations of the Sixth Form:—

1116 (Note). "It would be desirable, I believe, to separate the classical and mathematical parts of the examination, and to assign some Scholarships to classics only, and some to mathematics only. The present system of adjudging our highest rewards to aggregate excellence in classics, mathematics, and modern languages, is obviously open to great objections, and I believe that the best scholars and the best mathematicians would gain considerably by the distinct recognition and reward of their respective studies. Up to the Sixth Form the combination of marks works well, but in the highest Form it seems reasonable to offer some scope for the special pursuit of either of the two great branches of University education."

Mr. Ridley is asked—

1833–1836. "*(Lord Lyttelton.)* In your opinion does the study devoted in the School to modern subjects diminish the attention given to classics?—Not in the least.

"In no way do they interfere with them?—In no way.

"Was there plenty of time for them?—Plenty."

15. *Deviations from the regular Course of Study, how far allowed.*

On this subject Mr. Butler answers as follows:—

Exemptions from Parts of School Work. Answers of Mr. Butler, III. 18. Evidence, 550 *et seq.*

"If a boy shows a special aptitude for any branch of natural science, for English literature, for modern languages, or for knowledge of the Holy Scriptures, he would be urged and encouraged by his Tutor to prepare for the periodical competitions for the prizes given for those subjects.

"If a boy showed a special aptitude for mathematics, rather than for classical studies, he would probably be advised to read mathematics privately with one of the Mathematical Masters; and in some few instances, with the approval of the Head Master, a boy would be excused the whole or part of his verse composition in order to devote more time to mathematics. This exemption would generally, though not exclusively, be granted in favour of boys preparing for the Woolwich examinations.

"Such cases of exemption, however, are very rare, and are by no means recommended. It is found in practice that boys lose far more than they gain by being treated exceptionally. At a large school, where tradition and emulation act so powerfully, boys are not likely to work vigorously at any subject in which the majority of their companions are not keenly interested. It is too early to expect from them a strong and decided love of knowledge for its own sake, nor again are they in general much influenced by the consideration that what they are learning or neglecting to learn will affect their prospects in examinations for the army or the civil service.

"They will throw themselves with fair energy into the regular work of the School, even where they have no special aptitude for it. If exempted from this regular work, or from any part of it, they are likely to become listless and idle."

An exemption from all verse composition would give a boy about three additional hours in the week.

"We should never," Mr. Butler says in his oral evidence, "admit a boy to the
553. "School if any condition was attempted to be made that he should read mathematics or "any other subject specially, to the exclusion of composition or to the diminution of "the time given to it, and we also, as a rule, discourage any such exemption in the case "of a boy who is below the Fifth Form, thinking it more likely that the boy would
554, 571. "avail himself of it to escape his full amount of work." The actual cases of exemption "he computes, conjecturally, at twenty or thirty, the great majority of them being in
566, 568. the Sixth Form and the two Upper Divisions of the Fifth. "I have always felt," he adds, "that if I was a private tutor in the country having a few pupils, supposing "I was equally competent to teach all those different branches, I should be guided mainly "by the peculiar character of the boys' intellect, and should not at all think myself "bound to adhere to any one particular system; but, when you have to administer "instruction to a very large number of boys, you must keep very strictly to the routine "of some one particular system, though you know all the while that you are to a "certain extent sacrificing the intellectual advance of some one or more particular "boys." . . . . "I do not conceive I have at present sufficient experience to

" enable me to decide whether you might ever have two distinct departments, one pro-
" viding what is called somewhat loosely 'modern education,' and the other retaining
" the classical system, including composition."

16. *Scholarships, Prizes, &c.*

SCHOLARSHIPS. Answers of Mr. Butler, III. 13. Charter and Statutes. *See* Evidence, 1009–1015.

A part of the income of the foundation was by the Founder's directions to be employed in maintaining two Scholars at Oxford, and two at Gonville and Caius College in Cambridge. Each was to have 5*l.* a year. Two "John Lyon's" Scholarships are now generally given in each year, of 30*l.* each, tenable for four years at any College in either University. Under the Statutes a preference is given in elections to these Scholarships to the "poor kinsfolk" of the Founder, and to boys born in the parish, "being apt to " learn, poor, and meet to go to the University;" but it does not appear that either of these preferences has ever been claimed or enjoyed. Beside these Scholarships the School has others, one of which (the Isabella Gregory's) is worth 100*l.* a year, is tenable at either University, and becomes vacant every fourth year. The Scholarships are given to the boys who do best in the ordinary terminal examinations. The number of smaller prizes given, in the shape of medals or books, for performances in special subjects, is very considerable. Among the voluntary examinations there is one for the Beaumont prizes, five of which are given for knowledge of the Bible. There is another lately established, which is confined to boys below the Fifth Form, and the subject of which is some specified branch of English literature. The candidates are examined in two or three standard English books, of which notice is previously given. "A friend," Mr. Butler says, "has for the present kindly given prize books to the best candidates; " I do not know whether they will ever come to be a foundation."

PRIZES. 418–420.

" In general," says Mr. Butler, "the competition for the annual prizes is one of the " most thorough and satisfactory parts of our school-work. The excitement among " the boys in the upper part of the School in connexion with them is very intense; " and it is felt to be an honour to any one in the house that a prize should be gained by " a member of the house." 421.

This is confirmed by Mr. Ridley. 1635–1645. *See also* 1791–1795.

17. *Religious Teaching.—Chapel Services.—Preaching.*

RELIGIOUS TEACHING. Evidence, 662–666, 885–892.

The boys read through a certain part of the Bible, according to a fixed rotation, during the quarter. They are examined orally on the subject in School on Sunday, and at first School on Monday morning. "The Sunday lesson lasts for an hour in the afternoon; " the whole of that subject, or part of it, is set at the end of the quarter for the " examination." The cycle of reading includes the whole of the Old Testament except the Psalms and some of the Prophets. The Gospels also are read in all the Forms below the Sixth; in the Sixth the Epistles almost exclusively; as in the case of Profane History, all the Forms except the Sixth are engaged upon the same part of the cycle at the same time, the quantity which the younger boys are expected to get through being diminished by giving them selected chapters, or by some similar arrangement. "I " believe," says Mr. Harris,

" I recommended the system of the division of the Scriptures of the Old Testament, partly in consequence of the representations of a pupil of mine many years ago in Dr. Wordsworth's time. He told me that he never read the Bible when he was at Harrow as a matter of instruction, and then it was that the arrangement was made of dividing the Scriptures into portions, so that there should be a cycle of Scripture reading as well as historical reading, and it was then intended that the whole School should do the same part at the same time, but that it should be gone through in a different way." 891.

CHAPEL SERVICES. Answers of Mr. Butler, III. 24.

There are three services every Sunday in the School chapel, the first (at 8.30 a.m.) being the Communion Service, the second (at 11) the rest of the Morning Service. A choir, of about 15 boys, who meet to practise twice a week, perform the musical part of the service, and chant the psalms in the afternoon. A sermon is preached in the morning by one of the clerical Assistant Masters, who, "without exception," take this duty in turn; in the afternoon another sermon, almost invariably by the Head Master.

SERMONS. Evidence, 639. Evidence, 653, 656, 658. Mr. Ridley, 1714–1722. Mr. Lang, 1953.

Mr. Butler is "clear as to the vast advantage derived from having a sermon preached " every Sunday morning by an Assistant Master." "For the boys it is very desirable " in enabling them to see the characters of the Masters come out in a somewhat " different aspect from that which is ordinarily the only one presented to them, namely, " in connexion with their school-work; it enables them to understand the Master far " more when he has to speak to them on matters connected with their religious state. " To the Masters themselves I am satisfied it is of the very greatest importance to

" have an opportunity periodically of appealing to the consciences of the boys." He has never observed, either as a boy or as Head Master, that the slightest inconvenience has arisen from the great variety of preachers.

18. *Punishments.*

PUNISHMENTS. Answer III. 25. Evidence, 670 *et seq.* 1764–1776.

Mr. Butler has described very fully his system of punishments. The liability to be flogged ceases on entrance into the Sixth Form, but " it very rarely happens that I " decide to flog any boy in the Fifth Form; in other words, any boy from the first 200 " boys in the School." Since Mr. Butler has been at Harrow the number of floggings has been, he thinks, about 20 in each school term. " Speaking generally," he says, " punishments are a given number of written Latin lines, varying from 50 to 500." A punishment of more than 500 lines is rare. Boys in the Sixth Form, when punished for minor offences, have commonly lines set them to learn by heart. " Extra school," which is peculiar to Harrow and of recent establishment, consists in sending a boy into a schoolroom on the afternoon of a half-holiday, to sit there for an hour and a quarter writing out grammar in the presence of a Master.

Evidence, 455–460.

The Head Master never punishes without previous communication with the tutor, unless the tutor has himself sent up the boy's name for punishment, or counter-signed the " send-up paper."

1165.

The difficulty of selecting a good form of punishment for minor offences is much felt. The subject, says Mr. Westcott, has been constantly discussed, and it is admitted that the practice of setting impositions to be written out is not free from evils. But it is thought to be the best on the whole.

Evidence of Mr. Butler, 674.

" Do what you will, you never can frame a punishment which is not attended with some great inconvenience or evil. What we have to do, I conceive, is to hit upon some form of punishment which is at once so unpalatable to the boy as to be a tolerable guarantee that he will not offend again in the same manner, and at the same time (a very important condition) such that the Master who sets it shall not be unduly burdened. If the punishment of learning lines by heart be adopted in the lower parts of the School, it is attended with these evils: that, in the first place, you have no guarantee that the punishment learnt by heart is really learnt thoroughly well, because you are most unwilling to turn back a boy if he can just scrape through; and secondly, the amount of time which is consumed in hearing the lines said is something which it is very undesirable, I think, to impose on the masters."

679.

The convenience of the Masters, he adds, means the time of the Masters, and the time of the Masters is the advantage of the boys.

686.

A further objection to the punishment of learning by heart is that it is a very unequal one. " To one boy it is torture, to " another it is nothing."

1775.

It appears that some of the Masters are, and some are not, particular about the handwriting of impositions. With some " a boy might write anything he liked, so long as " it was black and white." The temptation to be careless on this point must always exist, and we cannot but think that the large quantity of lines which appear to be often set at Harrow must tend to make it in many cases an irresistible temptation, and to produce very slovenly writing.

19. *Moral Training and Discipline.—Tutors' Monthly Reports.—Monitorial System.*

TUTORS' REPORTS.

At Harrow, as at Eton, it is considered a most important part of the tutor's duty to watch the conduct and progress of his pupils, and to use every means of guiding and influencing them for good.

Answers of Mr. Butler, III. 14. See also Evidence, 446–449.

" Monthly reports are forwarded regularly to the parents of every boy in the School. " They are drawn up in a tabulated form, so as to record the impression conveyed of " the boy's conduct during the past month in form work (Classical, Mathematical, and " in Modern Languages) in his house, and in his tutor's pupil-room. The details of " this periodical report are collected, signed, and forwarded, with his own comments, by " the tutor. If he thinks that a fuller comment is called for, he will of course write at " greater length, independently of the formal report." If the boy does not board in the house of his tutor, the report is signed by both the tutor and the house-master.

The monitorial system, which at Eton has almost ceased to exist, appears on the contrary to have gained ground at Harrow, for, though it has long been established there, it has only of late years been recognized, and, to some extent, controlled by the Masters. It is thus described by Mr. Butler:—

Answers, III. 27, 28, 29.

" Every member of the Sixth Form is invested with a certain degree of responsibility, more particularly, though the distinction is not definitely marked, the members of the Upper Sixth Form, who are heard in School by the Head Master, and come into close relation to him.

"If any well-known rule of the School were violated in the presence of a Sixth Form boy, still more if he were himself personally concerned in the violation, he would be held, both by the Masters and by the School, to be culpable in a much higher degree than if he had been, say, in the Upper Fifth Form. Evidence, 707 *et seq.* 907 *et seq.*

"It is, however, to the *monitors*, that is, the first 15 boys of the School, that authority, and consequent responsibility, are most formally assigned. Their authority extends over the whole School, though they are not permitted to inflict personal chastisement in support of it on boys above the second division of the Fifth Form. No one below the monitors may inflict personal chastisement for any cause whatever, except the head boy of a large house, who is invested with monitorial authority over the members of that house. Without attempting to define accurately the duties of a monitor, I may say that he would be bound to keep reasonable order among the boys of his house, especially during the evening: to assist the master who calls the "bill" in school in maintaining quiet; to investigate and to punish any serious moral offence, as bullying, drinking, gross language or acts, &c.; or any violation of a well-known school rule, as smoking, being in a public-house, throwing stones in the street, &c.

"If a very gross offence were discovered by a monitor, especially if committed by a boy high in the School, it would be his duty to report it to the Head Master. Practically, however, an instance of an offence being thus reported scarcely ever occurs, and I should earnestly discourage its becoming otherwise than most exceptional. It is far better for the School that the monitors should themselves deal with offences which they discover. A punishment inflicted by them, as the recognized representatives of the School, is in the great majority of cases of incomparably more value than a punishment inflicted by any Master. So strongly am I convinced of this, that if a monitor came to report a case to me I should request him, in the first instance, to state the facts without giving names, and should then offer him my advice as to whether it were better that he or I should deal with the offence.

"If, again, an offence was brought to my notice of which, in my judgment, any particular monitor ought to have taken cognizance, I should, after myself dealing with it, point out to him privately the opportunity he had neglected."

The punishments which monitors are by custom allowed to inflict are impositions (which, however, are hardly ever set); extra fagging, if the offender be a boy liable to be fagged; a reprimand; and caning; the heaviest of all, which would be inflicted for gross bullying, being a "public whopping"*—*i.e.*, a caning by the head boy in presence of the whole School. Any boy who thinks a punishment with which he is threatened unjust, may appeal either to the whole body of the monitors, or to the Head Master; and the appeal suspends the punishment. If the Head Master thinks the monitor right, the appellant must either submit or leave the School. Appeals of either kind, though the Head Master does not at all discourage them when made to himself, occur (as we might expect) but rarely. Mr. Lang, who was at Harrow nearly seven years, remembers only one appeal to the Head Master (which was unsuccessful), and one to the monitors; and Mr. Ridley only thinks he has heard of one of the former class—the same, probably, as that mentioned by Mr. Lang. 1584–1589, 1906–1916.

The number of monitors was 10 when the School was not so large as it is now. "If you have four or five who really exercise authority out of the whole number, it will be found quite sufficient." The monitors, it will have been observed, are boys who have risen by seniority since their entrance into the Upper Sixth; they are not necessarily the cleverest boys in the School, but they are always boys who have made steady progress, and got their removes regularly, and they practically represent both the scholarship and the moral discretion of the School. The head of the School is considered the head of the monitors, and responsible to a certain extent for the proper administration of the system; and the position he holds in the School, and the powers lodged in his hands, form an important feature of that system. For instance, all the money spent on games passes through his hands; he has the whole management of the compulsory foot-ball, and is *ex officio* the captain commandant of the rifle corps. It should be added that all the monitors are *ex officio* members of the Debating Society and the "Philathletic Club." 1592. 1593–1608.

To maintain a paramount influence in the hands of the highest boys is a main object of the system, and it appears to be attained. Boys distinguished in games, but not high in the School, have influence, of course, but not such as to counteract that of the monitors. "I should never have dreamt," says Mr. Ridley, "of any such class of boys exercising a paramount influence when I was at Harrow." Effects of System. Evidence, 1555.

Mr. Butler is not insensible to the evils which may possibly arise from any system by which authority is delegated formally, though tacitly, to boys over boys,—to the possibility that individual boys may be rendered by it stiff and priggish, or imperious, or may be oppressed by a responsibility for which they are unfitted by character and disposition; or that power may be abused and excessive chastisements inflicted from

* At Winchester, a "public tunding."

See also Mr. Ridley, 1568–1583. Mr. Lang, 1892–1905.

passion or defect of judgment. But he is of opinion that these tendencies are effectually kept in check by public opinion and by the traditions of the School, and he believes that cases of tyranny are extremely rare, and that any instance of real cruelty would be sure to come to the knowledge of a Master. He holds that the value of such a system as an instrument of government, as an instrument for the education of character, and as a safeguard against bullying, can hardly be estimated too highly; and he does not hesitate to declare, "in the most emphatic terms, his conviction that no "great school could long live in a healthy state without it." Mr. Harris is of the same opinion. He does not see how a large house, or a large public School, could possibly be managed without a very efficient monitorial system, and he thinks the working of the system which is established at Harrow "extremely satisfactory."

Evidence, 914, 915, 921.

Evid., 918, 750.

"A case of bullying," he says, "is of very rare occurrence indeed at Harrow." "We "do not," says Mr. Butler, "regard bullying as one of the great dangers which we "have practically to apprehend." This is confirmed by Mr. Ridley and Mr. Lang.

See also Mr. Ridley, 1523–1570. 1612–1634. Mr. Lang, 1916–1920.

20. *Fagging.*

FAGGING. Answers of Mr. Butler, III. 29.

"All the boys in the two divisions of the Sixth Form, that is, the first 60 boys in the School, have the privilege of fagging.

"All boys below the Fifth Form, excepting the three or four composing the Third Form, are liable to be fagged; though any boy who may have been a fag for three years becomes, *ipso facto*, exempted. Besides being liable to be sent on messages by any member of the Sixth Form, the younger boys act as breakfast and tea fags (in the house), as cricket fags, and as racquet fags.

See also Mr. Ridley's Evidence, 1668–1671. Mr. Lang, 2020–2029.

"The breakfast and tea fags bring up the breakfast and tea things for the Sixth Form boy to whom they are appointed fags, and take them away again; the washing, &c. being done by servants. In some of the houses the whole of the above duty is done by the servants.

"Every evening of the summer quarter a certain number of the boys in regular rotation are sent down to stop and run after the balls used by the Sixth Form, while practising cricket. This practising lasts from about 6.30 to 6.45 to 8, or 8.15.

"In the same way, when a Sixth Form boy plays racquets, two fags are generally appointed to run after balls.

"At football there is no regular fagging; but this game, which takes place on three afternoons of the week, lasting for about an hour and a half at a time, during the greater part of two School quarters, is compulsory on *all* the School below the upper Fifth Form, except on boys who have been three years at the School.

"Boys who bring a medical certificate that football would be injurious to their health are exempted from attendance. Each of the monitors also has the right to exempt four boys on each football day, if he go down to the game on that day himself, and the head of the School can exempt as many as he thinks fit.

"The medical certificates of which I have spoken are no doubt a sufficient security for health. The fact that the cricket fags and racquet fags are appointed, not arbitrarily or casually, but by fixed rotation, is a security against the little boys losing an evening unexpectedly, while the large number of the fags, some 250, prevents the compulsion from falling frequently on any particular fag.

"I should say without hesitation that, making all allowance for the demands of fagging and compulsory attendance at football, the younger boys have ample time for as much study as can fairly be expected from them."

Evidence, 2022.

"No boy," says Mr. Lang, who was captain of the eleven, "need fag (at cricket) "more than once a week. If he is sent down a second time, he may simply come to the "captain of the eleven." As to cricket, Mr. Butler adds that, on the afternoons of holidays there are three or four games, for which lists are made out by the heads of the games respectively, and every boy put down in the list is obliged to play or to pay a fine. This is quite distinct from "cricket fagging."

Answers, III. 29.

"As to the general question of the effects of fagging, or compulsory attendance, at games, I have no doubt myself that they tend to give spirit and vigour to the School. There is always a considerable number of boys who, on first coming to the School are, from reserve or diffidence, shy of taking part in the School games. There are other indolent boys who are disposed to lounge about during the afternoons of holidays doing nothing. I think that both these classes of boys gain by being subjected to a certain degree of compulsion. So far as I am aware, instances of boys acquiring a distaste for a game in consequence of having been originally compelled to take part in it are very rare."

21. *Time given to Work, Games, &c.*

TIME GIVEN TO WORK AND TO PLAY. Table D. Evidence, 1846–1852.

The time given to work varies, of course, in the different Forms. Speaking generally, about four hours and a half are spent in school on a whole school day, and about two hours on a half-holiday, of which there are three in every week, and an extra holiday occurs once in every three weeks, or oftener. Including the time devoted to preparation, we are told that about six hours, or rather more, are given to work on a whole school day, "if the work is honestly done." A witness, who distinguished himself highly,

worked, "in an ordinary way," not more than six hours a day during his last term at School. The average time given to cricket is estimated at about fifteen hours in the week; "a boy who took every opportunity" would make it twenty. That the importance assigned to games in the estimation of the boys is somewhat greater than it should be, is admitted by a witness who was for two years captain of the eleven. But it is frequently the case, at Harrow as elsewhere, that diligent and distinguished cricketers are also diligent and distinguished in school work. 1869, 2011–2015. Evidence, 2009.

The cricket ground possessed by the School is of very insufficient extent, and an additional piece of ground is rented by the boys themselves, for which they pay 20*l.* a year. They formerly paid 40*l.* a year for the football field, but this is now taken by Mr. Butler.

The formation of the rifle corps was suggested at first by the Masters, "but the zeal "of the boys soon made the movement their own." It has continued to exist with varying popularity, yielding generally, as might be expected, to cricket during the summer term, and numbering ordinarily from 100 to 200 members. "Speaking generally, "it is found that the boys have somewhat of an aversion to drill, but they seem to like "the shooting." "The great advantage," Mr. Butler says, "which it seems to me to "hold out is, that it enables boys who have no natural talent either for cricket, football, "or racquets, which are our established games, to find some athletic amusement which "may at once give them manly exercise and add to their influence in the School." Rifle Corps. Evidence, 758–762. Answers of Mr. Butler III. 39. Evidence, 766 *et seq.*

Prizes are given for swimming, but it is not compulsory, and is not systematically taught. Mr. Butler's Answers, III. 41.

22. *Harrow Education as preparatory for the Universities,—for the Army.*

In Michaelmas Term 1861, there were at Oxford 122 Undergraduates who had been at Harrow; at Cambridge, 89. Out of 105 boys who left the School in the year ending at the summer holidays 1862, 20 went to Oxford, and 18 to Cambridge. From the list of University distinctions appended to Mr. Butler's answers it appears that within twenty-two years, from 1831 to 1862 inclusive, Harrow has gained at Oxford in the Final Schools 11 Classical "Firsts," three Mathematical, two in Natural Science, and three in Law and History; in the Moderation Schools 10 Classical "Firsts" and one Mathematical; the Hertford, Johnson, and Senior Mathematical Scholarships once; the Latin verse and English essay prizes twice; the English verse and Greek prose prizes once, besides nine Balliol Scholarships and one at Trinity and other College Scholarships and Fellowships. At Cambridge it has had one Senior Classic, ten in the First Class of the Classical Tripos, one Second Wrangler; it has gained the Pitt and Craven Scholarships once, the Bell twice, the First Chancellor's medal once, the Chancellor's medal for English poem three times, the Camden medal six times, the Porson prize and Latin essay prize twice, the Greek ode medal four times, the Second Smith's prize once, several medals for Greek and Latin epigrams, 16 Scholarships and seven Fellowships at Trinity, besides other open Scholarships and Fellowships. The Universities. App. D. I. D. II. List appended to Mr. Butler's Answers.

The number of Harrow boys who enter the army is shown by the subjoined Table, in which the letter A indicates those who have not, and the letter B those who have, had intermediate tuition. The Army. App. E.

Harrow Candidates for Direct Commissions, Sandhurst and Woolwich, in Three Years.

—	Direct Commissions.		Sandhurst.		Woolwich. (Qualifying Examination.)		Totals.
	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	
A - - -	9	2	1	0	0	0	12
B - - -	17	4	5	2	10	12	50
Totals - -	26*	6	6	2	10	12	

It appears from this table that the total number who entered the army, including those who qualified for Woolwich, was 42; that of 32 candidates for direct commissions only 11 came straight from the school; of 8 candidates for Sandhurst, 1; of 22 candidates for Woolwich, none. Of those who passed for Woolwich, however, a larger number came from Harrow than from any other school.

* This does not include such candidates as may have passed on a second examination.

Among the candidates for direct commissions 3 failed to pass in mathematics, 5 in history, 3 in Latin, 10 in Greek (out of 17 who took it up); 1 (who had had intermediate tuition) in French.

It is evident that the large proportion of boys intended for the army, who now quit the School in order to "cram" at a private tutor's, might, with very moderate pains, finish their education at Harrow.

Evidence, 588.

"As a rule," says Mr. Butler, "a boy intended for Woolwich would be recommended "by the School authorities, as well as by his friends, to leave Harrow about a year "before the ordinary time, that is, by about 17." Afterwards (February 1863), he wrote to us:—"I should be disposed now to modify this opinion. Last July, a boy who "had been only two quarters in the Upper Sixth Form, came fourth in the competitive "examination for Woolwich, though he went up direct from Harrow. He had for "some time been taking extra lessons in mathematics, and was excused one verse "exercise a week."

23. *Boarding-houses, &c.*

Boarding-houses.

The boarding-houses at Harrow are now kept as a rule by Masters only.* It rests with the Head Master to give leave to keep a boarding-house, and it is for him to fix the maximum number of inmates. There are two classes of boarding-houses, the "large" and the "small" houses. Of the former the Head Master's holds 63, and the others, generally speaking, 36 or 37 (one had 41 and another 50 in 1861); the small houses contain six or seven boys apiece. There are six "large" houses besides the Head Master's, and 10 "small." Another, which belongs to neither class, holds 16.

"Small" Houses. Evidence, 230-248. Evidence, 242–248, 263. *See* Mr. Westcott's evidence, 1183-1203. 1228, 1229. Mr. Ridley, 1655–1667.

The difference between a large and a small house, as regards the cost to the parent, is about 50*l.* a year. The higher charge is considered to be necessary in order to give a reasonable profit to the keeper of the small house. In return for this, the boy is supposed to enjoy, and probably does receive, more of the personal supervision of the Master than at a large house; and Mr. Butler thinks these houses useful for boys whose health and temperament are such as to render them unfit for the rougher discipline and more bracing atmosphere of the large ones. They meet cases in which parents, with or without sufficient reasons, desire for their sons this special protection and care. A boy at a small house has in fact, to a limited extent, the advantages, and the disadvantages also, of being at a private tutor's; and, whilst he partakes equally in some of the benefits of a great public school, there are others which he shares imperfectly.

Evidence, 544. Mr. Westcott, 1201, 1233.

"The system of sanctioning small houses," says Mr. Butler, "has, if I mistake not, "lasted for not more than 10 or 12 years." The number of them has increased steadily. "The small boarding-house is a means for making it possible for a junior Assistant "Master to live at Harrow."

It is evident that were the number of these houses permitted to increase beyond what is required for the particular class for whom they are supposed to be adapted, it would become a serious evil by increasing the expensiveness and diminishing the usefulness of the School. It would be an evil, if any parent, who wished to send his son to a large house, found himself obliged to send him to a small one.

Bed-rooms. Evidence, 249–268, 747, 748. *See also* Mr. Ridley, 1676–1696.

The rooms in the Harrow boarding-houses are not, as at Eton, single-bedded, but commonly hold from two to five. Mr. Butler's opinion of the working of this system, which he approves, will be found in his evidence. Some of the senior boys, however, have single rooms. The upper boys sit and prepare their work in their bed-rooms, the Fourth Form boys, as we have already seen, theirs in pupil-room under the tutor's eye.

Sick-rooms. Evidence, 764, 765.

There is no sanatorium at Harrow, and Mr. Butler thinks it very desirable to have such a building for the reception of boys ill with infectious complaints. He states, however, that every boarding-house has sick-rooms, distinct from those commonly occupied by the boys, and that in three cases the sick-rooms are in a separate building.

School-rooms. *See* Evidence of Mr. Harris, 972–975. Evidence, 780, 1002.

We must add that some of the school-rooms, indeed almost all of them except those which have been recently built by subscription and were planned by a committee of the Masters, are very unsatisfactory, and obviously deficient in ventilation.

The rule which proscribes at Harrow any coat but an evening dress-coat, has been defended on the grounds that it makes the boys easily recognizable, and prevents their thoughts from running on the fashion of their dress; but we see no sufficient reason for obliging them to wear at school a coat which they are sure never to wear at home.

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* "The Assistants, who were previously only ushers, as is now the case at Winchester and Westminster, "were first allowed to take boys into their houses in Dr. Heath's early days (1771). Since that time, with the "exception of the Head Master's house, they domesticate the greater part of the boys." "There are also "boarding Dames, who board boys."—Carlisle, ii. pp. 150, 153. The charge at a Master's house is stated to have been then 125 guineas *per annum*.—Ib. 150.

24. *Charges and Expenses of a Boy at Harrow.*

The yearly charges and expenses of a boy at Harrow are stated below. CHARGES.

			Head Master's House.	Other (large) House.	Small House.
Instruction and School Charges:—	£ s. d.				
Public tuition	15 0 0				
Private tuition	15 0 0				
School charges	5 0 0				
Mathematics	4 0 0				
French and German	2 5 0				
	41 5 0		41 5 0	41 5 0	41 5 0
Board, &c.	- - -		68 0 0	85 0 0	135 0 0
Total charges for board and education without extras	- - -		109 5 0	126 5 0	176 5 0
Average annual expenses, including tradesmen's bills, allowances, and extra Masters	- - -		144 0 0	166 0 0	205 0 0

ENTRANCE FEES.	£
Head Master	5
Mathematics	1
House	6
Outfit	4
	£16

EXTRAS.	£ s. d.
Drawing	9 9 0
Music	12 0 0
Extra mathematics	9 0 0
Extra modern languages	9 0 0

OBSERVATIONS.

Harrow is a School very scantily endowed, and supported almost entirely by the payments made for the education of boys not entitled to the privileges of the foundation. The Charter and other instruments of foundation invest the Governors with no definite powers of superintendence over the conduct of the School; and those who have filled that office seem to have considered that they were not called upon to exercise any such superintendence. The School has fluctuated greatly in numbers and prosperity, but it seems for the most part to have been ably and judiciously managed by the Masters under whom it has gradually reached its present magnitude, and it is due especially to its late distinguished Head Master, Dr. Vaughan, and to Mr. Butler himself, to say that great pains have evidently been taken to extend the course and improve the methods of study, and to supply those incentives to industry which are peculiarly needed at a School largely resorted to by the sons of wealthy parents. The system of instruction and promotion is, on the whole, a good one, and the selection of Assistant Masters has been such as to secure the services of a body of able and highly distinguished men.

GOVERNORS. We are of opinion, however, that it is expedient for the interests of the School that the Governors should possess and exert over the management of it, in some respects, a control which they do not exercise at present, and that the general principles which we have laid down in the First Part with reference to this subject, should be applied to Harrow. We shall recommend with this view that the number of Governors should be increased from six to twelve.* Of the six new Governors who will be required to complete this number three should, we think, be chosen with especial reference to attainments in literature or science; we recommend that in future one-fourth of the Governors should always be selected on the same principle.

PART I. SEC. 1.

SCHOOL FINANCE. We have adverted in a previous section to the large proportion which the Head Master's gross receipts bear to the total income of the School, and have referred also to the charges and outgoings, partly settled by custom, partly discretionary and undefined, by which his net emoluments have hitherto been reduced to a much more moderate amount. As applied to a School which is almost unendowed, which has multiplied prodigiously within a few years, has been kept up on an expensive scale, and has had occasion for much of what may be called extraordinary expenditure, this system has some advantages, and it is probably true that under both the late and the present Head Masters the outlay on account of the School has not been less in amount, and has been more free and unrestricted as to its objects, than it would have been had any other been adopted. We cannot, however, satisfy ourselves that it is right to maintain permanently

* *See* some observations bearing in this point on the Report on the Charterhouse, (Chap. IV.) section 13.

a system which, while it raises from the parents of the boys more than is necessary for the support of the staff, places the surplus absolutely in the hands of the Head Master; and under which, whilst his ostensible income is very large, his real emoluments are unascertained, and indeed unascertainable. The claims which the School undoubtedly has upon that surplus should not, we think, be left to depend upon his liberality, his sense of what is due from him, or his pecuniary circumstances. The amount of these claims, and the nature of them, are points upon which one Head Master may not take the same view as another, and as to which the Assistants may differ from their chief; and we may add that an expenditure which is regarded as voluntary is not always directed to the most useful objects. We are of opinion, therefore, that the principles of the General Recommendations XXVI.–XXVIII. should be applied to Harrow, with an equitable and liberal regard to such claims and interests as the Governors may deem to have been acquired under the present system.*

The office of Lower Master appears to have become a sinecure, and it has not been suggested to us that it is desirable for the interests of the School that any specific duties should be assigned to it. By custom the Lower Master receives a capitation payment of 3*l.* for each non-foundationer out of the school-charges, and he pays a stipend to one of the Assistant Masters who has charge of one of the lower forms. There appears to be no advantage in this arrangement, nor do we indeed perceive any reason for retaining the office of Lower Master. We think that the 3*l.* should sink into the Instruction Fund, and that the Governors should be at liberty out of that fund to assign a stipend to the Lower Master, if they should see sufficient cause for the retention of the office. If, however, the office is to remain a sinecure, any stipend which may be attached to it should be small, and the position should be valuable rather as a distinction than as conferring emolument.

The payments and allowances now made by the Governors to the Head and Lower Masters, and to the Senior Mathematical Master as Writing Master, should be discontinued, subject to existing interests.

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* The number of boys at Harrow in 1862 was 481, of whom 32 were foundationers, and 10 others home-boarders. Assuming the total number to be in round numbers 450, and 400 of these to be boarders and 10 home-boarders; assuming the payment for instruction and school charges to be in round numbers 41*l.* (it is now 41*l.* 5*s.*), and the profit on each boarder to be 20*l.* in the Head Master's house, and 15*l.* out of it (the lowest estimate for a large house), the entrance fees to be, as at present, 16*l.*, and the average yearly number of new boys to be 120 (it is now nearly 150), the aggregate receipts would be as under:—

	£
Tuition and school charges	16,810
Profits on boarding	6,315
Entrance fees	1,920
Tuition, &c., of foundationers (say)	500
Total	£25,545

It is evident that this sum is enough, if properly distributed, to support, in a very ample manner, a larger staff than now exists at Harrow, and to leave besides a considerable surplus for a Reserve Fund. We leave the mode of distribution to the discretion of the Governing Body; but, by way of illustration, we subjoin a scale.

	£
Head Master	4,000
14 Assistant Classical Masters, with emoluments ranging from 500*l.* to 1,400*l.*	13,500
3 Mathematical Masters	2,800
2 Modern Language Masters	1,400
Natural Science	1,200
Music and Drawing	800
	£23,700

In this scale the Head Master's emoluments have been taken at 4,000*l.*, clear of all charges. This is undoubtedly an ample income. It is the same amount, in fact, as we have suggested for the Head Master of Eton, a school of 800 boys. The actual emolument of the Head Master of Rugby, a school of about the same size as Harrow, exclusive of his house and garden, are about 3,000*l.*

The number of Assistant Classical Masters has been taken at 14. With the addition of the Head Master this would give one Classical Master for every 30 boys. With the present number of boys another Assistant would be required to maintain this proportion, and there would be ample means for his support.

A balance of more than 1,800*l.*, would, on the foregoing scale, remain for the miscellaneous charges, other than Assistants' stipends, now borne by the Head Master, the surplus going to the Reserve Fund.

In the above estimate of receipts nothing is added for payments in respect of private tuition in mathematics and modern languages (which appear at present to be not less than 500*l.*), nor for the payment now made for music and drawing (upwards of 700*l.*), nor for the extra boarding profits derived from small boarding houses as compared with large ones. The receipts from these sources, therefore, are not necessary for the support of the staff. Such additional sums as might arise from any of them would *pro tanto* relieve the

The condition which requires that persons elected to be Governors shall be resident within the parish is clearly unsuited to the present character and magnitude of the School; and it appears to have been by no means uniformly observed in practice. We shall recommend that it should be abolished altogether. The Governors should of course be persons qualified by position or attainments to fill that situation with advantage to the School, and should be, as we believe they have always been, members of the Established Church.

FOUNDATION BOYS AND FOUNDER'S KIN. Part I. sec. 3.

We have made some observations in the First Part of this Report on the privilege of gratuitous education enjoyed at Harrow by the boys on the foundation, and have stated our conclusion that neither public convenience nor respect for the Founder's intentions (which it does not now substantially fulfil) demand that it should be kept alive. We shall recommend the extinction of this privilege, due provision being made to prevent any hardship to persons who may have settled at Harrow for the purpose of availing themselves of it. We shall recommend also the extinction of the local preference in elections to the Scholarships of John Lyon, and of such privileges and rights of preference as are given by Statutes or otherwise to boys of the kindred of the Founder. These preferences and privileges do not appear to have been actually enjoyed within the memory of any of the witnesses examined, and it is not desirable that they should continue to subsist.

THE ENGLISH FORM.

The English Form offers the benefit of a cheap, though not a wholly gratuitous, education to boys who would probably have resorted to Harrow School itself had it remained small and unimportant, and had not its course of instruction been, as the Founder directed that it should be, classical. They do not, however, appear to take advantage of it quite as freely as might be expected. We are of opinion that this institution, which has hitherto been supported voluntarily by two successive Head Masters, should engage the attention of the Governors of the School.

While we consider that it would be unreasonable to sacrifice the interests of the Classical School to the claims of the middle class parishioners of Harrow, who do not require a classical education, we think that some provision should be made out of the revenues of the School for the especial benefit of the class contemplated by the Founder. We think that it would be reasonable that the Governors should provide for the erection of a suitable building, with a view to the accommodation of the English Form, and for engaging a staff of teachers who may give instruction in the common branches of a modern education without imposing upon the Head Master of the Classical School the task of superintending their studies, by which his attention must in some degree be withdrawn from his immediate duties. The expense of these improvements should be borne in the first instance by the foundation funds; but, should these prove insufficient, we think that the Reserve Fund, mentioned below, may fairly be called in aid of them, since the School is undoubtedly much indebted to John Lyon's foundation for the prosperity which it has attained. Considering the length of time for which the parishioners have been practically excluded from the special benefits of the foundation, we have no hesitation in recommending that the expense of the buildings, at all events, should be borne by the general funds of the School.

NUMBERS OF SCHOOL.

We shall recommend that the number of the School should never exceed 500, a maximum on which it now borders closely, but which it has never yet actually reached. The reasons which lead us to believe a limitation of this kind advisable are fully stated in our Report on Eton. *Suprà*, p. 107

SUMMARY OF RECOMMENDATIONS.

All the General Recommendations (Part I. pp. 52–55), are in our opinion applicable to Harrow. Many of them only embody what is now, to a greater or less extent, the subsisting practice of the School. This is the case, for example, with General Recom-

Instruction Fund and swell the Reserve Fund. The boarding profit on a large house has been taken on an estimate which is certainly by no means too high.

On the other hand no specific emolument has been assigned to the Lower Master as such. The funds would amply bear, however, such small additional charge (if any) as the Governors may think it expedient to create on this account.

The payments from Foundationers have been estimated at 500*l*. We have recommended that the privileges of the foundation should cease after such a period of time as may appear reasonable; but we do not apprehend that this would diminish the funds of the School.

The scale would of course require revision, should the numbers of the School diminish to any considerable extent.

On the other hand, the School continuing to prosper, the Reserve Fund would, we trust, at no great distance of time furnish means for providing the additional school accommodation which is required, as well as for establishing such additional exhibitions or other rewards as may be demanded by the extension of the course of study, or as the Governors may deem expedient for the general interests of the School.

mendation XIII. The present periodical meetings of the Assistant Masters are, in effect, meetings of a School Council. It is right that we should add, with reference to the General Recommendation XXX., that the fagging at Harrow appears, at present, to be slight and well-regulated, and to involve no hardship to the younger boys, and no troublesome calls upon their time.

We add the following Special Recommendations.

1. That the Governors of Harrow School should hereafter be 12 in number.

Governors. 2. That the Governors should be persons qualified by position, or by attainments in literature or science, to fill that situation with advantage to the School, and should be members of the Established Church; but that no one should be deemed disqualified by reason of his not being resident or possessed of property within the parish of Harrow.

3. That of the six new Governors who will be required to raise the number to 12, three at least should be elected with especial reference to attainments in literature or science; and that in future one fourth at least of the 12 Governors should always be chosen on the same principle.

Quorum. 4. That, whenever the whole body of Governors is complete, or is not less than 10, five should be a quorum; and that, whenever it is below 10, a proportion not less than half the actual number of Governors should constitute a quorum.

Foundation Boys. 5. That the privilege of free education given to children of inhabitants within the parish of Harrow should be abolished, due provision being made, by fixing a term of convenient length for the final extinction of it or otherwise, to prevent hardship to persons who may have come to reside at Harrow with the intention of availing themselves of the privilege.

6. That the right of preference in elections to John Lyon's Scholarships in favour of boys born within the parish of Harrow, and all privileges and rights of preference given to boys of the kindred of the Founder, should likewise be abolished.

Number of School. 7. That the number of boys in the School, including foundationers and home boarders should never exceed 500.

Maximum Age of Forms. 8. That the maximum age for admission into the Fourth Form should be 14; for the Shell, 15; and for the Fifth Form, 16; and that no boy should be allowed to remain at the School after he has passed either of those ages without obtaining promotion into the Form for which it is the maximum, unless he shall fall within the exceptions mentioned in General Recommendation XXV.

Course of Study. 9. That the study of Natural Science and that of Music or Drawing shall respectively form parts of the regular school-work of each boy, from his admission to the School until he reaches the second division of the Fifth Form.

10. That the permission to discontinue some part of the school-work, in order to devote more time to some other part of it (General Recommendation XIII.), should not be given to any boy till he has reached the second division of the Fifth Form.

See Evidence, 1870, 2061. 11. That some part of the original composition should be exchanged for translations from Latin and Greek into English, both oral translation (as distinct from construing) and written, and that, in estimating the merit of such translations, due regard should be paid to the correctness and purity of the English.

12. That a prize or prizes should be given for essays in English on some subject taken from modern history, and that English composition should be cultivated in the lower division of the Sixth Form.

13. That the careful recitation of English prose and poetry, and of Latin and Greek prose, should be practised occasionally during the school-terms, and that prizes should be given for recitation.

Lower Master. 14. That the capitation payment to the Lower Master of 3*l.* out of the School charges should be abolished; that the Governors should be empowered either to abolish the office of Lower Master or to assign to it such a stipend, if any, as they may think fit, but that such stipend should be small, unless substantial duties are assigned to the Lower Master.

School-Rooms and Cricket-Ground. 15. That the attention of the Governors should be directed to the following subjects:—(1) the size and ventilation of the school-rooms, and the general sanitary regulations of the School; (2) the insufficiency of the cricket-ground, and the desirableness of acquiring more space for cricket.

English Form. 16. That the Governors should provide for the erection of a suitable building, with a view to the accommodation of the English Form, and for maintaining a suitable staff of Masters to instruct the boys attending it; that the outlay necessary for these purposes should be borne in the first instance by the funds of the Foundation, and, should these prove insufficient, by the Reserve Fund mentioned above.

CHAPTER VIII.—RUGBY.

Statement.

I. Foundation.

Rugby School, or, as we feel bound to call it, the Free School of Lawrence Sheriff, was founded in the year 1567 by Lawrence Sheriff, grocer, of London. The nature of the School was described by him in a deed called his "Intent" as "a free grammar school, "to serve chiefly for the children of Rugby and Brownsover, and next of the places "adjoining." The property which he left for the purposes declared in his "Intent" was given partly by a legal conveyance in the form of a bargain and sale, dated on the 22nd of July 1567, partly by his will bearing the same date, and partly by a codicil to his will dated the 31st August in the same year. The property is described as consisting of all his lands in Rugby, Brownsover, and the county of Warwick, the third part of a close of pasture ground in Gray's Inn Fields called the Conduit Close, and 50*l.* in money. This was also by the same "Intent" charged with the establishment and support of four almsmen, two from Rugby and two from Brownsover, for ever. It does not appear that he was in possession of any Warwickshire lands beside those in Rugby and Brownsover.

Lawrence Sheriff's Intent, App. Q. Answers II. 1.

In the course of the first hundred years following the execution of these instruments the growth and even the existence of the Institution were seriously threatened. The survivor of the two trustees named by the Founder is said to have applied to his own benefit the property in Middlesex. After several vain attempts made by successive Masters of the School, who drew their stipends in part from this estate, to recover it by legal proceedings, it was at last rescued, with all arrears of rent, through the Report of a Commission issued under the Great Seal in the year 1614.

History of the Property. Carlisle's Grammar Schools, Vol. ii. p. 665.

When the London property was thus recovered, dangers of the same kind were impending over part of the Warwickshire estate. The descendants of the first lessee for life of the Brownsover property, from which the remainder of the School income was drawn, claimed and exercised rights of ownership over the estate, on the alleged ground that the rent of 16*l.* 13*s.* 4*d.*, at which the Founder had leased it, constituted the whole interest taken by the School in that estate. A second inquisition was taken, therefore, in the year 1653 at Rugby, in consequence of which the acts of the lessee were declared to be a usurpation, and restitution was ordered and made, with payment of arrears, amounting to 742*l.* 8*s.* 4*d.*

Ibid. p. 666.

Since the report and order of the second inquisition, the property left by Lawrence Sheriff has been applied to the uses of the Charity without disturbance.

II. Revenues.

At the foundation of the School the annual income of the Charity, consisting in the rent of 16*l.* 13*s.* 4*d.* from the Brownsover property, and 8*l.* from the Middlesex estate, amounted to 24*l.* 13*s.* 4*d.* The Rugby property producing no rent consisted in a mansion which the Founder appointed as the Master's residence, and ground on which he desired that there should be built "a fair School House," close to the mansion, and four neat lodgings for the four almsmen. Of the annual income 12*l.* was to be paid to the Schoolmaster, and 6*l.* 11*s.* 4*d.* in salaries to the almsmen.

Answers II. 1. Lawrence Sheriff's Intent. Answers II. 1.

After the lapse of more than two centuries from the foundation a new era of financial prosperity dawned upon the School.

Carlisle, Vol. ii. p. 667.

The Conduit Close of Gray's Inn Fields, of which eight acres belonged to the Charity of Lawrence Sheriff, lay at the time of the foundation half a mile without the city walls. Within 16 years of the foundation was passed the famous Act of Queen Elizabeth, followed by repeated proclamations to the like effect in the same and following reigns, which forbade the erection of any houses within three miles of London. In obedience to laws, however, stronger than statutes and proclamations, the Conduit Close was reached by the growing town, and let in the year 1702 on a long building lease. During the continuance of this lease, in the year 1748, the clear yearly revenue of the whole estate amounted to 116*l.* 17*s.* 8*d.*, of which 63*l.* 6*s.* 8*d.* was paid to the Schoolmaster, and

Answers I. 1.

REVENUE. 31*l.* 13*s.* 4*d.* was expended on the almsmen; but on its falling in in 1780* the annual rental of the Middlesex estate alone amounted to 1,880*l.* 7*s.* 0*d.*

Answers II. 1. In 1807 the total annual income derived from the Middlesex and Warwickshire estates amounted to 2,032*l.* 18*s.* 0*d.* from the former, and 91*l.* 17*s.* 6*d.* from the latter. The accumulation of capital derived from fines on renewal had reached the sum of 43,221*l.*7*s.*1*d.*, the interest on which raised the annual revenues to 3,421*l.* 8*s.* 3*d.*, while the expenditure amounted only to 1,690*l.* 11*s.* 3*d.*

Answers I. 6. The real value of the London estate continued to rise till within the last 40 years, during which period it has again steadily declined; partly in consequence of the decreasing popularity of Lambs Conduit Street (in which name are now to be found the only traces of the old Conduit Close) and its neighbourhood as a place of residence, and partly in consequence of the deteriorated state of the houses † on which the rent is taken. Indeed, although ‡ since no fines are now taken as formerly they were on the renewal of leases, the yearly rent has not fallen, yet the actual value of the property is estimated to have diminished by 30 per cent. since the year 1821. There is no present definite prospect of improvement.

The income from the whole property, estimated on an average taken upon that of the last seven years amounts to 5,653*l.* 14*s.* 11*d.*, of which 255*l.* 3*s.* 0*d.* is annually expended on the twelve almsmen who now represent the four almsmen for whom the founder made provision, and the remainder upon the general support of the Charity and the School.

Answers I. 3. Two Surveyors are appointed by the Trustees at moderate annual salaries for the two estates. Two receivers also collect the rents and profits. Both give adequate security, and render annual accounts which are carefully audited by the Trustees at their annual meeting. In these arrangements both the letter and the spirit of the Statute 17 Geo. III. ch. 71. are complied with.

III. VISITORIAL POWER.

Answers II. 8. The School has no Visitor,§ but the Lord Chancellor, acting summarily, possesses large statutory powers over the management of its revenues, and the interpretation of its laws under the statute 17 Geo. III. c. 71.

IV. PERSONAL CONSTITUENCY OF THE SCHOOL.

The School consists of a Board of Trustees, a "Schoolmaster," Assistant Masters, a Chaplain, and the Boys of the School.

V. THE BOARD OF TRUSTEES, THEIR CONSTITUTION AND POWER.

Lawrence Sheriff's Intent. The Founder appointed two Trustees, to whom, beside certain temporary powers of building, repairing, and appointing the Schoolmaster, he confided the duty of so conveying and assuring the estates which he had vested in them according to law, "that "his Intent might have continuance for ever." In the year 1614 a new Board of Trustees, consisting of 12 gentlemen of Warwickshire, was appointed by the Court of Answers II. 1. Chancery, in whom the estates were vested. The Board, having died down to a single Trustee, was again renewed by the appointment of 12 Trustees by a Decree of the Court of Chancery in 1653, with more definite duties and powers.

The existing Trustees are a self-electing body, consisting of 12 gentlemen (actually of Warwickshire and the neighbouring counties), who are the successors of a Board, which was appointed and invested with a corporate character by an Act of Parliament passed in the year 1777. At that time, under the prospect of the improvement in its financial condition to which we have alluded, the whole institution was placed on a

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* In the answer 10, Part 11. of the Trustees as to the income and expenditure in 1778, some error must, we apprehend, have crept in. It is impossible that the total income can have been 135*l.* per annum only, and the salaries of the two Masters 63*l.* 6*s.* 8*d.* and 80*l.* respectively. This would make 143*l.* 6*s.* 8*d.* of expenditure, beside the support of the almsmen and all other expenses. The first order in the Act of Geo. III. provides that, "One or more ushers *be appointed* by the Trustees," &c. &c., "and that there be "paid to the usher or ushers to be appointed such annual sum not exceeding 80*l.* each, as the Trustees shall "think fit."

† Some of the houses in 1861 were so much out of repair that rents, in the nature of ground rents only, were taken on the leases then given.

‡ Little is known as to the system of leasing adopted before 1821. It is believed, however, that fines on renewal were taken only on the leases of 1821.—Answer. I. 1.

§ Carlisle, who wrote upon the information, it would seem, of one of the Trustees, the late Head Master, Dr. Wool, and the late Master of the Lower School, Dr. Bloxam, describes the Chancellor as Visitor.

new basis, and the existing Trustees were reappointed, with new and well defined duties and powers. The person who is said to have been chiefly instrumental in this change was Sir Eardley Wilmot, himself then a Trustee of the School, and Chief Justice of the Court of Common Pleas. Penned it is said by him, an Act was passed which, although modified by two subsequent Statutes as to some financial details, still, in all grand points remains the fundamental law of the School.

BOARD OF TRUSTEES.

Answers II. 1.

Answers II. 4.

Under this Act of Parliament the Trustees are empowered to carry out all the rules and orders contained in the Schedule of the Act relative to the government of the School, subject, however, to a reference to Chancery in all questions as to the application of surplus income and in all doubts as to the construction of general rules.

Answers II. 1.

17 Geo. 3, c. 71, p. 1663, (Trustees'copy) and Schedule.

Such are their general administrative functions, but they have also in reference to the School powers of a higher kind, that is general powers of legislation for the School. The decree of 1653 enabled those at that time appointed to establish and alter or add to such "orders for the behaviour of the Schoolmaster and Scholars as should be consis- "tently kept," and this power was fully preserved and perpetuated in that section of the Schedule which has provided that they should make "at their Annual Meeting in "August such rules and orders for the better regulation of the School and the Masters "and Ushers thereof as they should think proper, all which rules and orders should be "observed by the Masters and Ushers." They have in fact legislative powers almost unlimited over the management of the School.

17 Geo. 3, c. 71. Schedule. Rule 4.

Answers II. 1.

Appendix, p. 297.

Exercise of Power by the Trustees.

See Orders of Chancery quoted Answers II. 1. App. 297–8. See Statements as to Masters' Salaries.

Their administrative functions as to disposing of income they appear to have exercised in general with due caution not to exceed their powers, referring usually to the Lord Chancellor or to the Legislature before ordering any new kind or degree of expenditure. The exceptions to this course have been rare, and commonly, it would seem, accidental. The superintendence, however, formerly exercised by the Lord Chancellor in financial matters, appears in practice to have been recently exchanged for that of the Charity Commissioners.

17 Geo 3, c. 71. Order 2, and Answers II. 3. Appen. 299.

The special duties of administration with which they are charged by the Act they perform with various degrees of activity. They actually choose as well as nominate the "Schoolmaster," whom they can dismiss at their will and pleasure. Possessing the same power as to the Assistants, they use it, but in a less active manner. They actually nominate, and would if necessary dismiss, those to whom as Trustees they pay a stipend, although in both points they commonly take the advice of the Head Master. Those not paid by stipend are usually appointed as well as selected by the "Schoolmaster," and would (in case of necessity) be dismissed by him, subject, however, in both cases to a reversal of his decision by the Trustees. Their power of "electing" to the Exhibitions of the School they have for very many years virtually surrendered to the judgment formed by examiners from Oxford and Cambridge on the comparative proficiency of candidates tested by an examination.

Answers II. 3.

Their power of making rules they have exercised on some points. Regulations have been frequently framed as to the numbers of the School, the ages of the boys admitted or retained in the School, the charges for board, and various kinds of instruction, the nature of the examination for Exhibitions, the value of the Exhibitions, the conditions of their tenure, and similar matters the precise range of which is somewhat undefined. In the framing of such rules they appear to have been frequently, if not usually, guided by the opinion of the Head Master. Much active vigilance on their part to secure attention to them when made known will never be necessary, but instances, however unfrequent, are not absolutely wanting which indicate that the adoption of some effectual method of promulgating from time to time their regulations for the benefit of those who are bound by them would be advantageous.

Answers II. 12.

See Observations on School Charges.

Regulations framed by the Trustees for the internal management of the School have been very rare: this management they have in practice delegated to the Head Master, with the reserve of a power to rescind what he may have done, and to refuse their sanction, if they shall think fit, to any alteration of the existing system which he may propose to carry out. With the view of admitting this interposition, all important changes which he may project are submitted to them before being carried into execution. The relation existing between the Trustees and the Schoolmaster has always been that of confidence. Interposition on their part has been, to say the least, unusual, and the present Head Master can call to mind no instance of it within his experience.

Answers II. 2 and 12.

Evidence, Dr. Temple, and Mr. Hefford, 140, 141, 188, 569, 573. Evid. 145.

The powers confided by the Act of Parliament to the body of Trustees, of framing general rules and regulations for the School, we do not propose to take away. Although

Board of Trustees.

in matters of school government and discipline the Board of Trustees has commonly left the initiative to the Head Master, yet he has framed his projects with the knowledge that the power both of originating and modifying general regulations, and therefore of reviewing all measures proposed, lies with them. This is a condition which we do not deem it advisable to destroy. The consciousness that any scheme suggested is open to rejection, cannot but add, we think, to the circumspection with which measures are framed, and to the maturity of deliberation on which they are proposed for adoption. In this way a power of making rules or reviewing them, however rarely exercised, has probably aided (and may still aid,) in improving the character of arrangements with which it has never directly interfered. Even, therefore, where not made use of, it is not necessarily inert. It is very possible, too, that from time to time, questions may arise involving considerations not confined within the usual routine of school administration, to which the fresh and independent judgment of Trustees assembled together from a distance, may be actively applied with advantage to the School. According to the testimony of the present Head Master, the presumed existence and vitality of such a discretionary power in the body of Trustees perceptibly increases public confidence in the government of the School, and greatly strengthens the hands of the Head Master in carrying out whatever has received their sanction. It would be a matter for great regret, if the possession of such powers to establish and modify general rules should ever lead to interference with the Head Master in his actual administration of them. But at Rugby, where the Trustees, residing at a distance from the School, are not likely to be solicited for unnecessary interference, and where existing traditions would strongly discourage it, we do not think it desirable to divest them of any of those legislative powers which they now possess, in order to exclude the possibility of their encroachment upon functions essentially different. On some points, however, distinctly to be described in our recommendations, in which we desire that the judgment of the Head Master should be final and supreme, we deem it advisable to exclude their interposition. On other points again to which we desire that they should constantly and peculiarly turn their attention, we shall recommend that they charge themselves with direct and active responsibilities.

Dr. Temple. Evidence 1057–1060.

VI. The Head Master, his Qualifications and Powers.

The "School Master," at the first foundation of the School was intended by its Founder for ever to be "a discreet and learned man, chosen to teach grammar; and if it "conveniently may be, to be a Master of Arts, to be called for ever the Schoolmaster of "Lawrence Sheriff."

17 Geo. 3. c. 71. Schedule. Rule 2.

In the year 1777 it first became a necessary requirement * that the Head Master should be "a Master of Arts of Oxford or Cambridge, a Protestant of the Church of England." It was directed also that "in the choice of such Master regard shall be had to the "genius of such Master for teaching and instructing the children; and a preference "shall be given to such as are duly qualified and have received their education at this "School." In fact no Rugby man has since 1777 been elected Head Master, though it is due to Rugby itself to observe that it has given many most distinguished Head Masters to other Public Schools. We think, however, that here, as in other cases, there should be no restrictive rule or usage affecting the choice of the Head Master, and we shall, therefore, recommend the formal abrogation of the provision above referred to.

The Head Masters have in fact been educated, often at Eton and Winchester, and in some instances at other places of education both in and out of England; a circumstance which accounts not only for the composite character of its system of instruction and discipline—in which the institutions both of Winchester and Eton can distinctly be traced,—but also for the general pliancy with which it has constantly met changes, and accommodated itself to the bent of every able Head Master who has ruled it.

We have already described generally the nature of that delegated authority which the Head Master derives from the Trustees, to whom he is responsible for the discipline and instruction of the whole School. He has (as above stated) usually appointed, and has the power to dismiss, subject to an appeal to the Trustees, all the Assistants but the seven senior Classical Masters. He assigns the division which each Master must teach, and, although this power is in some degree fettered by a usage which gives the forms in the Lower and Middle School to the Assistants, according to their seniority, yet it is quite unrestricted

Answers II. 12.

* That none of these statute rules as to the qualifications of the Head Master have been repealed, appears by the Answers to 5, 1, Part II. taken together.

either by custom or feeling as to the highest divisions, the teaching of which is usually considered the most important. The boarding-houses, also, now kept only by Assistant Masters, are given by the Trustees at his recommendation; but as those who stand highest on the list in order of seniority are understood to have a claim to these as they become vacant, this apparent patronage places no real power in his hands. For the discipline of the Form and boarding-house entrusted to him each Assistant is responsible to the Head Master. Other powers incidental to his office will disclose themselves in the sequel.

HEAD MASTER.

Dr. Temple. Evidence 149–151.

VII. Assistant Masters, their Number, Qualifications, and Powers.

The School at its foundation had, and was intended for ever to have, but one Master. It had existed almost a century when the possibility of an Usher being required by the multitude of Scholars was first contemplated and indeed contingently provided for by an order of the Court of Chancery in 1653. There is some extrinsic evidence in the history of the town that there were more Classical Masters than one in the year 1707; and, as the School in 1748 was described to be not only a benefit to the neighbourhood but of public utility, it has been inferred that the number had then still further increased. It is certain that in the year 1780, within three years after the passing of the Act 17 Geo. 3. three Assistant Classical Masters, payable by salary from the Trustees, were appointed all of whom were, according to the Act, "competent to teach Latin and "Greek," although not necessarily Masters of Arts. In 1800 the number of Classical Assistants had reached five. In the year 1818, when the School ranked second amongst all the public Schools of England in numbers, it was considered a laudable peculiarity that each form or division had its Classical Master, whose time was devoted to it: there were then nine Assistant Masters to 391 boys. In 1826 there appear to have been seven to two hundred and five boys; in 1838 nine to upwards of 350 boys; in 1848, 12 to 490 boys. The number of Classical Assistants is now 13; that of Assistant Masters in all subjects combined, except writing, drawing, and music, is 18 to 463 boys. The Assistant Classical Masters have for very many years, by the custom of the School, been graduates of Oxford or Cambridge.

Carlisle, Vol. ii. p. 677.

Answers II. 11.

They constitute a distinguished body of teachers, the members of which are often selected to fill educational posts of great importance throughout the country.

The power which we have described as delegated to the Head Master by the Trustees, he has, by a spontaneous practice on his part, shared with the Assistants, and especially with those directly concerned in the matter under consideration. About once in a month all are called together. Then any usage or rule of the School can be brought under consideration, and any administrative measure of importance which calls for a decision becomes a matter of consultation, before the close of which the opinion of every Master is separately taken. This practice commenced on the accession of Dr. Arnold to the School Mastership. It is not surprising that, called upon to administer a School to which he was personally a stranger, the traditions of which he was not disposed either rashly to disturb or unreasonably to maintain, he should have constantly had recourse to the knowledge and experience of those around him to whom its usages were familiar. But that he should consistently have maintained in after years what he had so begun must be ascribed in great measure to those fixed opinions on the principles of government which he held and that general love of equality which marked his character. Whatever may have been the motive for the establishment of this usage, it has, subject to some fluctuations in its degree, prevailed ever since, and to its maintenance, not only in moments of difficulty, but in the steady tenour of School life, much of the effective and harmonious working of the School is generally attributed. We would recommend no change on this point.

Evidence of Dr. Temple, 574, 584. Mr. Anstey and Mr. Buckoll, 1105–1119.

In addition, however, to the privilege of his consultative voice at the Masters' meetings, each Assistant Master possesses also confessedly a large discretion as to the books which he shall use in teaching his Division, and practically also as to the amount of work which it shall be put through in the half year. This tradition of the School, which, by giving play to the tastes and habits of individual Masters, certainly may help to conciliate them to their labour and to give it life, is perhaps becoming more and more alien to a system in which divisions are organized in parallels, and promotion depends in part upon general examinations addressed to large portions of the School. That it may have the effect too of breaking the continuity of a boy's studies in some subjects, and so wasting effort in some degree, as well as of losing some other benefits which might be derived from a coherent and general scheme of instruction, we think is suggested by a careful examination of the School work, of which a return has been made

Answers II. 12, and III. 8.

Assistant Masters.

Table C., *passim.* Evid. 600, 608, 1071, 1099.

to us. Now that so much influence is given to each Assistant Master in determining the general arrangements of the School both as to teaching and discipline, compliance with individual discretion in the instruction of particular classes, may be more easily sacrificed without infringement of liberty. Such organization of the studies as has recently moulded into a general cycle the historical teaching promises to cast the whole classical instruction, including the kinds and quantities of composition, and the authors to be construed and learned by heart throughout the School, into such a form as will secure to the boys, in addition to the good teaching and useful work of which they have now the benefit, also the very best methodization of both.

VIII. Boys in the School.—Their Number.

Answers II. 32.

The total number of boys in the School is* 463, distributed into three Schools, called the Upper School, Middle School, and Lower School. Of these 171 are in the Upper School, 226 in the Middle School, and 66 in the Lower School.

Appendix O. Dr. Temple's Evidence.

109 were admitted in the course of twelve months ending at Christmas 1861, 114 quitted during the same length of time ending at July 1861; 12 were admitted into the Upper School, 71 into the Middle School, and 26 into the Lower School. Not more than about one-third part of those applying for admission have been admitted. 51 quitted the Upper School, 54 the Middle School, 9 the Lower School.

IX. Classes of Boys.

The School consists of two classes of Boys:—Foundationers or those entitled to certain privileges in the way of gratuitous education, and Non-foundationers or those who receive the general benefits of their board and all their education at fixed charges.

1. *Foundationers.—Their Number and their Qualification.*

There are 61 Foundationers. The School was founded solely for the purpose of teaching grammar freely "to the children of Rugby and Brownsover and next of the places adjoining." But no evidence laid before us indicates what precise meaning was given to the words "places adjoining" for two hundred years after the foundation. By the Act of 1777 these words first received a definition in the clause which gave the privilege of the foundation to "all boys of any town, village, or hamlet lying within five measured miles "of Rugby, or such other distance as the major part of the Trustees present at any "public meeting should ascertain, regard being had to the annual revenues of the trust "estate for the time being."

17 Geo. 3. c. 77. Schedule. Order 3.

Under this Act, therefore, the limits of the privileged ground lying beyond Rugby and Brownsover, were to be set by the discretion of the Trustees, taking into consideration the pecuniary resources of the school. In pursuance of this power the bounds were within three years extended by the Trustees to ten miles within the county of Warwick, and left at five miles in the adjoining counties. Nor has the geographical part of this description of the privileged district ever been altered; but in the year 1830, in consequence of constant and large immigration into the town of Rugby on the part of families who settled there temporarily in order to avail themselves of the education given on very easy terms, the Trustees made an order prohibiting generally the admission of any boy to foundation privileges before his parents should have completed a two years' residence within the limits of the foundation. This order was subsequently supported by the Court of Chancery on the hearing of a petition made against it; and in the year 1851 the Court of Chancery itself made an order empowering the Trustees to extend the qualifying time of residence from two to four years, if they should consider it necessary, regard being had to the number of Scholars on the foundation, and to the income and expenditure of the Charity. The Trustees have not as yet exercised this power.

Answers II. 13.

Answers II. 20. Evidence, Mr. Hefford.

There are now beside the 61 Foundation boys in the School, six others who may be regarded as candidates for admission so soon as their parents shall have completed the two years residence now always necessary.

2. *Foundationers.—Their Privileges and Social Position.*

The privileges to which Foundationers are entitled have been defined and increased by several authorized regulations made since the foundation of the School. Under the Founder's Intent they are entitled to instruction in grammar and Latin freely. Under

* The present tense refers generally throughout this account of Rugby to no later period than the summer of 1862.

the Act of to 1777 Greek, Latin, writing, and arithmetic, and the Catechism. By subsequent orders of the Trustees, passed with the sanction of the Court of Chancery, they have been gratuitously supplied with all the classical instruction given in the School classes, with class instruction also in Modern Languages, Mathematics, Natural Philosophy, and Drawing.

FOUNDATIONERS.

Answers II. 1.

They are not, by any regulation or order, entitled to private or extra tuition of any kind: in this respect they stand by express regulation on the same footing as to payment as other boys.

Mr. Hefford. Evidence 465.

The Trustees have also paid for each of them annually, one pound three shillings for warming and lighting the schools, and three shillings in support of the chapel choir.

Evidence. Mr. Hefford, 464.

The social position of a Foundationer, as such, in the higher forms, is undistinguishable from that of a boy who pays fully for all the benefits of the School.

Answers II. 19.

The sons of persons in the town who happen to belong to a class in society decidedly inferior to that of the mass of boys in the School, having to encounter always (as boys from a greater distance might not) the knowledge that they were born and bred in an inferior position, are naturally at a disadvantage. This is likely to be felt quite distinctly if their manners or conduct are such as to impress their school-fellows with the sense of a substantial difference between them. This particular class of Foundationers is numerous only in the lower School, through which, from their inferior preliminary education, they rise slowly, often leaving before they can reach the Middle School at all. Exactly one-third part of all the Foundationers at Rugby are in the Lower School, of which they also make up nearly one-third part. Rather more than one third part of the Foundationers are in the Middle School, of which they form only about one ninth part; and rather less than one third in the Upper School, of which they constitute more than one eighth.

Evidence, Mr. Sidgwick, 2010.

Evidence, Mr. Anstey and Mr. Buckoll, 1152–1157.

Evidence, Mr. Lee Warner, 1508.

School List, *passim*.

It is impossible that Foundation boys living as they do, when not in the School or at exercise, within the walls of their parents' houses, should be influenced quite as fully as other boys by the society and discipline of public school life. Even their opportunities for study, and their temptations to idleness, are somewhat different in character. It is creditable to boys of this class who reach the higher part of the School, as well as to their families, that, although obtaining access to their education on terms so very advantageous, they make very fair use of their opportunities. If in obtaining the highest distinctions they fall slightly below the other class of boys, it also appears that in the steady race of progress through the School they maintain at least an equal rate of speed with them.

Mr. Sidgwick. 2029–2038.

See List of First Classes Christmas 1861, and Evidence of Mr. Sidgwick, 2142, 2150.

X. Qualifications for entering or remaining in the School.

No boy is admitted into the School until competent to learn Latin, and boarding-house masters commonly reject boys under 12 years of age. There is no minimum age, however, fixed by the rules of the School. It is otherwise as to a maximum. No boy can return to School after his nineteenth birthday. There is one boy in the School above 19, and only nine below 12 years; 248 boys, or more than one-half of the whole number, are between 15 and 17 years of age. No boy who has reached the age of 16 can be admitted into any form below the Fifth, nor at any age be admitted into any form above the Fifth. Boys already in the School, on failure to reach the Middle School at 16, or the Sixth Form at 18, are required to leave unless the Head Master, after inquiry made, deems it right to suspend the rule on special grounds. It is observable that these regulations, so far as they rest upon the principle that no boy shall remain when he has been utterly and hopelessly thrown out in the fair competitions of the School, are not to be found elsewhere than at Rugby. Even here they are softened by numerous exceptions. The backwardness of the lowest Foundation boys probably accounts for some anomaly on this point, and for this backwardness there appears no remedy quite consistent with their present claims upon the School.

Appendix O. Answers III. 1 and 2.

Dr. Temple's Evidence, Question 556, 560.

Table B.

XI. General Organization of the School.

The School is distributed for the purposes of instruction into four schools, the Classical, Mathematical, Modern Language, and Natural Philosophy Schools.

XII. Arrangement of the Classical School.

The Classical School is divided into three sub-schools, called the Upper, Middle, and Lower Schools. Each of these again is divided into forms, which forms are again distributed into divisions. In the whole School, consisting of the three sub-schools, there is now a series of 12 such divisions. These 12 divisions, however, do not form 12 classes. In some cases numerous divisions form but one class before one Master,

See Tables B. and C.

Classical School.

while in other cases one division is broken up into two classes before two Class Masters. The Lower School furnishes an example of several small divisions in one class before one Master, and the Middle School contains several instances of one large division broken up into two classes, each with its own Class Master. Two such classes are called Parallel Divisions.

The following table exhibits the arrangement of the School which we have described:—

Sixth Form.
The Twenty.
The Fifth Form.
Lower Fifth, Lower Fifth.
1st Upper Middle. 1st Upper Middle.
2nd Upper Middle. 2nd Upper Middle.
3rd Upper Middle.
Lower Middle. Lower Middle.
Remove.
Fourth, Third, Second } One Master.

Answers III. 9.

It may be said to be a general rule that boys in two parallel classes of the same division do the same work, as they hold the same rank in the School. It appears to be the fact also that one class, if containing more than one division, also does the same work through all the divisions.

The first institution of parallel classes took place in the Head Mastership of Dr. Tait, now Bishop of London. Some difficulties incident to the practical working of such a system probably occasioned its discontinuance, until it was revived by the present Head Master, who seems to have no reason to apprehend serious obstacles to its maintenance. It belongs to Rugby only amongst the nine Public Schools comprised in our inquiry, but more than one school of reputation lying out of this circle has adopted it.

XIII. Number of Boys in each Class in the Classical School.

It will appear from the table that the 463 boys, all of whom necessarily learn Classics, are taught in this department by 14 Masters (one of whom, however, gives a substantial portion of his time to the Mathematical School). Each Master, therefore, instructs upon an average 33 boys in one class. The actual distribution of the boys, however, deviates in particular instances considerably from the average number given to each Master. The lower classes of the School commonly fall below it, in consequence, probably, of the variety in attainment often to be found in the same form, and the need of personal superintendence produced by tenderness of age. The upper classes, with one exception, exceed it. The largest class under the Sixth Form contains 38 boys, the smallest 22. The Sixth Form itself, holding 42 boys, and taught by the Head Master, cannot fairly be compared with the rest, because the superintendence of Composition in the Sixth is shared between three teachers. Dr. Temple considers the average number somewhat too high. It will be seen, however, from inspection of other parts of our Report, that it is lower than the average of other growing public Schools, though higher than in those which have recently declined.

Tables B. and C.

Answers and Evidence.

XIV. Ages of Boys in the Classes of the Classical School.

Tabular Analysis of Table B. Appendix O.

The average age of the boys in the highest division of the Lower School is 14 years and 8 months; that of the highest division of the Middle School is 15 years 9 months; that of the highest division below the Sixth Form is 16 years 8 months. Thus the average age in each of these three parts of the School differs from that of the parts below and above it as nearly as possible by one year, while the age allowed by the laws of the School to every boy for reaching each part of the School is one year and four months above the average age at which each is actually reached. Although this seems a sufficient allowance in consideration of backward boys, yet it appears necessary also to make numerous exceptions in their favour. On the other hand, a very clever boy will reach the Middle School in two years and nine months, and will gain the Sixth Form one year and nine months before his legal time shall have expired. The oldest boy in the Lower School is five months older than the youngest boy in the Sixth Form, although separated from him by eight divisions out of the twelve of which the whole School consists.

XV. Number of Hours spent in the Class-rooms of the Classical School.

Classical School.

The time which each boy spends in the class-rooms during the week is on the average throughout the Upper School somewhat more than 14 hours; throughout the Middle School somewhat more than 12 hours; through the Lower School, 18 hours and a half inclusive of the preparation which takes place in school. Table D.

XVI. Subjects of Instruction in the Classes of the Classical School.

Classical instruction includes the Latin and Greek languages, History, comprising the history of the Jews, Greece, Rome, and England, and Divinity. About one hour in the week is given to the class instruction in history and geography; two hours to divinity except in the Sixth Form, where three hours are devoted to it; and the remainder to the Classical languages, that is generally to the construing, repetition, and occasional translations. The rest of the Classical work, consisting in composition, is done commonly out of school hours. Table C. Table D.

The Classical languages are taught by means of construing or oral translation, and learning by heart, in every division of the School. The elements of both languages are taught concurrently in the lowest division. The boys in the lowest Forms construe the Latin and Greek grammar and exercise books, consisting of easy sentences in both languages; they also repeat the two grammars largely. Table C. Table C. Mr. Potts's Return.

1. *Order in which Authors are construed and taken with the Class Work.*

Each division in the School commonly construes some Latin or Greek author not done in the division below it; in this way some change is given to a boy almost in every division as he passes up the School. The following table gives a view of the order in which authors were taken into the school work, and of the division in which each was added in the year ending July 1861.

Authors Introduced. Table C. *passim.*

Name of Form in which the Book is introduced.	Latin.	Greek.
1. 2nd, 3rd, and 4th -	Exercise Book - -	Exercise Book.
2. Remove - - -	- - - -	Xenophon.
3. Lower Middle -	Ovid's Epistles and Cæsar	Homer, and St. Luke's Gospel.
4. Upper Middle, 2nd division.	Virgil's Eclogues and Horace Odes.	Anthologia.
5. Upper Middle, 1st division.	Cicero's Orations, Sallust, and Ovid's Fasti.	Herodotus, Euripides, and St. John's Gospel.
6. Fifth Form, 2nd division.	Livy - - -	Æschylus' easier plays, Acts of Apostles, Aristophanes.
7. Fifth Form, upper division.	Virgil's Georgics, Cicero De Officiis.	Thucydides, and Æschylus' harder plays.
8. The Twenty - -	- - - -	Sophocles, Plato, the Epistles of St. Peter and St. Paul.
9. 6th - - -	Cicero de Nat. Deorum, Juvenal, Virgil's Georgics, and Lucretius.	

2. *Mode of Construing in the Classes.*

Three methods of construing are made use of in the School, the construing proper, translation, and free translation. The construing proper consists in rendering word for word into English; the translation consists in rendering sentence by sentence closely; the free translation is a spirited rendering of a whole passage or sentence inconsistent with close translation. In the lowest part of the School, the construing prevails both as to Latin and Greek. In the middle part of the School it is retained as to Greek, and is commonly exchanged for translation as to Latin. Translation and free translation prevail as to both languages in the upper parts of the School. In the highest Forms the Master himself often finishes the lesson by what may be called a model translation. Table C. Column 5. Mr. Buckoll's Return. Table C. Column 5. Mr. Moberley's Return. Table C. Mr. C. Evans and Mr. Arnold.

3. *The Testing of the Knowledge of Grammatical Forms and Constructions in the Classes.*

The parsing of authors in a manner suited to the progress of the boys in each Form prevails through the whole School. Table C. Column 3. Mr. C. Evans, Mr. T. Evans, and Mr. Arnold.

4. *Verbal Repetition in the Classes.*

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Table C. *passim.*

It may be here stated in connexion with the translation of Greek and Latin authors, the masterly performance of which depends much upon command of the English language, that English poetry is repeated by heart in the lowest, the middle, and the higher Forms, but not in the highest.

Table C.

The learning of Latin poetry by heart does not commence in the very lowest class, but in the next above; this when begun is continued into the Sixth Form. Neither Greek prose, nor Latin prose, nor Greek poetry appear to be learnt by heart at all.

We are of opinion that the system of repetition might be extended to these, or to some of them at least, with advantage. The verbal repetition of grammars, or parts of

Table C. *passim.*

grammars, appears to be continued in many of the higher Forms, and deserves, we think, to be made universal. It is a commendable part of the Rugby plan of teaching that verbal repetition is not merely enforced by lessons, but is carried into the periodical examinations and contributes to promotion again in this way.

5. *Divinity in the Classes.*

Table C. *passim.*

The Divinity work at Rugby is mainly if not exclusively Biblical. Portions of the Bible are committed to memory through the Lower, Middle, and a great part of the Upper School. Poetical portions of it, and select passages from the New Testament, are learned by heart in the lowest Forms, and the historical matter of both Testaments is assiduously committed to memory by all the upper Forms of the School. Parts of the New Testament are read by them in the Greek. In the highest divisions, as we have seen, the Apostolical Epistles are also studied in the original language.

6. *History and Geography in the Classes.*

Historical and geographical explanations of all books construed in class are required from boys so soon as they pass out of mere exercise books into authors; that is, in all divisions but the lowest. In addition, however, to the historical and geographical matter incidental to the perusal of the classics, which at the usual rate of school reading is necessarily slight, there is given an hour's lesson in history and geography in each week throughout the School. The whole range of this subject has commonly embraced Jewish,

Table C. *passim.*
Evidence, Dr. Temple, 1099.
See Cycle, Answers III. 9.

Greek, Roman and English history, taught however intermittently, and therefore with some degree of irregularity, nearly up to the present time. Of late a scheme has been framed by which a boy who shall have been at school for three consecutive years in the summer of 1864, will have passed through three such courses of classical, Jewish, and English history, as will, if remembered, give him a complete view, though of course not a deep or minute one, of each subject. He will also have constructed maps representing the world on a small scale, with Asia Minor, Greece, Italy, the British islands and colonies, more minutely.

Answers III. 9.

Whether so wide an historical cycle brings its various subjects round with sufficient frequency in an ordinary school career to give each subject sufficient hold upon the mind, and whether under this point of view the exclusion of the modern subject would be a useless sacrifice, are questions which naturally suggest themselves.

7. *The Substance and Matter of Books committed to memory in Classes.*

Table C.
Mr. Anstey Return, Column 5.
Table C.
Dr. Temple's Return.

Boys in all the divisions are expected to remember the substantial contents of authors read primarily for the sake of the language, and in the highest Form an analysis of such matter is required often from the boys, and is often given also by way of model by the Head Master to his class.

8. *Method of teaching the Classes.*

Table C.
Mr. Scott.
Table C.
Mr. Burrows.

In the calling up of boys in class Class-masters appear to pursue no one method. In some classes every boy will be called up to do a short part nearly every lesson; a week, however, is no very uncommon interval between one call-up and another, and ten days, or even a fortnight, will sometimes elapse between two callings of the same boy, an interval which strikes us as somewhat too long, even although in these cases the trial, when it comes, is longer and more searching. It may be observed, however, that these calls are so irregularly timed as to baffle the calculation of idlers, and that the practice of constantly handing about mistakes for correction, and of dodging by questions, serves in great measure to expose would-be idlers, as well as to keep up a general interest in the

Table C.
Mr. Buckoll.

work going on. The repetition, as may be collected from Mr. Blake's evidence, is sometimes heard like a construing lesson in this respect, all the class sitting with closed books

and being required to correct errors, while a few are pitched upon as the Class-master may please to select them, to stand up and repeat. It hardly need be observed that in teaching masses of boys such matters are well worthy of the consideration which such an arrangement proves to have been given to them.

Classical School.

Mr. C. Evans.

Table C.
Mr. J. Blake.

9. *Composition in the Classes.*

The composition is usually done out of School. It consists of translation and original composition. Written translations from the classical languages into English, although set here and there,* hardly form a part of the general system of the School below the Sixth Form. In that Form they are often set; judiciously so in our opinion, for, although oral translation is a most useful exercise in the English as well as in the classical languages, it can rarely cultivate that finer perception of the force and propriety of English words, idioms, and phrases which is exercised by the more premeditated and deliberate method of writing. Written translations from English into Latin prose are required from the very bottom of the School to the top. From translations into Latin verse only the very lowest class is exempt. Translation into Greek commences in the middle class of the School, but, unlike Latin, it assumes the form of verse as well as of prose from the commencement. No original composition of any kind is exacted from the boys in any division below the highest form of the Middle School, that is, from any but clever boys below the age of fifteen years and six months, and then in very slight quantities. Indeed, it is not uniformly required lower than the Upper Division of the Fifth Form, when boys are usually approaching to seventeen years of age. It is even then, with very few exceptions, confined to Latin up to the Sixth Form, where English essays are composed. The writing of English verse in ordinary school work appears to be unknown. We should regret to be obliged to think that the occasional cultivation of a form of writing which requires the exercise of faculties often given in no mean degree to youths of seventeen and eighteen, untrammeled by the fetters of a dead language, would be impracticable.

See Table C. *passim.*

A boy in the highest Form of the School (and such on an average are between seventeen and eighteen years of age,) will have written in the course of the year about eight letter sheets of English essays, fifteen letter sheets of Latin essays, and about three hundred lines of original Latin verse. Such will have been the amount of his original composition. He will have translated about four hundred and fifty lines of English into Latin verse, and about six hundred lines of English into Latin prose; he will also have turned about four hundred lines into Greek verse translations, and four hundred and eighty lines into Greek prose.

Table C. Dr. Temple's Returns.

Those acquainted with the state of public education thirty years ago, will be struck with the great increase during recent years of Greek over Latin, and of Translations over original compositions in this School. A boy will have written in the course of a year, above one thousand nine hundred lines in the form of translation into the classical languages; an amount which, acting simply on our own judgment, we should have pronounced sufficient, if well selected and done with diligence, to produce very accurate scholarship; if done with zest as well as diligence, enough to produce refined and elegant scholarship, and if done at all, but done neither with industry nor taste, enough to impose no inconsiderable penalty for the want of both. But the distinguished Rugbeans whom we examined join the general cry for more translation, and call to remembrance with regret the "utter miseries of original composition." No wish is expressed for its extinguishment, and from the opinion that the Latin essays may be somewhat too numerous or long, we do not dissent. But the utility of this form of composition depends much upon the topic which is selected for treatment, as its acceptability also depends much upon the character of the mind called upon to do such work. Certainly it gives a discipline in many respects which no amount of translation can confer. As the demand for translation arises mainly out of the requirements of the Universities, and as there is no reason to fear that a school such as Rugby will be slow to follow the system of the Universities, we do not apprehend that the Head Master of Rugby will fail to modify this part of the system, if it is faulty in itself as well as unfavourable to candidates for University honours.

Evidence, Mr. Lee Warner, 1787.

Stanley's Arnold, Vol. i. p. 127.

Mr. Lee Warner and Mr. Sidgwick, 2390.

XVII. Tutorial System.

Classical instruction is not given solely in class. The tutorial system has long existed at Rugby, having been introduced probably at the latter end of the last century, either by

* Mr. Lee Warner, we apprehend, in his evidence must allude to translation *vivâ voce*, or to the Sixth Form practice.

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Dr. James or Dr. Ingles, both Eton men, and Fellows of King's, and successively Head Masters between 1780 and 1806. Since the election of Dr. Arnold, the same system appears to have existed in a higher degree. Before his time each boy necessarily had a tutor, whose chief if not sole duty consisted in the correction of his exercises until he reached the Fifth Form. Then the most difficult work, that is the Greek play and Pindar, were construed before him in preparation for school. There was not then necessarily or even usually any purely tutorial work. The tutor was the pioneer to the class work. Since the time of Dr. Arnold, the classical tutor appears to have combined the old tutorial work at Rugby, judiciously modified, with the private business of the pupil-room at Eton. In the former capacity the tutor still looks over and corrects some of the composition set by the Form Master, who himself corrects the remainder. The exercise corrected by the tutor is shown up subsequently to the Form Master in duplicate, one copy of which shows both the boy's original performance and the tutor's amendment of it, while the other is a fair copy of the exercise in its perfect state. The Form Master directs his attention to both copies, chiefly however to the rough one, that he may estimate the work and give marks accordingly. The exercises corrected by himself he estimates as well as corrects. The more modern portion of the tutorial work, which every boy above the Lower School, although not directly compelled, virtually finds it necessary to take, consists mainly in construing lessons for two hours at least in each week. This instruction, although distinct from class work, yet becomes a part of the half-yearly examinations, and as such contributes to promotion. No class-work lessons whatever are construed before the tutor. It must be observed, however, that private tuition, or that part of the tutor's work which most nearly resembles the private business of Eton, has little of a private character at Rugby. It is given to classes nearly as large as, and much more promiscuous in proficiency and attainment than, are the classes of the School, inasmuch as all the pupils of the Middle School are formed into a single class, and all the pupils of the Upper School are gathered into another class, to go through these lessons before the tutor. In such lessons it seems almost impossible that the tutor should address himself to his pupil in his individual character either morally or intellectually. The older form of tutorial work, the correction of exercises, has a more truly private character than the specially private tuition. The objects really attained by this mode of instruction are two; first, the establishment of a permanent relation between every boy in the School and some one of its Masters from the beginning to the end of his career, during which his progress may be observed, and the development of his character watched, and his general interests cared for. The second end attained by the prevalence of this instruction in the School is the impulse thereby given to the Tutor to maintain an acquaintance with the work of all the forms in the Upper and Middle School and with the varieties of manner by which the work of each part is accommodated to the boys who are taught in it. Dr. Temple has expressed the opinion that for these purposes the whole tutorial work, as now established, is indispensable.

Answers III. 14.

Evidence, Dr. Temple, 314.

Evidence, Mr. Sidgwick, 2061–2067.

Evidence, Dr. Temple, 836–838.

This kind of instruction adds two or three hours weekly to the time which each boy spends under classical teaching.

XVIII. Selection of Tutors.

Answers III. 14.

All the tutorial work of the School is limited to nine of the Assistant Masters, of whom the boarding-house Masters are five. The boarding-houses contain upon an average forty-six boarders each, and as every boarder is compelled to take his boarding Master as his tutor, and as no tutors are permitted to receive payment for more than fifty pupils, it must follow that there cannot be more than four or five paying pupils to any Master keeping a boarding-house, beyond those actually boarding with him. In respect, therefore, to five out of the nine tutors there can be little room for choice. The parents of those who board with the Head Master and the non-classical Assistant Masters have the ostensible privilege of selecting the tutor for their sons, but this freedom is again limited by the law which forbids any tutor to take more than fifty paying pupils, and by the custom of assigning particular tutors to particular boarding-houses with which they are not otherwise connected. The choice, therefore, would be much limited in all cases, even if the parent had the will and knowledge to make a choice. Foundationers, whose parents, living in the town, are probably acquainted with the reputation of the different Masters in the capacity of tutor, appear to have some advantage in this respect.

Evidence, Dr. Temple, 836–839.

Evidence, Mr. Sidgwick. 2073–2080.

The admitted disparity in the abilities of different tutors, the high degree in which a boy's career through the School, and even at the Universities, is affected by the qualities of his tutor at School, and the slightness of the opportunity given for a real and free choice, are certainly facts tending seriously to abate the amount of advantage which is

ascribed, at Rugby as elsewhere, to this relation. We are not, however, so convinced that the tutorial system, if allowed to exist in its present highly developed form, could be more satisfactorily arranged as to propose any specific changes with confidence. One palliative for these as for other inconveniences and inequalities as to School teaching lies within the reach of hands which will, we doubt not, apply it,—very great care in the appointment to every Assistant Mastership, as it may become vacant. CLASSICAL SCHOOL.

XIX. PRIVATE CLASSICAL READING.

Although the class instruction and the so-called private tuition constitute all that can be called classical teaching, yet they do not constitute all that has to be learnt. A boy is required or encouraged to prepare and to teach himself something beyond what is learnt for the hearing either of Master or Tutor. He is required to bring up for examination in the Classical School, at least once in the year, one subject of history and one subject of geography, which he has mastered by his own reading in the holidays. The thorough performance of this part of his work is guarded by a strict examination and by the considerable effect which it has on each boy's promotion. Answers III. 9. Evidence, 616 to 623.

XX. INDUCEMENTS TO INDUSTRY IN THE CLASSICAL SCHOOL.

The stimulants by which the boys in the Classical School are urged to second the efforts of the Masters in teaching are five: 1st, Promotions in the School; 2nd, Distinctions; 3rd, Prizes; 4th, Scholarships; 5th, Exhibitions.

1. *Promotion.*

The School is arranged, as we have seen, in an ascending series of divisions, the heterogeneous names, broken order, and sometimes inconsequent numbers of which, bear testimony to frequent changes and additions, which in the course of years have only left vestiges of their original titles and relations to each other.

A boy, on application for admission to the School, is examined and placed in that division of the Classical School, not higher than the Fifth Form, for which his attainments seem positively to qualify him, after which, his promotion to a higher position in the School depends upon his classical proficiency, as compared with that of his schoolfellows. This promotion appears to be two-fold, first, promotion to a higher place in his own division; secondly, promotion to a higher division. Until he reaches a certain point in the School (the upper division of the Fifth Form), the former of these takes place daily, and even at every lesson; in the upper division of the Fifth or part of it monthly. In all cases it appears, however, that promotion from division to division involves also change of place in division. Table C.

1 *a. Promotion from Division to Division by Examination.*

There are four promotions in the year from division to division. Two of these are concurrent with two examinations, which are held throughout the School in June and December, and two take place at the two intervening quarters. Those concurrent with or immediately following the half yearly examinations are determined in part by a record which the Class Master keeps of marks given to each boy's performance in all the lessons of the half year, and in part by marks given to each boy's performance at such half-yearly examination. Each record has an equal weight in these promotions. The Masters do not at either of these examinations examine classes which they teach. Answers III. 9 and 12.

The June Examination.

In the June examination the Upper School is examined together by the same papers of questions, each paper being prepared by one of the Classical Assistants, according to arrangement amongst themselves. All the Middle School at the same time is similarly examined together, by the same papers and questions. The June examination therefore turns upon the points common to the work of all the forms in each such School in general, and the superiority of those in the higher forms is maintained by their superior manner of doing the same work.* The promotion however of all the divisions in the Upper and Middle School really depends on a combination of two totally different tests,—the performance of each boy in the whole form work valued by the judgment of the form Master, and the performance of each boy in the work common to the Upper or Middle Schools, as the case may be, valued by the judgment of the whole staff of Masters. In this examination the Lower School takes no part. Answers III. 12. Dr. Temple, Evidence, 714-720.

* This plan, however, appears to be occasionally modified by addressing special papers to special forms to meet particular cases. Dr. Temple, Evidence, 1087-1090.

The Christmas Examination.

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Answers III. 12.

The examination at Christmas consists in separate examinations given to each form in the work of the half year by two masters, both strangers to the forms which they examine. Here the promotion depends upon one test applied by two different judgments: that of the Class Master and that of two strangers forming decisions on the half-yearly work.

Peculiarity of the June Examination.

Answers III. 12. Evidence, Dr. Temple, 738–758.

This system of examination serves a purpose beyond that of determining the places of boys in the School. But, partly with this view, a peculiar plan of marking has been devised and applied, which extends the competition beyond the limits within which it is usually confined in trials for promotion at public schools. The boy with the lowest number of marks for his half-yearly class work in every division in each school, is assumed to have won, in the course of the half-year, marks equal to those of the highest boy in the division immediately below him; and every other boy in the same division is assumed to have gained as many marks beyond this number, as his actual marking by the Class Master has given him beyond the marks of such lowest boy. With this balance, therefore, in favour of all but the lowest boy in the higher division, and against all but the highest boy in the division below, the boys of both divisions enter the examination room to be examined. At the close of the examination the marks gained by each boy in the examination-room are added to the marks with which he commenced the examination upon the principles just explained. If, therefore, any boy promoted from the lower divisions can, in spite of his disadvantageous start in the examination, win so many marks beyond those of any boy in the higher division as will give him a superior number of marks on the whole for form work and examination work thus computed, he is entitled to take rank and place above him at the commencement of the next half year. It is conceivable, therefore, although not probable, that a boy on this trial for promotion may not only gain promotion but cut his way far up into the division into which he is promoted. It is both possible and not improbable that the best boy in the division below may overtake those who have been least successful in the division above, and so not only gain promotion but commence his career in the form above in a higher place than many boys who have been in it for some weeks. This system has the advantage of giving a double stimulus to all the classes. The highest in each class, who would otherwise work only against each other and in order to keep their places against those immediately below them, now work also to gain upon those in the division above. The lowest again in each division who would otherwise work only against each other, and to beat those immediately above them, work now also in apprehension of those in the division immediately below them. In fact, the artificial wall separating one class from another is lowered, although not entirely broken down.

b. Promotion from Division to Division by Class Work only.

Table C. *passim*, but see Mr. Buckoll's answer in col. 4, Table C.

The promotion at the intervening quarters depends entirely upon the marks given by the Form Master to the work of the several boys in form, *i.e.* upon one test applied by one judgment. This marking by the Class Master appears generally to be either simple or complex, according to the place in the School which the class holds. Throughout the Lower School places are taken at each lesson; throughout the Middle and Upper Schools places are not taken at each lesson, although in some classes boys are re-arranged in this respect at the end of each month. Where places are not taken a simple system of marking prevails; where they are taken, experience has shown the necessity of adopting and combining two methods, for it has been found that a boy may do his work badly and yet by a lucky answer gain places. Some marks, therefore, are usually given for the place which a boy holds at the end of a lesson, and some are reserved for general performance in the course of it.

That the promotion of boys in each division should not depend solely upon an examination conducted by strangers, who might do imperfect justice to the steady exertions of a boy in learning the lessons and digesting the Form Master's instruction, or, on the other hand, solely on the estimate of a Form Master, whose close personal relations with all the boys might sometimes mislead him on the single point of comparative intellectual proficiency, seems highly reasonable. But the application of different principles of promotion at different periods of the year is an arrangement, the ground of which it

would be more difficult to discern, were it not conceivable that time spent in elaborate examinations may trespass too seriously on the work of teaching to admit of four such trials in the year. It may also be good economy to turn each of the half-yearly examinations to some ulterior account beyond mere promotion, and this secondary purpose may be such in each case as to give a distinctive character of its own to each examination.

c. Promotion through the Parallel Divisions.

A school consisting of nearly 500 boys properly taught, must of necessity contain many classes, which, if they are placed in one series of divisions, ascending in one line from the first form to the sixth, will present, according to Dr. Temple, to all who enter the School in the lower half of it, the prospect of so many steps before they can reach the top, as may dishearten many boys disposed to work, yet not brilliant in ability. On the other hand the clever boys, capable of rising rapidly through the School, will run through each division, one after another, so fast as to be subject to a frequent change of Masters, and therefore to a constant change in style of teaching. It has been found to be the effect of this that almost as soon as the peculiar method of each individual Master begins to make a good and clear impression on the pupil, he is withdrawn from it and transferred to another class under another teacher, with whose style of teaching he will just become familiarized when the same process of initiation into the method of another teacher must commence again. In order to remedy these inconveniences at Rugby, that arrangement of the School was adopted which has been already described, and by which two classes are considered as parallel in position and equal in rank to each other. Thus placed and regarded they are two distinct divisions for the purpose of teaching, and two parts of one and the same division under every other point of view. Such they are in regard to promotion. No boy in his ascent through the School is promoted out of one parallel into its fellow parallel,—he is promoted into one only of two parallels from the division next below, —he is promoted out of one of two parallels always into the division next above.*

Evidence, Dr. Temple, 592.

It must be observed, however, that the classes parallel to each other are considered as separate divisions in one point. The members of one parallel do not compete against the members of the other, as members of the same division would. In every trial for promotion an equal number of boys is selected for promotion from each parallel.

This system of promotion through parallel classes appears to be as yet imperfect. It gives some boys an advantage over others under two points of view:—first, in regard to the parallels into which they are promoted. It is clear that each boy cannot under this system take the teaching of each Class Master as he rises through the School. Yet the Class Masters are not equal always in efficiency or reputation for efficiency. With this the boys are so far impressed that much solicitude is often felt to be promoted into one of the parallels rather than into the other. There is "a rush made into one parallel." This rush is indeed moderated, and directed by the judgment of the Masters themselves, —perhaps chiefly by the Head Master. By some authority and by some method of decision unknown to the boys themselves (and therefore considered a state secret), every boy promoted into a parallel division has the parallel class in which he shall take his seat on promotion allotted to him. In this way boys sometimes believe themselves to be put at a disadvantage.

Again, in regard to promotion out of the parallels, there seems to be, at present, an imperfection more certain and appreciable. The competition is always between boys in the same parallel. Yet if the boy third, for instance, in order of merit in one parallel, is, as he may be, superior to the boy who is first in another, he has a natural claim to prove his superiority and obtain his promotion before him. It would in itself be fairer, therefore, as between one boy and another, that boys standing in the same rank by whomsoever taught should win their way to a higher rank and more advanced work by their proficiency alone, without regard to the fact of their having studied in one class rather than another. The extended competition, too, which would be

* Where this division immediately above consists in a single class, boys from both parallel classes below are promoted into it at every promotion. When the division above consists of two parallel classes, promotion takes place into it from the two lower parallels in the same way at the mass examination, but neither parallel above is filled up exclusively from either parallel class below. The two parallels below and the two parallels above are considered as single divisions for all purposes, so that boys who were all in the same parallel class below may be distributed into two parallels above, and boys who were in different parallels below may find themselves in the same parallel above.

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thus afforded by the parallel system, might be numbered amongst the positive advantages which its adoption would confer on a large school. But it is not difficult to assign a reason for an arrangement which in itself appears to limit the action of the competitive principle, where its perfect freedom would, in many points of view, be beneficial. This competition of parallel classes might sometimes assume the character of competition between the Masters teaching them, and so possibly produce jealousies not favourable to the effectual management of the School. Until these difficulties, however, are got over the system is certainly restricted, where it might, as it seems, advantageously be free.* It may be added too, that in so far as such freedom would in itself tend to disclose the inequality of Masters in knowledge, ability, industry, or skill, should such exist, it would, wherever it can safely be established, first place a check, not only on rash appointments to masterships, and afterwards on careless performance of the duties attached to them.

There is no part of the general system by which the Classical School at Rugby is conducted that is more distinctive, or bears more evident marks of care in its arrangement, than the promotion through the School. The title to promotion is very simple, being that of comparative proficiency alone; but it is also very comprehensive, including as it does even the art of drawing. The tests of proficiency in Classics alone are various and numerous: the application of them is frequent. The freedom of movement in promotion is more complete than at any other school under our review. At the same time it is also more elaborately guided and directed for the purpose of encouraging the progress of less able boys without any sacrifice of the test of comparative merit, and also of moderating the speed of the more clever and industrious by arrangements which will further mental progress while they moderate the rate of progress through the classes.

The system of parallel divisions, which we regard as still imperfect, we believe also to be beneficial in its present state to Rugby, as it would be generally to large schools, and as soon as it can gain safely its full development it will constitute a very important improvement in their organization.

d. Time spent in each Division in the Classical School.

Table B.

The time which a very clever and industrious boy will expend between his promotion into a division and his promotion out of it in the higher part of the Classical School is about four months. A slow and indolent boy, on the other hand, will take three times as much time for the same amount of progress; that is, about one year. The average length of stay in a division is about seven months in the upper part of the School, and between five and six months in the lower.

2. *Prizes for Examinations in the Classical School.*

A prize is given to any boy in every form throughout the School who obtains a first class in the final examination at Christmas, either in Divinity, Classical Scholarship, History, or Geography; a second class also contributes to entitle its winner to a prize, and therefore some further distinction in one of the subsidiary schools is requisite to give full effect to this lower degree of distinction. A prize for the best examination in Divinity of the value of three guineas is offered to the competition of all forms below the Sixth, and to the Twenty one of the same value for the best examination in the Greek Testament.

School list, Christmas, 1861.

3. *Scholarships for Examination in the Classical School.*

School list.

Two Scholarships (instituted by the liberality of the Masters, who tax their income for the purpose) of the value of 30*l.* and 20*l.*, are annually awarded for pure scholarship, shown in the mastery of set portions of Classical authors and of writers on Classical criticism. They are open to all boys who have not reached the Sixth, or only reached it within the six months preceding the examination.

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* In one way already the parallel classes, which generally are excluded from direct competition with each other, are here sometimes necessarily admitted into it. Those who are promoted from two corresponding parallels into any one division above them, meet there to contend against each other. In measuring their strength against the strength of the same antagonist division above them, they are also necessarily measuring their strength against each other, and their relative positions are recorded by the number of places which they can severally win. This struggle is avoided, where the division above also consists of two parallels, by the practice of drawing lots. The lower parallels at the June examination select by lot the particular parallels above with which they shall severally compete.

4. *Prizes for Composition.*

The following table exhibits the prizes given for Composition:—

For the Sixth Form.

		Original. £ s. d.	Translation. £ s. d.
GREEK	Verse	-	3 3 0
LATIN	Verse	6 6 0	
	Prose	10 10 0	6 6 0 and 4 4 0
ENGLISH	Verse	3 3 0	
	Prose,—1. Historical	10 10 0	
	2. Indian affairs	10 0 0	
VARIABLE	-	3 3 0	

For Forms below the Sixth.

LATIN	Verse	3 3 0	

There is thus annually offered in prizes at Rugby for Classical and English composition 60*l.* 8*s.* 0*d.* Of this sum 43*l.* 12*s.* 0*d.* is given for original writing, and 13*l.* 13*s.* 0*d.* for translation,—an inversion of the degrees in which the two forms of composition are practised generally through the School. Forty-one pounds ten shillings is bestowed on prose, and twelve guineas on verse,—proportions in accordance with the general tendency of the teaching. English original prose composition, however, holds the very first and greatest place in the prize list, whereas in the exercises of the School it occupies the least space. The absence of any prize for Greek prose of any kind, for Latin verse translation, and for English translation of any kind, and the comparative insignificance of the prize for English verse, are, we think, deficiencies which the funds of the School might not disadvantageously supply. We are aware that the prizes are the expressions of individual predilection, as much as of any public or authoritative discretion. But as they have a great effect in directing the industry and forming the habits of the youths towards the top of the School, we think that the Trustees, with the assistance of the Masters, might with advantage keep a watch upon the growth of this part of the system, with a view of giving the due proportions to its parts, and maintaining the general practice of the School and the public rewards offered to the highest class, so far as advisable, in harmony and keeping with each other.

5. *Exhibitions to the Universities.*

The bestowal of Exhibitions at the University was not and could not be any part of the original design of a Founder who left only 24*l.* per annum for the support of a School and a general Charity. But in 1777, when the institution became rich, seven Exhibitions, of the value of 40*l.* per annum, were at once most wisely established and placed at the disposal of the Trustees by Act of Parliament. To this number the Trustees themselves, considering perhaps the good of the School to be a sufficient sanction for such an act, added seven more within a few years on their own authority; thus raising the number to fourteen. In 1807, about twenty years afterwards, the Board obtained sanction for this act of their predecessors in an order of the Court of Chancery, which confirmed the past augmentation, and further authorized an addition of seven more Exhibitions, together with an increase in the value of each of the fourteen Exhibitions to 50*l.* per annum.

Again, in 1814, power was given by* Act of Parliament to raise the number of Exhibitions from fourteen to twenty-one, and to further increase the value of all. The power to augment the value was not exercised till the year 1821, nor was the number actually increased till 1826. From that time to the year 1854 there were twenty-one Exhibitions (three of which were elected to annually), of the value of 60*l.* each, tenable for seven years at either University. At present, under two distinct orders of the Charity Commissioners made in 1854 and 1859, the Exhibitions are tenable for four years only instead of seven, and their value, instead of being uniform, varies according to the place of the candidate in the examination by which they are awarded.

* It appears to have been the practice of the Trustees to obtain legislative sanction for the Acts directed by the Court of Chancery which would permanently affect the expenditure. The account given of the Exhibitions, in the answers of the Trustees, states only the manner and time of obtaining authority to increase the value and number of Exhibitions, but such authority was rarely made use of as soon as obtained.

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The manner in which the Exhibitions have from the first been awarded is honourable to the Trustees. Although the words of the Act of Parliament which created them left the election of the Exhibitioners in the hands of the Trustees, they appear never to have nominated. At first a preference was given to Foundationers similar to that which still prevails at Shrewsbury; and only in default of a sufficient number of such candidates, were non-Foundationers elected according to the results of a competitive examination. Gradually the preference disappeared, and for very many years, both classes of boys have entered into the same arena, and won in the same manner by their comparative proficiency. This proficiency, too, from a date so old as the year 1806, has been ascertained by two Examiners sent from the two Universities, and appointed by the Vice-Chancellor of each.

Carlisle's Grammar Schools, Vol. ii. p. 677. Answers, I. 2.

Five Exhibitioners are now regularly chosen every year to fill five Exhibitions of the several values of 80*l.*, 70*l.*, 60*l.*, 50*l.*, and 40*l.*, tenable for four years, on the single condition of residing at some College or Hall in Oxford or Cambridge during that time. The examination is open to all who have been members of the School for three years. Beside the work of the half-year, candidates are required to bring up for examination some Classical author prepared entirely by themselves, and to translate into English passages of Greek and Latin not before seen, in addition to composition in the Classical languages. When the holder of an Exhibition ceases to fulfil the required conditions, the remainder of his Exhibition is offered to competition at the annual examination.

The sum of 960*l.* from the funds of the School is annually appropriated to these Exhibitions. We are of opinion that they have been of essential advantage to the School, both as inducing parents to send intelligent boys to it, and as affording a powerful stimulus to industry in the highest Forms.

XXI. Immediate Results of the Teaching in the Classical School.

Answers. List of Honours.

Within the last 10 years Rugby has obtained at Oxford 35 first classes in Moderations, and 22 Classical first classes in the final schools; 3 Ireland Scholarships and 3 Hertford Scholarships; 2 Latin Verse prizes; 1 Newdegate; 1 Sacred Poem prize; 1 Latin Essay; 2 Arnold Historical and 2 Denyer Theological Essay prizes. It has succeeded in obtaining, beside University distinctions, 19 open College Fellowships, 41 open College Scholarships, and 7 open College Exhibitions.* At Cambridge it has obtained 6 first classes in the Classical Tripos, one of whom stood first, one was bracketed with two others in the first place; 1 first class in Natural Science; 1 Craven, 1 Davis, 1 Porson, 1 Bell Scholarship; 1 Camden Latin Verse prize; 1 Greek Epigram; 1 Greek Ode; 2 Chancellor's Medals; 1 Moral Philosophy prize; 13 open Fellowships; 6 of which were at Trinity; 3 at St. John's; 18 open Scholarships; 12 at Trinity; 4 at St. John's; 1 at Caius; 1 at Pembroke.

We apprehend this list of distinctions to be such as, whether considered in reference to the number of boys actually in the School, or the number which in one year it sends to the Universities, evinces its general teaching of the Literæ Humaniores to be absolutely unsurpassed—its training in exact Scholarship to stand within the first rank, and its practice of composition not to disentitle it to a very honourable position amongst Public Schools.

XXII. Mathematical School.

Mathematical Masters—their Number and Qualifications.

Arithmetic became a part of the instruction given at Rugby in the year 1780.

The method of providing Mathematical Masters for the School has varied greatly during the course of the present century. In the decennial period between 1820 and 1830, two Masters, neither of whom had taken degrees in either University, taught the whole School, containing for most of the time less than 200 boys. These gentlemen were not invested with any authority entitling them to respect out of School, and were entrusted with very limited powers to maintain order or exact attention in it. The progress of the boys was almost unnoticed by the Head Master or tutors. The hours spent in the writing School therefore were too often hours of idleness and confusion with

* Perhaps it may be said with an approximation to truth, that out of all the men whom Rugby has sent to Oxford in the last 10 years; about 1 in 4 has gained some open College Scholarship; nearly 1 in 5 has taken a first class in moderations; 1 in 9 has taken a first class in the final Schools; 1 in 60 has gained the Hertford Scholarship; 1 in 60 has gained the Ireland Scholarship; 1 in 95 has carried off the Latin verse; 1 in 95 the Historical Essay, founded in Arnold's honour; 1 in 190 has gained the English verse prize; not one has followed Arnold's example in carrying off the Chancellor's prize for the best English Essay.

many boys, and must have been, therefore, also hours of disappointment or of *nonchalance* with those appointed to teach them. Mathematical School.

Dr. Arnold, soon after his accession, placed the teaching of the higher branches of arithmetic and mathematics in the hands of his Classical Masters, *all* of whom, we are informed, taught classics and mathematics. Soon after Dr. Arnold's death, in 1842, his successor, Dr. Tait, gradually altered the system, by appointing within the next five years (during which the School rose to 491) two efficient Mathematical Masters for the whole School, whose time was devoted to the subject. At the present time there are two Mathematical Masters, both of whom are distinguished graduates of Cambridge, and have no other duties than that of instructing the Upper and Middle Schools, while a writing Master and his assistant teach mathematics and arithmetic in the Lower School. There is also a third Mathematical Master (Senior Wrangler of the year 1859), who, although teacher of natural philosophy also, gives as much as three hours and a half in each week day on an average to mathematical instruction alone. One of the Classical Assistant Masters, too, teaches mathematics for about seven hours in the week, and the Head Master gives some assistance to his own form in this subject.* Answers II. 10. Table B. Mathematical School.

XXIII. Arrangement of Mathematical School.

The arrangement of the Mathematical School is partly dependent upon the arrangement of the Classical School. The four main subdivisions of the Mathematical School have the same names, and contain the same boys as do the corresponding portions of the Classical School. Answers III. 9.

That is to say,—

1. Sixth Form.
2. Upper School.
3. First and Second Upper Middle Schools.
4. Third Upper Middle and Lower Middle Schools.
5. Lower School.

So far the places of the boys in the Mathematical School depend upon their places in the Classical School.

Each, however, of these sub-schools is again subdivided into classes called sets, (numbered first, second, third, and so forth) which do not respectively correspond either as to the number or the order of the boys contained in each of them with the divisions or classes of the Classical School. For instance, at the present time the boys in the highest and smallest classical division of the Upper School, called the Twenty, are scattered through no less than five of the seven Mathematical sets in the Upper School. On the other hand, boys in the lowest classical division of the Upper School are dispersed through all the Mathematical sets of the Upper School. Table B. Mathematical School.

The number of sets in each Mathematical School is not absolutely fixed, but to a certain degree depends on the aptitude of the boys at any given time to be classified and taught in more or fewer groups. At present the Sixth Form is divided into four, the Upper School into seven, the first and second Upper Middle School into seven, the third Upper and Lower Middle into four; the Lower School into five; so that the Mathematical School consists of seventeen sets, answering to but not absolutely corresponding with, the classes of the Classical School. Evidence, Dr. Temple, 628, 637.

XXIV. General Arrangement of the Teaching in the Mathematical School.

The Lower School is taught arithmetic by the Writing Master or his assistant. The four lower sets out of five in the Lower Middle School take two hours instruction from the Mathematical Master and two hours from the Writing Master; but on reaching the fifth and highest set of the Lower Middle School boys pass into the hands of the Mathematical Masters exclusively. The principles of arithmetic, however, are taught by these Masters throughout the School directly in the lower sets, indirectly by means of examination papers in the higher. Evidence, Mr. Mayor, 1310–1347.

Each boy in the School on the average passes three hours a week in the Mathematical Classes.

XXV. Private Tuition in Mathematics.

Those who want to cultivate this branch of knowledge to a higher degree than their opportunities in class will allow them, take private tuition in it. If it be found Answers II. 18.

* *See* Mathematical Table B.

Mathematical School.

necessary for the purpose of giving time but not otherwise, boys are allowed to drop some of the work with their Classical Tutor, and when above the Fifth Form to leave off all Latin versification with the consent of the Head Master, Form Master, and Tutor. In 1861 there appear to have been 106 boys learning mathematics by extra private tuition. The private tutor in mathematics gives three hours in the week to his pupil, who must also spend some additional time in preparation.

Table E.

XXVI. Inducements to Industry in the Mathematical School.

1. *Promotion in the Classical School.*

As each boy's promotion in the Classical School depends upon mathematical proficiency to the extent of twelve marks in the hundred reckoned for promotion, the desire to gain rank and the privileges attending it in the Classical School must be reckoned as giving a certain degree of impulse to the mathematical work of every boy in the School.

2. *Promotion in the Mathematical School.*

See School List, Christmas, 1861.

Also Answers III. 9.

As a separate list of the boys according to their order in the Mathematical School is published periodically, it may be fairly supposed that their promotion in the Mathematical School considered simply by itself must have also some effect in keeping up the industry of boys in this department. This promotion, however, is dependent in part upon the promotion in the Classical School, inasmuch as every boy, however backward and low he may be in the Sets of Mathematics, moves up into a superior part of the Mathematical School so soon as he has gained promotion into the corresponding part of the Classical School; and however high may be his position in the Mathematical Sets, he cannot advance into a higher part of the Mathematical School, until his promotion into the corresponding part of the Classical School permits it. But, on the other hand, not only does he move upward from set to set in every part of the Mathematical School while he remains there, according to his proficiency, but, so soon as he receives his classical promotion into a higher part of the School, he alights, so to say, in a higher or lower set in the corresponding part of the Mathematical School according to his mathematical attainments. Thus, while A is kept in the Upper School sets until he can reach the sixth form in Classics, yet so soon as he does so, he will find himself at once in the first and not in the last set of the Mathematical sixth form, if his mathematical attainments fit him for its teaching. Again, although B, an inferior Mathematician in the same Upper School, will be moved even from a lower mathematical set into the Upper School in mathematics so soon as he gains his classical promotion into the sixth, yet he will fall into the lowest set of that form.

3. *Distinctions and Prizes.*

Answers III. 12.

At every Christmas examination, all the forms are examined in Mathematics by the Mathematical Masters, and to those who chiefly distinguish themselves in each Classical division, first and second classes are awarded, each of which possesses half the power of the corresponding distinction in Classics towards procuring for its winner a prize of books. Twice in the year, also, that is, in April and November, a prize is offered to the competition of each main division of the Mathematical School for Mathematical examinations, the subjects of which are made known for some months before the contest takes place, in order to afford time for preparation. 19*l.* 19*s.* is annually given (chiefly at the expense of the Mathematical Masters) for this purpose.

School List, Christmas, 1861.

4. *Exhibitions.*

Mathematics form a part of the examination for the exhibitions.

XXVII. Immediate Results of the Teaching in the Mathematical School.

Evidence, Mr. Mayor.

1343. 1355.

It is considered by Mr. Mayor that boys come to Rugby from preparatory schools ill prepared in arithmetic, and that those who have passed through the Lower School have not employed time enough on it to gain a satisfactory knowledge.

By means of class teaching alone, an average boy on leaving Rugby will have gone through arithmetic, algebra to the end of the progressions and the first four books of Euclid.

By means of private tuition in Mathematics, a few boys are enabled to understand the Differential Calculus before quitting school.

Those who intend to compete at Woolwich are obliged to leave Rugby for special preparation. But the Woolwich standard is considered by Mr. Mayor as altogether above boys of 18 who have not studied in a special school for Mathematics. Modern Language School.

It is the general opinion of the Head Master that the study of Mathematics is at Rugby prosecuted with as much success as that of Classics, when the amount of time given to each is taken into account.

Rugby, during the last ten years, has sent to Cambridge 12 Wranglers, including two in the first 10, and three in the second 10; and to Oxford, five first class men in the final Mathematical Schools, and two senior Mathematical Scholarships; a list which places it in regard to Mathematical honours amongst the most successful Public Schools. Answers III. 20. List.

XXVIII. School of Modern Languages.

History of the School of Modern Languages and its Masters.

The modern languages have been taught at Rugby since the year 1800, when a salary of 30*l.* was given by the Trustees to a gentleman to teach French, gratuitously to the foundationers then twenty-seven in number, and for an extra charge to other boys whose parents might desire them to learn French. On the erection of new school buildings in 1808 a small room was devoted to this branch of instruction. This system seems to have continued with very slight changes for nearly thirty years, when Dr. Arnold arranged that each Classical Master should teach it to his form as a regular part of the curriculum compulsory on all at a charge of 1*l.* 17*s.* 10*d.** for every boy in his class. From the time of his death to the present moment the method he instituted has been gradually reverting into a much improved form of the old system.

His successor, Dr. Tait, first modified this arrangement by introducing a Teacher of Modern Languages to whom any Classical Master desirous of relief from this part of his duties might transfer them by paying the whole or part of the pecuniary consideration which he received for it. At the present time almost all the teaching is confided to two Modern Language Masters, each of whom teaches both French and German. The senior of these is an English gentleman educated at Rugby and Oxford, who by residence in France and Germany for five years of boyhood, acquired his first familiarity with the two languages. For some time he appears to have been the sole appointed teacher of Modern Languages, having been materially assisted by Mr. Arnold and Mr. Moberley, two of the Classical Masters. The necessity for this assistance has almost passed away, however, since the appointment, in the year 1859, of the Second Modern Language Master, a Prussian gentleman who received his education in Belgium. French is thus taught by two Masters with neither of whom it is his native language, but we have every reason to believe that the pronunciation and all other parts of the subject are well taught One teacher at least understands the temper of English boyhood. Both have undergone the discipline of a Classical education, and can enter into the difficulty of adapting foreign muscles to the articulation of French words, and foreign minds prejudiced, so to speak, by their native idioms, to the peculiar constructions and phrases of the French language. The Assistant Masters teaching French are invested with all the authority of Classical Assistants both in and out of school. Evidence, Dr. Temple.

Dr. Arnold's motives for his arrangement appear to have been two, the first, the wish completely to incorporate the instruction in French with the curriculum of class teaching; the second, the desire to give this instruction without that risk to the discipline of the School which would be involved, as he thought, in the committal of the department to Foreign Masters. In this arrangement he distinctly limited his prospect to the acquisition of Foreign Languages as dead languages during the stay of boys at school, believing that no method of instruction whatsoever would communicate the power of speaking them fluently, or pronouncing them well, and that, as a basis on which to raise these accomplishments subsequently, his own plan was the "least bad." To exact from the accomplished Classical Masters of the year 1836, selected without reference to knowledge of French, the duty of giving grammatical instruction in a language, for the correct teaching of which the Grammaire des Grammaires is not a superfluous instrument, was perhaps the requirement of a man ready to do wonders himself, and sanguine in his expectations from the zeal and versatility of others. The plan may be regarded as a failure, but that decides nothing as to the propriety of teaching a foreign language by Classical Masters. This, in fact, resolves itself into the different question whether it would be expedient to require from candidates for Classical Masterships the knowledge and skill Letter to Lord Denbigh, Stanley's Life of Arnold.

* This is the sum apportionable to Modern Languages out of the total sum of 5*l.* 13*s.* 6*d.*, of which an account will be given hereafter.

Modern Language School.

requisite to teach a Foreign Language. Dr. Temple thinks that it would not, mainly for the reason that it would very inconveniently narrow his area for the selection of assistants.

XXIX. Arrangement of Modern Language School.

Answers III. 9.

The Foreign Language School at Rugby is arranged upon the same principle as the Mathematical School, and consists in a series of divisions identical with those of the Classical School, each of which is again broken up into a series of sets in which boys are arranged according to proficiency. These sets, less numerous than the Mathematical, amount to nineteen, thus throwing the whole School into somewhat larger classes. The actual arrangement of the boys in the sets of this School more closely corresponds with their position in the Classical School than does their arrangement in the sets of the Mathematical School, although there is the same freedom of movement and promotion in both; a fact which indicates a greater degree of correspondence between the aptitude of boys to learn modern languages and that to learn classics, than between their aptitude for either of these studies and their aptitude for mathematics.

Places are taken in these classes for correctness of pronunciation, as well as for correctness of knowledge.

XXX. Subjects taught in the Modern Language School.

Every boy at Rugby learns two Modern Languages without extra payment, unless his parents choose that he should substitute for these the study of Natural Philosophy.

Evidence, Dr. Temple, 648.

On the first introduction of the second Modern Language into the school course, boys were taught French only up to the top of the Middle School, and German only throughout the Upper School. Experience, however, convinced the present Head Master that such a plan tended to obliterate most of the knowledge of French which they had gained without effectively conveying much knowledge of German. Boys now commence the study of French so soon as they are admitted into the School, and add the study of German so soon as they have made sufficient progress in French.

Table B. Modern Languages School, Rugby. Evidence, Mr. Bowden Smith, and Mr. Vecqueray.

French and German are taught in all the sets of the Sixth Form and Upper School, and in the higher sets of the Middle and Lower Schools; French only in the lower sets of both. At the present time there are only 27 boys in the Lower School who do not learn German as well as French. These last read a primary French grammar and Gasc's First French Book. The highest sets in the Sixth Form read Göthe's Travels, and Voltaire's Plays, and write exercises both in French and German. French works are occasionally read in the Classical School, when the subjects falling within the range of Classical studies are best treated in some French author. Tocqueville's America has been recently read in the Sixth Form as a part of the historical class-work.

XXXI. Time spent in the Classes of the Modern Language School.

The work done in class amounts to two hours per week, exclusive of preparation throughout the School. The present Masters concur both in desiring a third hour, and in confessing at the same time their inability to perceive how it can be spared from other studies.

XXXII. Private Tuition in Modern Languages.

Table E. Note of Modern Language Master.

Those boys who are so backward as to be below the teaching given to others having the same position in the Classical School, are required to take private tuition. It would appear that about twenty may be reckoned as the number of such pupils during one half year. Those whose parents desire them on any account to take a greater amount of instruction than that given in the classes are permitted to do this, and this extra

Answers III. 18.

instruction, for which a fee at the rate of 6*l.* 6*s.* per annum is paid, is if necessary facilitated by exemption from tutorial work and classical versification.

XXXIII. Conversation Classes.

Evidence, Mr. Vecqueray, 1432–1445.

Since the appointment of a second Language Master, classes for holding conversation have been instituted for the benefit of the more advanced boys. To these only boys who have reached the first set in the Upper School group, or taken private tuition, are admitted, and they only, at the discretion of the Master. The Sixth Form may claim admission to them by right. No fee is paid, the lesson being regarded as the privilege of those who are proficients. At first this work consisted in actual conversations. But the embarrassment

which attends attempts to do in public that which would with difficulty be done at all, stood in the way of progress; and the lessons have of late assumed a different character. Foreign books are read off without translation of any but the most difficult phrases; English passages are read off into French, and grammars written for French Schools are mastered, and all that passes between master and boy is spoken in French. Two hours in the week are given to this. The time not being allowed for in the School arrangements is in fact abstracted from games and amusements; were it otherwise, the number of pupils, which now does not exceed eight, would, in the opinion of the Master, be eight times eight. MODERN LANGUAGE SCHOOL.

The "conversation class" has practically settled down into the highest form of instruction of which the boys are capable, who are not quite ripe for instruction by conversing.

XXXIV. Encouragement to the Study of Modern Languages.

1. *Promotion, Classes, and Prizes.*

The most regular and constant stimulant given to the study of Modern Languages is the weight which they have in affecting promotion in the Classical School, where eight out of each hundred marks reckoned for promotion are obtained by Modern Languages, in accordance with the principle that the same encouragement by promotion should be given to every lesson in every subject taught in the School. As the boys are also promoted within each division of the School of Modern Languages solely according to proficiency, this must produce some degree of competition. The limits which are set to the freedom of this promotion are identical with those established in the Mathematical School. The School List, too, of boys in each part of the Classical School, numbered in their order of merit as modern linguists, is published. The same arrangements are made as to the bestowal of classes and prizes for Modern Languages at the Christmas examination as we have already described in reference to Mathematics. Answers II. 9. Evidence, Dr. Temple, 689–690. School List, Christmas, 1861. Answers III. 12.

Three prizes, two of the value of 3*l.* 3*s.* each for the Upper School and one of the value of 3*l.* 3*s.* for the Lower School, are annually given by the Head Master and Senior Assistant Master, for general proficiency in Modern Languages.

Three prizes, two of the value of 2*l.* 2*s.* and one of the value of 1*l.* 1*s.* are in the course of institution for the competition of the Upper and Middle schools twice in each year. They are offered for the most accurate knowledge of the French and German grammars by the two Assistant Masters. School List, Christmas, 1861.

2. *Exhibitions.*

Modern Languages have also a certain weight at the examinations for the Exhibitions. But classical examiners set the papers, and as a general impression prevails that these tell very slightly on the result, this formal admission to partnership in the chief emoluments given by the School can tell but slightly on the study. Evidence, Mr. Bowden Smith, and Mr. Vecqueray, 14,978.

XXXV. Immediate Results of the Teaching of Modern Languages.

The study of Modern Languages is not in either University tested by examination at the degree or any earlier period of the student's career, otherwise than by Scholarships given out of the funds of the Taylor Institution, none of which appear as yet to have been won by Rugbeans. The teaching of Public Schools is not therefore submitted to the same criterion in this as in other branches of instruction. The only candidate who proceeded direct from Rugby to the competition at Woolwich, passed successfully in French; all the candidates for direct commissions from Rugby but one, also succeeded in the examination in French. One succeeded also in German as well as in French. In French, as might be expected, greater progress is made than in German, because the latter is commenced later and is certainly more difficult. Although, however, boys at Rugby rarely attain the art of speaking either French or German with facility, it lies within the knowledge of one of the Masters much interested in this subject that boys who learned French and German entirely at Rugby could read and speak fluently after a few weeks residence abroad. The facility gained even in reading is not very considerable, for although some in the highest form would prefer often to take a historical lesson in a book like Tocqueville, (if they had good opportunity of preparing it), to any other form of receiving the same instruction, scarcely any could take up a French newspaper and read it with pleasure. It is not the practice of the better Classical Scholars in the School to make use of commentaries written by famous German critics in their own language. Evidence, Mr. Vecqueray, 1455. Mr. Arnold, 1202.

Natural Philosophy School.

XXXVI. Natural Philosophy School.

Natural Philosophy became a subject of instruction at Rugby in the year 1849, just at the period when the University of Oxford, while remodelling and expanding its system of instruction, established a School of Physical Science in which examinations for a degree were held, and three scales of honour were awarded to meritorious candidates. To Dr. Tait is due the credit of supporting at Rugby this movement of the Universities, by providing, for the benefit of any boy whose parents might wish him to learn Natural Philosophy, a tutor exclusively devoted to that branch of learning. During the Head Mastership of Dr. Goulburn this office became attached to one of the then existing Classical Masterships, and is now assigned to one of the Mathematical Masters. In the year 1859 the Trustees of the School with exemplary liberality built a Physical Science Lecture Room and Laboratory, and partially furnished both, at the cost of more than 1,000*l.* withdrawn from the capital belonging to the School. Those on the Foundation receive this instruction without payment, and no fee is paid for them by the Trustees, on the ground that their outlay in building a lecture room and laboratory and partially furnishing them entitles them to take credit for the fees of Foundationers without actual payment.

Answers III. 11.

Boys in general are not admitted to Lectures in Natural Philosophy until they reach the Middle School. The present Teacher has established this practice in the belief that boys before the age at which they commonly reach that point in the School are not well qualified for it. Nor are boys in any part of the School compelled to learn it. It is, in fact, regarded as a substitute for Modern Languages, to which parents may have recourse if they think fit. This alternative, too, is encumbered with the condition that an extra fee of 6*l.* 6*s.* per annum, not required for the teaching of Modern Languages, must be paid for instruction in Physical Science. It is formally permissible, however, to learn both Modern Languages and Physical Science, and some boys at the present moment actually take instruction in both, but the practice is discouraged, probably as being supposed to distract the mind with too many pursuits.

Evidence, Mr. Wilson, 1364.

XXXVII. Arrangement of the School of Natural Philosophy.

In analogy with the organization of the Schools of Mathematics and Modern Languages the main divisions of the School of Natural Philosophy correspond with those of the Classical School. The sub-schools, however, in this department are few and comprehensive, being only two in number, one of which embraces the Sixth Form and whole Upper School, the other the whole Middle School. Again, they are not subdivided into sets or classes as are the sub-schools in Mathematics and Modern Languages. Each division or sub-school is taught together in one class, in which the boys are arranged in order corresponding with their divisions or classes in the Classical School. The single class of the Sixth and Upper School division contains 29 boys; that of the Middle School contains 12, inclusive of a single boy from the Lower School, whose age and general intelligence seemed to qualify him for the study. It has been the practice of the Lecturer, instead of forming his pupils into smaller classes for class instruction, to draft off into the laboratory the most proficient without making any extra charge for it, while the rest are listening to lectures more suited to less advanced boys.

Table B. Natural Philosophy.

Mr. J. M. Wilson, 1377.

XXXVIII. Subjects and Method of Natural Philosophy Teaching in Class.

The instruction given in this School during twelve months ended July 1861 consisted entirely of subjects formerly comprehended under the name of chemistry, *i.e.* chemistry and electricity. Lectures, following the arrangement and explaining the details of some approved text book, such as "Fownes' Chemistry," are given twice in the week to each class. They are illustrated by experiments and diagrams, and brought home to individual boys by questions put to test their understanding of the lecture. Notes taken at the time of the lecture are subsequently expanded into reports drawn up by the boys out of school, and containing sketches of the apparatus. These are shown up once in a fortnight at least, and are then corrected by the Lecturer, as a classical exercise might be by a tutor. At the close of every seventh lecture a paper of questions is set on the matter of that and the six previous lectures.

Note to Table B. Natural Philosophy.

Note to Table B. Natural Philosophy.

XXXIX. Number of Hours spent in Natural Philosophy Classes.

The hours spent by each boy in class are two in the week beside the work already described, which may be termed rather digestion of what has been, than preparation of what is to be taught.

Table B. Natural Philosophy.

XL. Private Tuition in Natural Philosophy.

Natural Philosophy School.

Every boy learning Physical Science in class may become also, if his parents wish it, a private pupil, or Laboratory pupil. If he is a Foundationer this costs him nothing; if a Non-foundationer, an extra fee of five guineas, beside that paid for class instruction, is taken. This payment seems rather to confer the privilege of using the laboratory at all hours than to involve any very definite kind or amount of extra instruction. The number of such private pupils seems to vary greatly and suddenly at different seasons. It amounted to two only between October and Christmas 1860, and to eight between Christmas and June 1861.

XLI. Encouragements to the Study of Natural Philosophy.

1. *Promotion.*

Promotion in the Classical School is affected by the examination in Physical Science in the ratio of eight to a hundred marks given in all subjects.

2. *Promotion in Natural Philosophy School.*

It appears possible for boys to gain and lose places in the two Natural Philosophy classes, yet this movement is so restricted in extent, and is so sluggish, that a very marked effect on the industry of the boys can hardly be ascribed to it.

Table B. Natural Philosophy.

3. *Distinctions and Prizes.*

To boys who distinguish themselves in the Natural Philosophy branch of the Christmas examination in any form, either a first or second class is awarded; the value of which, in contributing to a prize, is equal to the same grade of honour in any other branch except that of pure Classical Scholarship. Seven first classes and four second classes were awarded at the Christmas examination of 1861.

A prize for Practical Chemistry is given annually by the Assistant Master in this School to the best analyst in the Rugby Laboratory. He also gives a prize to all boys who, in his papers of questions, gain 75 per cent. of the maximum number of marks. A handsome prize of 10*l.* for Natural Science formerly established has recently been abolished.

School List, Christmas, 1861.

Evidence, Mr. Wilson, 1385.

4. *Exhibitions.*

Natural Philosophy forms one of the subjects for examination for the Exhibitions. The Classical examiners are responsible for this part of the examination, but are at liberty to obtain assistance in setting papers, and appreciating the work if they think it necessary. Occasionally they avail themselves of this. An Assistant Master of a well known school in the neighbourhood on a late occasion did the work and reported upon the general proficiency of all the boys under examination.

Evidence, Dr. Temple, 731–737.

Mr. Wilson, 1412.

XLII. Immediate Results of the Teaching in Natural Philosophy.

One first class has been obtained by a Rugbean in the Physical Science School at Oxford in the last ten years, and one first class in the Natural Science Tripos at Cambridge, and one first "Honours" in Experimental Science at Dublin. No first class at Oxford has been obtained within the last seven years. The Examiner at the last examination for Exhibitions reported the examinees as fairly well up in the Chemistry of the non-metallic elements.

List of Oxford Honours, Answers III. 20.

Evidence, Mr. Wilson, 1412.

Out of five candidates for direct commissions from Rugby four offered themselves for examination in the natural and experimental sciences, and of these, three failed in them, and one succeeded. The single candidate for Woolwich did not take them up.

It is impossible to feel that the immediate results are as yet quite proportionate to the place which is now formally given to the study in the arrangement of the School, and to the expenditure which the Trustees have devoted to it.

XLIII. Drawing and Music.

Boys may learn drawing, for which all except Foundationers pay an extra fee of 4*l.* 4*s.* per annum. Foundationers are compounded for by a salary of 20*l.* per annum, paid by the Trustees. In order to secure the services of a thoroughly efficient teacher, a Drawing Master, resident in London, has been selected to teach the School; he pays visits to Rugby for the purpose of giving instruction. In 1860 he had 49 pupils. For

DRAWING AND MUSIC.

Answers III. 22. Dr. Temple, Evidence, 867.

the purpose of encouraging the study, not only are first and second classes awarded in this art at the Christmas examination, and prizes given to the best performances, but so much weight is allowed to it in promotion, that a promising draughtsman may win three or four places in the course of the year by his skill. The Head Master and the Drawing Master together conduct these trials.

Out of five candidates for direct commissions from Rugby three succeeded and two failed in drawing.

Music is also taught, as an extra, for 4*l.* 4*s.* per annum. The Trustees do not pay this fee for Foundationers. The instruction is usually conveyed by singing lessons; but instrumental music can be cultivated. No less than 42 boys were learning in 1860.

It is satisfactory to observe that even so many as 91 out of 463 boys should at the present time be devoting some of their leisure to the practical cultivation of Art. We do not doubt that a more general practice of the art of Drawing will be found not only to harmonize both with the classical and scientific elements of the education at Rugby, but further to develope the faculties which are requisite for a perfect appreciation of the Greek poets, and are favourable to a precise realization and rendering of the Greek authors in general.

Dr. Kennedy, Shrewsbury Evidence.

The part already taken by the School in the musical portions of the Church service in chapel, indicates that the instruction is effective as well as popular, and gives promise, that, if more generally cultivated, it would be made use of to express the highest feelings of the purest moments passed at School.

XLIV. TOTAL TIME OF WORK.

The time of a boy at Rugby School, thus allotted in the compulsory school work to attendance before his teachers in each week, amounts on an average to,—

Classical	about 17	Including private tuition.
Mathematics	3	Exclusive of private tuition, which is variable.
Modern Languages	2	
Total	22	

In order to estimate fairly the amount of actual occupation in these branches, there must be added time for preparation of ordinary lessons, and time for composition, consisting ordinarily of three exercises in the week, beside compositions written expressly for the tutor. The habits and abilities of different boys will of course so seriously affect the amount of time expended in this manner, that no perfect account can be given of it in a school in which the great bulk of the work is prepared privately, when and how a boy may choose. Dr. Temple is of opinion, however, that on no day in the week need a boy work altogether more than between eight and nine hours; that his work usually amounts to much less; while on half holidays, of which there are three in every week, a boy has much time at his disposal. A distinguished Rugby scholar considers eight hours the time given on a busy day by a studious boy to his studies.

See Table E, *passim*.

Mr. Lee Warner, 1835.

XLV. RUGBY EDUCATION AND THE ARMY.

Of six candidates for direct commissions who underwent the necessary examination without any intermediate instruction in any other place, five succeeded and one failed. Of 21 candidates who had received intermediate instruction after quitting Rugby, 17 succeeded, 4 failed.

One Rugby candidate only has offered himself at Sandhurst, and he with success, after intermediate preparation.

At Woolwich only one candidate direct from Rugby has offered himself for the competition, and he without success. Out of 20 Rugbeans who competed after intermediate preparation, six succeeded and 14 failed.

XLVI. PHYSICAL EDUCATION.

Games.

Answers III. 36.

There is contiguous to the School a good "school close" of more than thirteen acres of grass on a light soil. It is open on three sides, and contains a gymnastic ground, good racquet courts; and close to one side of it is a good cold bath of spring water, which has for many years been devoted to the boys.

The management of the school close, and the regulation of all games, are committed to an assembly called the "big side levee," consisting of all the boys in the upper school

led by the Sixth. This assembly imposes the taxes to be paid by all for the support of these amusements, subject to the condition of its members paying twice the amount levied on the Middle and Lower School, and of the taxes being approved by the Head Master. PHYSICAL TRAINING. Evidence, Dr. Temple, 969.

The games in vogue at Rugby as at other public schools are football, cricket, and racquets. The studious boys join in these heartily. Football is played with great spirit. Those who have won their way into the Sixth make a point of sustaining the honour of their form in a match with the Fifth, a much larger form; and the head of the School being *ex officio* head of football must always be in the game. At cricket too they are often able to play against the rest of the School. Any influence, therefore, which happens to arise from prowess in these games, falling as it does to the lot of those who are already distinguished in school work, cannot raise any rival authority to that given by intellectual proficiency. The Sixth and upper boys however do not monopolize the school close by "the big side" at football. On all the half holidays in winter, with the exception of four, the lower boys play their own matches, sometimes to the number of three or four at a time, while the great game is going on on the main part of the ground. A great cricketer at Rugby would play a "big side" for three days in the week for three hours, and about two hours on the other days. Evidence, Mr. Lee Warner, 1954. Dr. Temple, 988–990.

Rugby being in the centre of a fine hunting country has long had its amusement called "hounds" and its "runs." Many years ago some of the Sixth form boys carried hunting whips and wore red coats, and, though acting with great consideration to the smaller boys, carried on this mimicry with such spirit as to produce serious illness on some occasions by the exertion. This caused the suppression of the game once at least for some years. At the present time the runs are limited, and for the longest of these (about twelve miles in length) only those who have a doctor's certificate can enter. The usual run is five or six miles.

At a short distance from the town of Rugby, and separated from it by a few fields, flows the river Avon, which, though at this point not very distant from its source, and still inconsiderable in size, offers good bathing places. Two of these are devoted to the boys of the School. To one, where the water is shallow, the smaller boys, and those who cannot swim, are compelled to resort, under the care of bathing men, who attend to prevent accidents, and are paid by a small charge on the parents of all. When boys have learned to swim they are "promoted" to deep water. At a point where the stream called the Swift (into which Wycliff's ashes are said to have been cast at Lutterworth) joins the Avon, and deepens as well as widens its bed, the swimmers have full opportunity of perfecting themselves in this art, the possession of which is almost universal in the highest forms of the School.

There is a rifle corps at Rugby School, containing 93 boys, and at the time of our visit there were 16 or 17 more who went through the preparatory drill, being as yet under the requisite age. No one is compelled to join, and the rules concerning attendance are settled by the boys themselves. In the year 1861 Rugby carried off the Ashburton Shield at Wimbledon in the face of a good competition amongst public schools, and they have maintained the second place in the same contest in both the years which have intervened between that year and the present time. The precision and smartness with which they went through their drill on the day of our visit shows that their skill in shooting had not been bought by a sacrifice of the more athletic exercises connected with the use of the rifle.

Once in the year matches in various athletic exercises are decided. The prizes are supplied by subscriptions amongst the boys, and are not won without assiduous practice.

XLVII. LODGING.

Boarding Houses.

The 396 boys who in the year 1861 were boarded at School, were distributed through eight boarding-houses, inclusive of the School-house, which forms a part of the block of School-buildings, and is kept by the Head Master. This house was designed, and for some time made use of, for the reception of 50 boys, but by means of repeated additions within the last 40 years, which have not increased the lightness or symmetry of the edifice, has been made to contain 73 boys; it is by much the largest boarding-house in the School.

The remaining seven boarding-houses, all now kept by Assistant Masters, contain on an average 46 boys each; the largest holding 50, and the smallest 42 boarders. In these are provided dormitories of various sizes, in which a commensurate number of boys sleep, amounting to sixteen in the most capacious bedroom of all, and to two in the smallest.

Lodging. Separate from his bedroom each boy has a study, which, while in the Lower or Middle School, he is liable to share with one or (in exceptional cases) with two other boys, but of which, on entering the Upper School, he becomes sole occupant. Brothers are always put together; others are associated at the discretion of the boarding-house Master, who takes into consideration their place in the School, age, and character, and also humours the wishes of the boys, as much as is practicable, in their choice of companions. The usual size of a study is seven feet square. In each study in a boarding-house a small fire is kept. The studies of the School-house, which for many years, not being artificially warmed in any way, were apt to become comfortless cells in the cold winter months, are now warmed with hot air, which serves the purpose fairly well. Boys in the Middle and Upper Schools prepare their lessons in their studies. Those below the Middle School learn them commonly in School, and in the presence of a Master. Each boy provides his own study furniture, usually by taking that which he finds in the study from the last tenant at a valuation, on which the boarding-house Master keeps a check.

XLVIII. Diet.

At half-past eight in summer, and half-past seven in winter, that is before first lesson in the latter case, and after it in the former, a simple breakfast is taken. At half-past one, all the year round, is served dinner, consisting of butcher's meat and vegetables, preceded sometimes by soup, never by fish, and never exchanged for poultry—a judicious arrangement where animal food is given only once a day. Tea follows dinner within a few hours; and at half-past eight is served a supper of bread and cheese.

The arrangements would perhaps be nearer to perfection if the chief meal in the day at Rugby followed at proper distance, instead of preceding, the hours devoted to the strongest bodily exercise. But the course which is most eligible in one point of view may possibly be objectionable in others.

As the charge for board at Rugby is moderate, so is the dietary simple. It certainly does not incline too much to a high scale; yet, aided by a brisk country air, it seems sufficient not only to support a studious life, but also one in which athletic exercise at cricket, racquets, "hounds," and football in its most combative form, is constantly taken.

XLIX. Hours, Days of Rest, and Holidays.

The hours of rest or recreation during the half year vary with the character of the day, of which there are four kinds, whole school days, half holidays, Sundays, and days out.

All the boys are at all seasons expected to go to bed at 10, except the Sixth Form, who are sometimes allowed to sit up till 12, a practice of doubtful expediency, in which, however, we have no reason to think that they are unduly indulged. For nine weeks in the mid-winter season they are expected to rise at 7, to take their breakfast before exposure or exertion at half-past 7, and to present themselves in school at 8. During the rest of the year they get up at half-past 6, are in school at 7, and work for an hour and a half before breakfast. See Table D. There are three whole school-days usually in the week. Of the four-and-a-half or five school hours on a whole school day, three occur before the dinner hour (half-past one), and one hour and a half after it. Never more than two school lessons occur close together. The break of an hour and a half is always given between dinner and the next school lesson. A similar interval occurs between the last school lesson before dinner and that meal. These arrangements are not injudicious, but the necessity (if such exists) which compels the tutors to add another hour of work by tutorial lessons Table E. between half-past 11 and half-past 1, greatly diminishes the last of these intervals, and sometimes crowds the exertion of a whole school day's work somewhat heavily into the earlier hours. Answers III. 33. There are three half-holidays usually in the week; every third week there is a fourth. The school lessons are fewer on such days, there being none after dinner. But a composition exercise generally claims some of the vacant hours, and private tuition in classics or mathematics often occupies a part of the afternoon.

Answers III. 33–32. There are no whole holidays, but once in the half-year boys are allowed, on the request of parents, to leave for two days and a half, and of this permission one-third of the boys avail themselves. On Sunday one hour is spent in School over a lesson of Divinity.

Ibid. Dr. Temple. Evidence, 1004. The holidays occur twice in the year, at Christmas and Midsummer. This arrangement for two instead of three holidays in the year is traditional at Rugby, and is besides preferred by Dr. Temple as the best economy of time, gained, as he thinks, without any undue tax on the health of Masters or boys. Boys have a holiday task in History to prepare during their vacations, such as amounts to no more than a reasonable pastime. But preparation for the Rugby Scholarships is also thrown by present arrangements necessarily and designedly into the holidays. This is a serious encroachment, we think, of study upon

the domain which belongs naturally to the cultivation of health of body and mind. If the examination for this could be deferred for some weeks after the close of the vacation, the change would in this point of view be beneficial. Discipline.

L. Discipline.—Discipline by Masters.

The discipline of the School is administered in part by the Head Master alone, in part by the Assistant Masters, in part by the boys themselves.

The Head Master only awards the severest punishments, expulsion and removal. He also alone inflicts flogging. Answers III. 25.

Removal is an act of the parent, required by the Head Master on account of the boy's misbehaviour. Expulsion is the decree of the master pronounced in the boy's presence, and is applied to the worst offences of the bigger boys. Recourse is had to it not oftener on the average than once in the year. Evidence, 926, 927.

A flogging is given for serious offences of an immoral character, such as lying, bad language, or persistence in any misconduct. The Sixth Form is exempt from it by law, the Fifth by the courtesy of the School; grown-up boys in general are punished in some other manner. It rarely occurs so often as eight times in the year. Evidence, Dr. Temple, 923.

The Assistant Masters enforce the discipline of the School usually by reporting to the Head Master cases which they think sufficiently serious to call for his animadversion, or by giving impositions to write out, or learn by heart, both of which are equally common. These are traditional punishments in the School. Two yet remain to be mentioned of more recent introduction, and more limited in their application. Boys in the lower school are sometimes locked up in solitary confinement for an hour or two in one of the school-rooms, particularly if they have neglected work on which during that confinement they can occupy their minds. A caning may also be inflicted on the hand of boys in the lower and middle school to the extent of half-a-dozen blows for gross and frequent inattention to school work by the Master who hears the class. This does not occur more than five or six times in the course of the half year. Although in the earlier part of this century, when caning was practised in private schools, it would have surprised and perplexed a Rugby boy to receive any corporal chastisement other than that of the rod wielded by the Master formally appointed to execute the law upon culprits, yet caning is said to work well, and there is no reason to think that stupid boys are exposed to ebullitions of impatience. Answers III. 25. Evidence, 908–911. Answers and Evidence, Dr. Temple, 901. Dr. Temple, 933.

LI. Discipline by Boys.

1. *Monitorial Power.*

The discipline of the School, however, is not administered by the Masters only. Discipline at the time when it is most needed, that is, out of school hours, appears to be administered chiefly by the Sixth Form, or as they have always been called at Rugby "Præpostors."

This system, as the peculiarity of the name, "Præpostor," in part testifies, is of ancient date in Rugby School. Dr. Arnold supported it, and endeavoured to give to it a somewhat more religious and less traditional and boyish tone. But in the time of Dr. Wool, predecessor of Dr. Arnold, who had been educated in the College at Winchester, it was fully developed, and on the whole exercised beneficially in maintaining discipline, and most beneficially in repressing tyranny. The latter evil was more frequent and formidable in those days, when the disinclination to subject boys to the disgrace of removal from public schools left within them many whose idleness, hardness of character, advanced age, and loss of hope and good name in the School, often combined to make them "bullies." As such are more rarely to be found in schools now, the power of the Præpostors at Rugby has little exercise in this direction; but they enforce obedience to all school rules, and put down ill practices of any kind, such as the frequenting of public-houses, turbulent conduct, drinking or smoking. For these purposes they are armed with power to set impositions to boys in all forms below the Sixth, inclusive even of the Twenty, and to inflict personal chastisement on any boy below the Fifth by not more than five or six strokes of a stick or cane applied to the shoulders. As the use of the fist is forbidden, they commonly carry canes when they are on duty at "calling over," which they use on such occasions in the Master's presence and on the spot. In the cases where the rarer punishment of "licking" is resorted to, it is inflicted in private, or before the Sixth, or, for the worst kind of offences, before the whole boarding house; nor will any degree of age or size on the part of a junior warrant him in personally resisting such chastisement. The use of it, however, is held in check Evidence, Mr. Lee Warner, 152. Evidence, Dr. Temple, 947–964. Evidence, Mr. Lee Warner, 1512–1564.

Discipline.

by the right of appeal both to the Sixth Form and Head Master, which, as soon as made, arrests a Præpostor's hand. Such appeals are rare, but they occur occasionally, and in the case of appeal to the Sixth Form no less than in that to the Head Master, abuse of power finds, as we are informed, no support. It has been observed that the reversal of the judgment of the Sixth Form by the Head Master has not been known to occur. Although the powers of the Sixth Form are large, yet there are offences with which a Sixth Form boy would not feel competent to deal, but which he would immediately report to the Head Master. The Sixth Form, although strictly charged with superintendence of the forms below itself, is also a check upon the members of its own body, and the same offence for which a Sixth Form boy would punish a lower boy, he would report if committed by a colleague to the whole Sixth Form, on which the Sixth Form, as a body, would request the Head Master to degrade or remove him. This extends even to smoking.

Mr. Lee Warner, 1546, Mr. Sidgwick.

We are of opinion that the monitorial power, if permitted to exist at all, could scarcely be guarded from excess or abuse with greater care than it is at Rugby. The greatest evil which is supposed to result from its exercise is its occasional effect upon the character of the boys who possess it. This, however, according to Dr. Temple, amounts only to a temporary self-importance of manner which soon disappears, and perhaps even the slight Pharisaism which monitorial authority has been observed by others to engender in characters not quite congenial with their position, may also lead sometimes to the gradual but real assumption of good habits.

Mr. Lee Warner, 1562, 1563.

2. *Fagging.*

A special instrument of discipline for all who go to school at any time before they can be placed in the Fifth Form is the *Fagging*. This consists in the duty of performing services for the Sixth Form, some of which are fixed and others occasional.

Answers III. 29.

Only the Sixth Form can exercise this power; the three divisions next below them, containing nearly 130 boys, are exempt from the service of being fagged, but are not admitted to the privilege of fagging. The fixed services consist in sweeping or dusting the studies of the Sixth, attending the call of the Sixth at supper for half an hour, and even of the Fifth Form at supper in some houses, making toast for breakfast and tea, and in attendance at games. At cricket a Sixth Form boy may call upon any fag to field for him, if he chooses to exercise a right which by custom is dying out. At football, all fags must attend; but they are no longer restricted to the cold and dispiriting task of goal-keeping, but may take such part in the game as the highest boys do. Even from this a medical certificate countersigned by the House Master and head boy in the house, give exemption. In the "runs," too, "hounds" and "brook leaping," they are compelled to take part, but under similar precautions, to ensure a fit state of body for the exertion. In fact, fagging at games seems almost to have resolved itself into a peculiar method of making physical education compulsory, in all cases in which there is no reason to apprehend evil effects upon the health from the compulsion. It has probably been a subject of consideration at Rugby whether the total abolition of fagging out at cricket would unnecessarily shorten the apprenticeship in the less exciting but not useless practice called "fielding."* The Sixth Form have the power to send boys on messages. In all these points the traditions of old days have been modified to the comfort of the younger boys.

Dr. Temple, Evidence, 977–987, 992.

LII. Religious Training.

Answers II. 1.

The regular work of the School conveys, as we have seen, much religious knowledge, which is also communicated by the Tutors to every boy during five or six weeks before his Confirmation, in extra lectures.

The religious services which the boys attend on Good Friday, Ascension Day, All Saints' Day, Ash Wednesday, and on "Lawrence Sheriff's day," are held in the Chapel of the School.

Before the year 1814 the boys resorted to the parish church for religious worship. In that year the Trustees obtained powers to build a Chapel, which was accordingly erected close to the School, and has since received several additions made for the purpose of increasing its capacity and improving its appearance. In it have been placed monuments to Head Masters, to Assistant Masters who died in the service of the School, and to boys who died at school, or afterwards in the field of battle.

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* The Harrow rule as to cricket fagging appears well calculated to preserve it from abuse without entirely abolishing it.

Soon after the building of the chapel a Chaplain was appointed, with a sufficient stipend; but Dr. Arnold, desirous of improving such an opportunity of moulding the character of Rugby boys, on the first vacancy applied for, and was appointed to, the office, for which he took no remuneration. In continuance of the same practice the Head Master still preaches once every Sunday. He also addresses the candidates for Confirmation there twice or thrice in the week on topics suggested by the Catechism; and whoever may volunteer to attend the chapel on the Saturday evenings before the administration of the Communion (which occurs three or four times in the half year) has the opportunity of hearing him. There are three services of moderate length in the chapel on Sunday, at which all must attend, *i.e.*, morning service without Litany, Communion service, and the evening service. The boys give the responses heartily, and join very effectively in the singing, as we know from personal observation.

Religious Training.

Stanley's Life of Arnold, vol. i.

Evidence, Dr. Temple, 869–892. Answers III. 24.

There is no daily service in the chapel. Dr. Temple informed us upon this point that he thought it possible that the religious feelings of the boys might be "outrun by daily "attendance," and thus be less prompt at the Sunday services. Prayers, however, are read each morning before all the boys assembled in the School, and at night in each boarding house.

The period of confirmation, including the time immediately before and afterwards, appears to be one at which the religious feelings, not only of those actually confirmed, but of the School generally, receives a very perceptible impulse. About this time there are sometimes as many as 250 communicants. As the attendance at the Communion is left to take its own course, no boy being questioned or remarked upon, so great a number indicates the presence of a strong religious feeling in the School, which subsides gradually, but perceptibly, until the rite of Confirmation is again administered.

On Sunday the boys in the upper part of the School rest from all serious intellectual exertion till the evening, and the day is passed in hearing a lecture, attending Church, walking in the country, and strolling about the School close.

LIII. Moral Tone of the School.

The moral and religious training of the boys at Rugby is considered by the masters as the end of a Rugby education paramount to all others. The tutors aim at this in their intercourse with their pupils, and the Sixth Form are looked up to by the younger boys, though still in the character of boys, yet as the guardians of the School's good name. These feelings having been fostered for years, have produced a sound and good public opinion, especially as to truthfulness and the kind treatment of each other. A Rugbean of a few years standing at Cambridge told us that he should have been glad in his days to see a more general disinclination to show up stolen passages in the School exercises, but Dr. Temple is of opinion now that deception of a Master by the use of a "key" would be disdained by an "upper School" boy. A general silence is studiously kept at the moment of private prayer; profane or obscene language is so far disapproved that a Sixth Form boy would, in a very bad case, report it to the Head Master. Smoking is generally condemned as affectation; drinking, as bravado.

Answers III 23.

Dr. Temple, Evidence, 916–921.

LIV. School Charges.

School Charges.

Having described the number and nature of the educational and other services which are rendered to every boy in the School at Rugby, we proceed to show in what way these are charged and paid for.

LV. Necessary Charges.

1.—*Charge for Board and Lodging.*

Every Non-foundationer or Foundationer admitted into a boarding-house is charged the fee of 2*l.* 2*s.* on his entrance and the annual sum of 52*l.* 10*s.* for lodging, board, and attendance. This sum seems to have been fixed twenty years ago by the Trustees in lieu of a smaller charge, which at the time when boarding-houses were not generally kept by Assistant Masters amounted to 44*l.* The amount which we have mentioned does not include either tea or sugar, which cost 2*l.* 2*s.* 3*d.* and may be taken to be universal charges; nor the coal required for the study fires, and supplied to each boy at the rate of 2*l.* 16*s.* in all the houses but the school-house, in which the studies are warmed by hot air at the cost of the Head Master. To these must be added the annual sum of 16*s.* for candles and 10*s.* for the boy's library in the house, although not strictly boarding expenses. The charge, therefore, made to each boy for board and lodging is

School Charges.

not uniform in the School. At the school-house it is 54*l.* 18*s.* 3*d.*, and elsewhere it is 58*l.* 14*s.* 3*d.* per annum, in addition to 2*l.* 2*s.* for entrance fee, in both cases.

2.—*School Instruction.*

For the ordinary and necessary curriculum of School instruction, including class work in classics, mathematics, and modern languages, every boy in the School is charged the annual sum of 16*l.* 5*s.* 6*d.*, beside 1*l.* 10*s.* for the Writing Master.

LVI. Optional Charges.

1.—*Private Tuition in the Subjects of School Instruction.*

For those additions to the ordinary amount of work done in the various subjects of the curriculum which with a greater or less degree of freedom may be taken or declined by all boys, the following charges are made.

Private Tuition.

	£	*s.*	*d.*
In Classics	10	10	0
Mathematics	10	10	0
Modern Languages	6	6	0
Laboratory Instruction	5	5	0

2.—*Extra Tuition, or Tuition in Extra Subjects.*

There are certain subjects which are in themselves charged for as extras by fees for extra tuition. These are:—

	£	*s.*	*d.*
Natural Philosophy	5	5	0
Drawing	4	4	0
Music	4	4	0
Drill	4	4	0
Dancing (variable).			

LVII. Necessary Miscellaneous Charges.

Every Non-foundation boy pays to the Writing Master 1*l.* 10*s.* per annum; for the choir in chapel and the use of the Sanatorium 2*l.* 15*s.*; for fire and light in the School, lists of the School, and attendance at bathing 1*l.* 4*s.* The total amount of these is 5*l.* 9*s.*

The necessary annual expenses therefore of education at Rugby, including the charge of board and lodgings, and exclusive of books and stationery, at an Assistant Master's house are as follows:—

	£	*s.*	*d.*
Charges in Assistant Master's boarding house	58	14	3
School Instruction	16	5	6
Classical Private Tuition*	10	10	0
Miscellaneous Charges	5	9	0
	†£90	18	9

The amount is by 2*l.* 16*s.* lower in the School-house.

LVIII. Emoluments of Head Master and Assistant Masters.

The various school charges which we have described, as made on account of boys instructed and boarded in the School, contribute to the remuneration of the Head

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* This has been given as an optional charge above, for it is such by regulation; but see our observations on "School Charges."

† To this annual outlay is to be added the payment once for all of the following necessary entrance fees:—

	£	*s.*	*d.*
School	2	2	0
Boarding House	2	2	0
Classical Tutor	1	1	0
	£5	5	0

Masters' Emoluments.

Master and Assistant Masters. They do not, however, constitute the sole source of their remuneration, which is derived in part also from stipendiary payments out of the annual revenues of the School. We proceed to combine in one statement an account of these several charges, including the occasions and authorities by which they were established, and have been augmented to their present amount; the sum which they produce; and the several salaries which this sum now furnishes to the Head Master and every Assistant Master in the School, except the Writing and Drawing and Music Masters.

1.—*Emoluments of Head Master.*

The stipend appointed by the Founder for the Master of his School "for ever," whom he expected to be a Master of Arts, honest, discreet, and learned, was 12*l.* per annum. For almost a century following the School suffered too much from actual or prospective losses of property to increase this amount. But in 1653, when both estates had been recovered and secured, the Court of Chancery ordered that the surplus revenues over and above the existing stipends to School Master and almsmen, and the expenses of management should be divided in the proportion of 2 and 1 between the Master of the School and the almsmen, unless the multitude of scholars should necessitate the appointment of a Second Master, whom the funds of the Institution must pay. By virtue of this order probably the stipend reached nearly 40*l.* per annum in 1669. It required more than another century to creep on to 63*l.* 6*s.* 8*d.*, at the end of which time the Head Master derived also some emolument from Non-foundation boys. In the year 1780, however, which inaugurated a new era of financial prosperity to the Institution, the Head Master's stipend was raised by Act of Parliament to 113*l.* 6*s.* 8*d.*, at which point it now stands. But concurrently with this addition, and the requirement of some additional qualifications in the Head Master, it was provided that he should receive from the funds of the Foundation a sum of 3*l.* for each Foundation boy in the School. Within 30 years, *i.e.*, in 1808, this 3*l.* was raised by the Trustees, with the sanction of the Court of Chancery, to 5*l.* By the same authorities, in the year 1828, it was further advanced to six guineas. A fee of 6*l.* 6*s.* for School instruction had then for many years been paid to him by each Non-foundationer in the School. He had also been receiving, since the year 1812, when the School buildings were finished, above 50 boarders at about 44*l.* per annum. This charge also was raised about 1842 to 52*l.* 10*s.* The number of boarders also more than once increased since that time, has now reached 73. In this way, and by these steps, have stipend, boarding-fees, and School instruction fees reached their present amounts as constituent parts of the Head Master's salary.

2.—*Emoluments of Assistant Masters.*

Meanwhile the payments of the Assistant Classical Masters gradually assumed the same shape. So early as 1653, the approaching necessity for enlisting the services of an usher was contemplated, and the revenues of the School were made chargeable by an order in Chancery with a stipend for his support. In the year 1780 the Act of Parliament already quoted provided for the payment of any sum not exceeding 80*l.* per annum (to be fixed by the Trustees), out of the revenues to as many ushers as the Trustees might appoint; in pursuance of this statute three ushers were appointed, one at 80*l.* and two at 60*l.* per annum. The number of ushers had been raised to five, and the salary of each was 80*l.* per annum in 1805. In the year 1823 the Court of Chancery empowered the Trustees to increase by 40*l.* the amount of the stipends of the Assistants, who might have served in that capacity for ten years, and in 1826 the Assistant Classical Masters were, in pursuance of powers given by an Act of Parliament then passed, further remunerated by the augmentation of the salaries of all to 120*l.* per annum without any condition as to length of service.

In the year following these payments were further augmented. In the year 1828 the Court of Chancery, on application by the Trustees, empowered them to pay out of the revenues the sum of 6*l.* 6*s.* for the "School instruction" of each Foundation boy in the School; and at the same time the Trustees made an order for the payment of the same sum by each Non-foundationer. These fees were to be divided amongst the Assistant Classical Masters as the Head Master should think fit.

Concurrently with this order, the charge of 6*l.* 6*s.* which each Non-foundation boy had been accustomed to pay for private classical tuition was partially raised by an order of the Trustees, the actual effect of which has been that the Assistant Masters now receive 10*l.* 10*s.* from each Non-foundationer for private tuition in classics.

MASTERS' EMOLUMENTS.

So far all the allowances to the Classical Assistant Masters were given to them simply as teachers of classics. In a few years, however, a fresh addition was made to their payments, on another ground. Some time between the year 1829 and 1835 the Trustees ordered the sum of 3*l.* 15*s.* annually to be divided amongst the Head Master and Ushers, in such proportion as they should think fit, for teaching Mathematics and Modern Languages, both of which had then become a part of the work of the classical divisions in School; and the same sum they ordered to be charged to the parents of all Non-foundationers on the same account This payment the Assistant Classical Masters have virtually ceased to receive since the year 1843, having from that date gradually transferred the duty of teaching Mathematics and Modern Languages to professed teachers of these subjects.* The fees themselves, however, are still paid in the first instance under the original orders as fees to the Head Master and Ushers. The Masters in Mathematics and Modern Languages now also take private pupils, and are admitted to the privilege of keeping boarding-houses, and, by a very recent order of the Charity Commissioners, the Trustees have been empowered to pay the same amount of salary (120*l.*) to one of the mathematical as, 35 years ago, was granted to each of the classical assistants.

In the course of these arrangements connected with the teaching of Mathematics and Modern Languages, and during the time when Dr. Arnold was at the head of the School, then, as now, flourishing in point of numbers, the Head Master liberally surrendered 2*l.* of the 6*l.* 6*s.* paid to him for the school instruction of each boy; and this was, in consequence, added to the other sums payable to the Assistant Masters.

In this manner have the official salaries of Assistant Classical Masters, of Head Master, and Assistant Masters in Mathematics and Modern Languages become in part payable by the same method and out of the same general fee, amounting to 16*l.* 5*s.*, paid directly on behalf of each boy, for all the regular school instruction given in the three branches of Classics, Mathematics, and Modern Languages. This fee, subject legally to the control of the Head Master, as to a part, and to that of the Head Master and Assistants as to the remainder, has been thrown by them into a common fund, and is distributed according to common agreement.

The Classical and other Assistant Masters of the School, therefore, have now five distinct sources of official income, only one of which, however, is common to them all. First—The stipend of 120*l.* from the Trustees, given by Act of Parliament to seven Ushers, when there were only seven Ushers in the School. Second—The profits of boarding-houses, which, since the time of Dr. Arnold, have been committed to the keeping of Assistant Masters only. Third—School instruction fees paid on behalf of each boy in the School. Fourth—Private tuition fees. Fifth—Extra tuition fees.†

LIX. AMOUNT OF EMOLUMENTS OF HEAD MASTER AND ASSISTANTS.

The total sum divisible amongst the Head Master and the Assistants, exclusive of the Writing Master and Drawing Master, appears to be 20,353*l.* 4*s.* 6½*d.* Of this sum stipendiary payments by the Trustees constitute 1,073*l.* 6*s.* 8*d.*; School instruction fees are stated at 7,554*l.* 13*s.* 4½*d*; tuition fees, varying in amount, paid to the private tutor in classics or other subjects 6,248*l.* 14*s.* 6*d.*; and boarding profits of eight boarding-houses 5,476*l.* 10*s.* The last item cannot, from its very nature, be given with pretension to perfect accuracy. It is, however, based on the two scales of boarding profits; the one, according to the Head Master's estimate of his profits on each boarder in the school-house at 17*l.* 10*s.* per head, applied to the school-house; and the other, according to an estimate which we formed upon the general effect of evidence not perfectly consistent with itself, of profits in the Masters' houses at the rate of 13*l.* per head.

The Head Master, then, receives 113*l.* 6*s.* 8*d.* as stipend; 1,322*l.* 12*s.* from fees for School instruction, 1,277*l.* 10*s.* from profits of board, and 243*l.* 12*s.* from fees for entrance into School; making a total of 2,957*l.* 0*s.* 8*d.*, in addition to a handsome residence, good garden, and four acres of pasture ground.

For the 18 Assistant Masters, therefore, there remains 17,396*l.* 3*s.* 10½*d.*, giving an average of about 966*l.* for each of the 18 Assistant Masters, an average which in point of liberality may be very favourably compared with the sum divisible amongst all the Assistant Masters at most other public Schools.

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* See above, section on the *History of the School of Modern Languages.*

† One Assistant Master only, the Teacher of Natural Philosophy, derives his official income, as such, from the extra tuition fees and laboratory tuition fees; but as he is also a Mathematical Master, no special return has been sent to us of his profits in the former capacity.

MASTERS' EMOLUMENTS.

This sum is not, however, equally divided between all. The stipends, the boarding-house profits, the fees of classical private pupils, and private pupils in Mathematics, Modern Languages, and Natural Philosophy, are received exclusively by those who keep boarding-houses and take pupils. The sum, too, of 16*l.* 5*s.* 6*d.* paid for School instruction, and divisible amongst themselves and the Head Master, was made payable to them from the commencement, partly as the Head Master, and partly as they themselves and the Head Master should see fit; and has been allotted, therefore, as it would seem, by common consent in fixed and unequal shares.

The following Table, we believe, will give a fair* conspectus of the official salaries of each of the 18 Assistant Masters in all branches of intellectual instruction, as made up of all the sources of emolument which are open to each.

Head Master.

£	*s.*	*d.*
2,957	0	8

Thirteen Classical Assistants.

£	*s.*	*d.*
1,617	6	6
1,615	9	0
1,570	3	0
1,562	12	4½
1,428	5	9
870	5	0
765	19	6
762	18	6
651	5	6
648	0	0
615	12	3
613	19	9
340	8	0
13,062	5	1½

Three Mathematical Assistants.

£	*s.*	*d.*
1,412	2	11¼
647	6	0
586	5	6
2,645	14	5¼

Two Modern Language Assistants.

£	*s.*	*d.*
†1,234	10	11
286	13	4
1,521	4	3

Natural Philosophy Assistant.

The salary of the teacher of Natural Philosophy appears to be included in that already ascribed to the second Mathematical assistant.

LX. TOTAL OF EMOLUMENTS OF HEAD MASTER AND ASSISTANTS.

	£	*s.*	*d.*
Head Master	2,957	0	8
Classical Assistants	13,062	5	1½
Mathematical	2,645	14	5¼
Modern Language	1,521	4	3
‡One additional boarder	13	0	0
Reserve	154	0	0¾
	20,353	4	6½

It should indeed be here observed that the actual income which the Head Master and each Assistant Master receive from the School, they do not devote exclusively to their own use. The Masters have, with great liberality and public spirit, spontaneously

* The salaries of Masters are calculated as though the average share of boarders actually fell to each boarding master. This, of course, is not the actual fact, but every Classical Master, with one exception, has more than the average, and he, in addition to the salary of 120*l.*, pupils' fees, and profits of 42 boarders, holds a Rugby Fellowship of the value of 100*l.* per annum, which is not reckoned in the columns given above.

† There is a difference of one pound between this item and that in the Rugby Returns made by the School. It is produced by an error in the casting-up of the sums given in the columns of the Table furnished by the School.

‡ One boarder beyond the average of 46 in the Assistant Masters' houses.

Masters' Emoluments.

imposed upon themselves, by a system of taxation, consisting of a considerable percentage on all incomes above 400*l.*, a contribution to various objects which they deem conducive to the welfare of the School. These appear to be at the present time three scholarships of 30*l.* per annum, and three of 20*l.* per annum, held by the boys in the School, several prizes, the printing of examination papers, and a salary for a School Marshal.

These bestowals of part of their income are spontaneous on the part of the Masters as a body, no less than any other acts of generosity by which, as individuals, they deprive themselves of the personal advantages which their money, if retained, would give them. We do not therefore reckon these gifts as deductions from their receipts. They are made to the School as freely as they would be to any other object for which the Masters might, as a body, subscribe. On the general expediency, however, of maintaining and extending this system of taxation for the purposes to which it is now applied we shall speak hereafter.

OBSERVATIONS.

1. Constitution of the Board of Trustees.

Constitution of Governing Body.

There is no School in which the Governing Body owes so much of its character to external circumstances and authority as it does at Rugby.

As this School has passed through many phases of development into its present condition and importance, so through the first of these the character of its Governing Body followed it, changing at one time its personal, and at another time its legal, character, in general accordance with the fortunes and character of the School itself.

Its History.

In the sixteenth century, for some years after the School was founded, it was a day School for two or three villages. At the same time its Trustees were but two in number, the personal friends of the Founder, and the Trustees of his will, possessed of powers both provisional and constituent to carry out his intentions.

From the opening to the middle of the seventeenth century, a period during which the School property was twice rescued from destruction, Rugby was slowly emerging from what may be called the merely parochial phase of its existence as a school for the children of Brownsover and Rugby into its second form as a School "for the places adjoining," in a sense rather more extended than that in which the Founder had used the words. It was becoming the provincial school of a neighbourhood more comprehensive than a few villages. Twice within this period, in pursuance of the Report of a Commission under the Great Seal, twelve gentlemen of the county of Warwick were invested with the office of Trustees. Their character and position seemed to ensure the safety of its funds, and their connexion with all parts of the county made them fit guardians of the interests of all who could, by possibility, for many years to come, resort to it for care, instruction, and training. It may be here observed that the constitution of the Board of Trustees, as framed by the Court of Chancery on the first of these occasions, was such that within 40 years it died down to a single individual: it was then re-made rather than resuscitated by the Court of Chancery, which appointed twelve new Trustees at a stroke, giving to them at the same time powers over the School extensive and well defined.

At the opening of the fourth quarter of the eighteenth century the School had already become one "of public utility;" it had become a provincial School of a reputation extending not only through the neighbouring villages, but through a considerable part of the adjoining counties. It had also gained the prospect of great wealth, and therefore had attained the possibility of further expansion. At this time the aid, not of the Court of Chancery, but of the Legislature, was invoked. By it the legal status of the Board was raised into that of a corporation. Very distinct duties, and powers very ample over the discipline, instruction, and instructors of the School, were assigned to it by enactment, and it was also placed in a peculiar relation to the Court of Chancery as the guardian of the revenue and the exponent of all doubts arising on the interpretation of its laws—even of such as had been framed by the Board itself.

The constitution, therefore, of the Governing Body of Rugby School is not the work of its Founder, but of the Court of Chancery and the Legislature, acting from time to time upon its condition and circumstances in the 17th and 18th centuries.

Up to the year 1777 the body of Trustees was a purely provincial Board. At that

time, however, although the personal composition of the Board was not immediately changed or affected by its reconstitution, the powers of election by which it was to be perpetuated in future were such as to exclude all provincial or personal restrictions. To the existing Board was given the legal power and opportunity of filling each vacancy which occurred by any fit person. The seats on the Board, therefore, as they became vacant, were now in effect open to persons residing in any county. It is impossible to say with confidence how far those who framed or passed the measure designed or expected that such permission and freedom would have the result of largely extending the area of country from which the Trustees would be selected, or of bringing into the Board, with the election of new members, new names and associations. Certainly the permission given has not been very largely accepted, and the opportunities offering themselves for widening the sphere of choice and greatly altering the complexion of the Body have not been taken to the fullest extent.

Present Constitution, Character, and Relation to the School.

There has, indeed, within the last fifty years, been some extension of the local area from which, by usage, the Trustees have been selected. They are no longer gentlemen of Warwickshire only, but of some adjoining counties also. There has, of course, been a corresponding increase in the number of families from which the Trustees have been and actually are selected; but the Board still exclusively represents the landed gentry of the neighbourhood.

In truth, the peculiar method of election prescribed by the Act, that is, self-election, appears to have contained within itself a certain tendency towards personal succession as a guiding principle in the choice of new Trustees. Under such circumstances, several causes conspire to confine the choice within a single neighbourhood, and to direct it somewhat constantly upon the representatives of the same families. It is but natural that the influence of old associations should tell with some force on the several members of a body who have long acted together. Familiar names naturally recur to the thoughts first, when the suggestion of fit persons for such an office is being made; and this suggestion is likely to pass into choice in proportion to the paucity of those who are qualified by accidental circumstances for the office at all. It is not matter of great surprise, therefore, to find in the list of the actual Board of Rugby Trustees, nearly one half of the names of those persons who held the same honourable position in the eighteenth century; and some of which must have appeared on the list of the Board as first created in 1654. There is a tendency in the very principle of election therefore which was adopted (too strong for any permissive words which may admit a wide and more varied choice) to give to such a Board something of an hereditary, and something also of a territorial and provincial character. Nor do we hesitate to say that in such conditions we discern some advantages. The territorial qualification secures a high and even useful type of character for such an office, through the general guarantees which it affords for perfect integrity, and for knowledge of the principles on which property should be managed, through the facility of access given by it to local opinion and information, and through the variety of experience gained in similar places of education, which it brings together. Of the hereditary tendency, also, it may be said that it increases the interest which each Trustee feels in his position, by opening an additional source of pride in the welfare and fame of the institution over which he presides. Of these good qualities the School has had the benefit. The property appears to have been managed with a fair measure of prudence, at no unreasonable expense, and with the most scrupulous personal integrity. The increasing revenue, too, was well saved and well spent, and if it is possible to descry any decline in the circumspection and sagacity which has directed any part of the outlay of income in the last forty years, this seems traceable to a disposition liberal towards the teachers of the School, and confiding in the judgment of the Head Master.

While, however, we acknowledge the existence of such advantages, we perceive it also to be nothing less than probable that similarity of position, education, pursuits, proprietary interest, local and personal connexion, should give a complexion to the whole somewhat uniform and exclusive, and such as it is advisable to diversify and enlarge, particularly when reference is made to the past history and actual position of Rugby School.

It was certainly in reference to the local position of the School that the gentlemen of Warwickshire were selected as its Guardians and Governors. That local position then consisted not merely in its local site, but in its local connexion, local utility, and local reputation. In relation to all these points, the Board of Trustees created by Chancery was in truth then more wide and comprehensive than the School itself which they were appointed to represent and protect. Now since the time at which the personal constituency of the Board of Trustees was first designated (1614), the character of the School itself, as well as its general position, have so changed as to preserve no other than an historical identity with the School of the sixteenth century. Even since the last reconstitution of

the Governing Body, and the last limitation of its powers and duties, the School has been developed to a degree which approaches metamorphosis. It has risen from the position of a provincial School to that of a public School, and in efficiency and general reputation is second to none. Its scholars have twice in the present century reached a number that has placed it next in rank to Eton. It has become in fact a national institution, as being a place of education and a source of influence for the whole kingdom. In all points it has long since far outgrown the area from which the Trustees are now taken. But as it instructs everywhere, is known everywhere, and exercises an influence everywhere, although geographically a midland county School, we conceive that its moral extension from the centre to the limits of the kingdom might be directly recognized in the constitution of the body which governs it, both advantageously for the School, and in perfect consistency with the design of its own original construction. We are desirous that the present spirit and character of the Rugby Board of Trustees should be perpetuated; but we think it necessary to the existence of these in the most useful form, that other elements should hold a place in the same corporate Body, with sufficient power and strength to affect its acts and decisions. We are of opinion that if one-half of the whole Board of Trustees were selected without regard to any place of residence, but with exclusive reference to their qualifications for aiding in the government of a great public School, this modification of its present structure would not give to it too universal a character, or uproot the associations by which it has long been bound to the county in which its Founder planted it. We think, too, that this extension of the field of choice should not be merely permissive and possible, but should be constantly illustrated and carried out by the selections actually made. Experience, however, has given us some reason to doubt whether the hereditary and local principle of choice which is apt to lurk in the principle of self election might not, however unconsciously, still narrow in practice the sphere of choice which had been extended in law. Some guarantee, therefore, might now with advantage be taken for the disconnexion of some part at least of the Board of Trustees from the midland county neighbourhood within which all the members of it are now to be found. The simplest and surest means of effecting this which presents itself to us for consideration is some change in the method of election. If, for instance, the election of one-fourth part of the Board were confided to the Crown, such an infusion would, without destroying its provincial character or damaging its constitutional independence, impart to it somewhat of that national complexion and spirit which the School itself, entrusted to its care or control, has already assumed. But we are unwilling to recommend a measure which could possibly have the effect of lessening that sense of unity and that perfect degree of fellow feeling which may have hitherto accompanied the proceedings of a body the members of which now owe their common relation as colleagues entirely to their confidence in and good opinion of each other. We deem it, therefore, better that the discretion of the self-electing Board of Trustees should be directly guided by legislation as to the conditions on which the election to some of the vacant places is to be made, than that it should be excluded from any part of its accustomed sphere of action with respect to them.

PRACTICAL CONCLUSIONS SUGGESTED.

The point of view, however, from which we have hitherto been regarding the constitution of the Governing Body, is not the only one on which it now invites modification.

Constant increase in the numbers of the School, and constant extension of the area from which these numbers are drawn, have been accompanied by numerous additions to the subjects and kinds of instruction given in the School itself. When Rugby was founded, and indeed at Rugby for two centuries after it was founded, grammar constituted education, and grammar meant Latin. But since the time at which the constitution of the present Board of Trustees was settled and defined, under the category of grammar have been added Greek, French, and finally German: Arithmetic has not only been introduced but has grown into Mathematics: while under the title of Natural Philosophy has been introduced a branch of knowledge of which the most indistinct rudiment cannot be perceived in the original curriculum of the School teaching. By this development indeed Public School education as a system of instruction may be said to have maintained itself in popular favour, and it seems desirable, if not necessary, not merely that this enlarged system should be maintained, but that each branch of knowledge should be cultivated in a degree proportionate to its value and in proper subordination to the general scheme of teaching. It will be still necessary to require from the Head Master in the School in most instances such remarkable eminence in the distinctive, traditional, and main branches of knowledge as will not often be compatible with a corresponding excellence in those which will still hold a second rank in importance. Under such circumstances it appears to us desirable that the Governing Body should contain within itself a power of watching, superintending, and controlling in some degree the general system of instruction without continual recourse to advice from without, or absolute dependence on the

suggestions of the Head Master. We shall also recommend that it should exercise this power by the actual performance of certain duties and functions connected with the education of the School with which up to this time it has not charged itself. In addition, therefore, to those general attainments which are likely to distinguish gentlemen of territorial influence and liberal education, it becomes of some importance to enrol amongst the Trustees a few whose pursuits and method of life will have given them a special inclination for such duties. They not unnaturally devolve on the Governing Body of a great School of the highest class at this point in the history of national education, and they will certainly be required from it if the recommendations in which we have defined the special functions of the Trustees and Governors of the School shall be carried into effect.

Recommendations.

With the view, therefore, of encouraging the occasional election of Trustees unconnected with the counties immediately surrounding the School, and with the view, also, of securing the constant presence of some members on the Board who have long and successfully devoted their attention to literary or scientific pursuits, we shall recommend that four out of the twelve Trustees be always chosen on account of generally acknowledged eminence in literature or science. We shall recommend, also, that one at least of these four be always eminent for literary and one at least eminent for scientific attainments and distinctions.

II. Privileges of the Foundation.

Original State of the Foundation.

We have already described the purpose for which the School was founded, the benefit which it was intended to convey, the persons for whom that benefit was destined by the Founder, and the pecuniary resources by means of which it was supplied.

It is necessary here only to add that the direct annual expenditure on the education of the boys who, under the name of Foundation boys, are the actual recipients of this benefit, amount, in fees and salaries to the present staff of teachers, and light and fuel in the Schools, provided for Foundationers only, to 2,392*l.* 11*s.* 5*d.* This item does not include the expense incurred partly on their account for the annual support of the religious services of the School, the maintenance of the fabric generally, and similar objects.

Changes produced by Lapse of Time.

Now, the changes which have supervened in the course of three centuries seem to have gravely disturbed all the relations and circumstances on which the intentions of the Founder were built, or on which they operated when he called the School into existence.

First, the boys for whom he designed a free education are not now fairly represented by the class which, in the course of time, has succeeded to their place as recipients of that benefit.

Secondly, the benefit which he designed for the objects of his benevolence is not identical in nature and extent with that which is now bestowed.

Thirdly, the relative value of his several estates, which appears in some measure to have influenced him in selecting the persons for whose benefit the proceeds of his property were applied by him, has been reversed by the action of time and circumstance on the places in which they are situate.

1st. Change in the Character of the Foundationers, and its Significance.

First, then, the persons designated by the Founder as the objects of his bounty were "children of Rugby and Brownsover chiefly." There can be no doubt that under that designation the Founder intended to indicate persons in those villages, who, from the circumstances of their birth as children of the inhabitants of Rugby and Brownsover, and born therein, seemed to him fit objects of such a charity. Now the great mass of Foundation boys living at Rugby, and receiving as such a free education, are not "children of "Rugby" at all. They were not born there, neither were they born of parents who in the full sense are inhabitants of the place. They are for the most part the sons of parents, who, resorting to Rugby so soon as it becomes necessary in order to provide gratuitous instruction for their families, quit the place when this object has been attained. Such a course is natural, and in many instances laudable, but it by no means constitutes their children members of a class answering the description of the persons for whom the Founder intended such a benefit.

Even those who so far answer the words of the Founder's description as to be in the full sense "children of Rugby," can scarcely be deemed children of the Rugby for which he was providing. At the time of the foundation Rugby was a small town, containing but 69 houses, and somewhat more than 300 souls. For nearly three centuries it increased gradually and naturally in proportion to the growth of the population in the kingdom. In the year 1831 the number of its inhabitants had reached 2,500, and the number of its houses was about 500. About that time commenced what may be called the railway period, which almost founded the town anew with a different character. It had been hitherto the market town of a small agricultural district, it became thence-

forth a centre of the midland railway system. Its progress has been impelled at a new rate in a new direction. Its population, the number of which it required nearly 100 years to double, now passed through the same degree of change in 10 years. It contained, at the census of 1861, 1,500 houses and 8,000 inhabitants. It has grown mainly by immigration of strangers. In fact, it is now a new town, consisting in new houses and new inhabitants, having new occupations and sources of support, planted upon the site of that in which Lawrence Sheriff founded a school, which he devoted to his fellow townsmen and their posterity. The very "children of Rugby," therefore, are now scarcely the children of the Rugby of Lawrence Sheriff.

Again, the boys designated are "children of Brownsover." Brownsover, in the Founder's intentions, stood at least abreast with Rugby. While Rugby has so much changed in the course of generations as no longer to resemble the Rugby of the days of Lawrence Sheriff, Brownsover has preserved its primitive character as a rustic and obscure village; and possibly, while Rugby mainly consists of persons who have immigrated within the last forty years, even the names in the Brownsover register of births, deaths, and marriages, might be found to some extent identical with those who, in the same place, lived and died during the Founder's days. There are, therefore, at Brownsover, not only children of Brownsover, but children of the Brownsover of Lawrence Sheriff. Now, of the "children of Brownsover," there is not one on the Foundation of Rugby School. The Foundationers, therefore, from Rugby, taken as a class, not being children of Rugby in any true sense, and being only connected by a few years' residence with the Rugby which is totally altered from the Rugby of the Founder, now receive all the benefits of his Foundation. The children of Brownsover, on the other hand, being truly the children of Brownsover, and being, moreover, the children of a Brownsover which fairly represents the village for which the Founder designed such benefit, take no advantage now from the Foundation, and are as though the Founder had left nothing for their behoof.

2nd. Change in the Character of the Education, and its Significance.

Secondly, this discrepancy between that destination which the Founder intended for such benefit as his School could bestow, and that which it now actually receives, is made more wide and glaring by the difference between the amount and character of the education bestowed now and that given formerly. Free instruction was originally given in Latin Grammar only; now, a considerable amount of teaching in Latin, Greek, French, German, Arithmetic, Mathematics, History, Divinity, Natural Philosophy, and the Art of Drawing, is freely bestowed; thus has the spirit of change so affected both the education given and the boys who take advantage of it, that as the Foundationers have more and more lost the character of those whose benefit was intended by Lawrence Sheriff, so the benefit conferred actually upon these has grown to be more and more in excess of the benefit which the Founder designed.

3rd. Change in the Relative Value of the Estates, and its Significance.

Thirdly, in perusing the Instruments by which the Founder originally conveyed his estates and declared the purposes for which they were to be used, we are struck by the relation subsisting between the local position of the estates on the one hand, and the local description of persons for whose benefit they were to be applied on the other. Three estates were conveyed altogether; two of these passed under the legal form of conveyance called a bargain and sale, concurrently with the execution of which the purpose for which they were given was declared by a distinct instrument called the Founder's Intent. This declaration of his intent affected only the estates thus conveyed, and some money bestowed by his will, which he also made and executed concurrently with these.

By an after-thought of the Founder, as it would seem, and certainly by means of a codicil to the same will subsequently executed, a third estate in Middlesex of much less value was bequeathed to the same Trustees, and a direction was given that it should be devoted to the same purpose as the two estates previously conveyed.

The two estates first conveyed were, the one an estate in Brownsover, out at lease; the other, property in his possession at Rugby, which he desired to be retained in the hands of his Trustees for actual use. In accordance with the position of these two estates, described, generally, as lands in Warwickshire, they were, by the contemporary instrument called his Intent, applied to the benefit chiefly of children of "Rugby and "Brownsover, and next of places adjoining."

Now the value of the land in Brownsover alone amounted to twice that of the property in Middlesex. Whether the value of the Rugby estate was more or less than this must be matter of conjecture. It is not too much to suppose that the value of the Brownsover and Rugby estates together amounted to at least three times that of the estate in Middlesex. At all events, it cannot be disputed, that as all the benefit of the Foundation was originally bestowed on Rugby, Brownsover, and its neighbourhood, so the estates out of which the benefit originally issued were confined within the same

bounds; and that the subsequent addition of other property out of that district only increased the original gift by a fraction not very large. So far, therefore, as the Founder's original intention can be ascertained through his acts, the locality to which the benefit was given was identical with that, out of which the benefit mainly proceeded. Now, time has not simply changed, it has reversed the value and importance of the estates which now support the School. The estates in Warwickshire, which once supplied by far the largest part of the whole income of the School, now produce in the way of income, but one part out of forty-six. The estate in Middlesex, which was given as an afterthought, and produced but an inconsiderable portion of the whole income, now produces forty-five parts out of forty-six. That which was the after-thought, and the accessory, has now become so far practically the whole that, if all else were withdrawn, the benefit proceeding from the Institution would not be practically diminished. Originally, therefore, the boys of Warwickshire, educated by the Institution, were educated out of the proceeds of the Warwickshire property. At present the boys of Warwickshire, who are more highly educated than their predecessors, are instructed out of the proceeds of the London property. The national and metropolitan site of the property bestows all and receives nothing; the provincial site bestows comparatively nothing and receives all.

Whatever advantages, therefore, existing arrangements may secure, adherence to the original intent and purpose of the Founder is not one. Whatever disadvantages could now result from casual disturbance of the existing system or its deliberate readjustment, a violation of the Founder's intent would not be one.

4th. Change in the Elements of the School, and its Significance.

It should here be observed, too, that while that part of the School property situate in the country, and originally constituting its main bulk, has shrunk into a very small fraction of the whole, and that which is in London, on the other hand, once a comparatively small portion, has attained to such a value as makes it virtually and practically the whole, the School has within itself undergone changes precisely or nearly the same in character. The local and provincial part of the School, the boys of the privileged districts, who were first the sole element, and then for many years the chief element, of the School, have sunk into a place and proportion comparatively small. The boys of the nation, on the other hand, or, as the returns express it, "from all parts of the British "dominions," for many years not to be found in the School at all, then for several years existing there in small numbers and as an accessory element, have grown into the bulk and body of the School. In this point the School itself has quite ceased to be the School of the Founder's time. And as in this point so in most others. It is unnecessary to recapitulate either the subject matter or the phases of a change which we have already once in great part described. It is enough to observe that as with the town of Rugby and the Rugby estates, so with the School at Rugby. It is no longer either socially or intellectually, either in kind or material; the school which Lawrence Sheriff planned and lived to see. This change, too, is effected, it is not in course of progress, nor is susceptible of arrest—it is complete.

Under such circumstances a conjuncture like the present suggests to us to accept those conditions in the character and position of the School as affected by time, which are the most complete, unalterable, and, we may add, generally beneficial, and so to adapt to these all the arrangements of the School (amongst which is the bestowal of gratuitous education) as to impart the greatest efficacy to the whole Institution.

Rugby then has become, by the care and integrity of its Trustees, the ability of its teachers and scholars, as well as by the improvement of its pecuniary resources, a great English Public School, in which the highest kind of education is given generally to large numbers of the upper classes of society throughout the land, and in which also, it is and can continue to be given gratuitously but to a few of these.

General Position of the School in relation to local Privileges.

The question therefore occurs, if we accept the present character and position of the School, who shall these few be, in such a School as Rugby has become? An answer, we believe, is suggested by the best form which time has given to similar institutions in Schools of a similar character. It is no mean credit to Rugby to have grown until it can fill a place similar in position, if not in extent, to that held by Winchester and Eton. The Founders of these Schools, in a manner more grand and extensive, held in view the same end as the London Grocer, who founded Rugby, and aimed at it by the same specific means, free and charitable education. In those ancient schools time has at length modified the form and application of this benefit into instruction and maintenance of promising scholars, selected according to the degree in which they can give guarantees for the fulfilment of that promise, selected, that is, according to their proficiency, ascertained by competitive examination. Rugby cannot do so much as such Schools, but according to its means it can do the like, so long as experience shall continue to show what it is now

showing, that such an application of endowments is on the whole the best. That it is now the best we believe to have been sufficiently proved by recent experience, and to have been sufficiently attested by the evidence of those connected with schools in which the system has been tried. But lest the true character and extent of the advantage likely to result from a system, in which boys on the Foundation are selected in this manner, should fail to meet with full appreciation, if declared only in a general way, we would draw attention to some of the various methods by which it is likely to act beneficially wherever it is adopted.

In the first place, gratuitous education so given confers a greater benefit than if offered to all locally qualified. The education costs no more to the School when given to select than when given to privileged persons; but the benefit itself becomes far more valuable to its recipients. The very principles, on which the advantage is bestowed on select recipients, find out the persons who are most apt to profit by it, and therefore increase the amount of such advantage. That education which is an uncertain boon when given to the dull and unprepared, or a moderate boon when given to the ordinary schoolboy, when bestowed on the apt and the proficient becomes, in every case, a sure and considerable blessing. Those industrious habits which established his proficiency, and that natural aptitude which enabled him to win the advantage, empower and dispose him to improve and make use of it to the uttermost.

In the second place, that gift which is casually or arbitrarily given to favoured claimants, if it does a benefit to the recipient, yet produces no return to the School; but the gift bestowed according to attainments, reacts greatly to the advantage of the institution which confers it. Boys of proficiency, industry, and natural talents, are thereby necessarily attracted to the School. On such the School-teaching tells with two-fold effect, and when the school course of such boys is terminated they issue forth to become, at the Universities and elsewhere, the successful competitors for honours and emoluments, and for the general respect which such distinctions must give. As it is neither natural nor possible to apportion credit with strict accuracy of distribution between the talents of the scholars who learned in the School, and the qualities of Masters who taught them, the attainments and honours of the scholars necessarily reflect, perhaps in an excessive degree, distinction on the School in which their instruction was given. The School gains credit; boys flock to it for instruction; with increased numbers come boys of higher promise and greater talents than the average. Again, the parents who are most anxious and have been most careful in training their children confide in it and seek it out. Many good materials are hereby supplied to it. Such Schools can thus afford to impose strict and wholesome rules, both in matters of discipline and instruction, such as will eliminate the grossly idle or backward, as well as those whose example is dangerous to the rest. Meanwhile, the Foundation boys are a leaven to the whole lump. Their higher qualities of intellect and character are felt and acknowledged in the School—furnish good examples, and help to awaken in the other boys good faculties which otherwise might have lain dormant. The whole School as a mass rises in tone and character as well as in reputation. Better Assistant Masters, too, are naturally attracted to a School in which the number of scholars allows the payment of larger salaries, and in which also the talents and knowledge of the teacher find a responsive material in the quality of the boys who are instructed. Thus, as it appears to us, does the substitution of a class of Foundationers selected for ability and attainment set in motion many causes which greatly improve the condition of the Schools in which they are elected.

Perhaps it may be observed of Rugby, that without this advantage hitherto it has gained a great reputation and still preserves it. Its teaching has been good, its Scholars comparatively successful in the Universities. But it must be remembered that its struggle henceforth will be more arduous, and the same degree of success more difficult of attainment. It has, without this advantage, competed for many years with Schools which also had it not. But recent changes have now bestowed it on some of its competitors. All the gratuitous education given by Eton, Winchester, and Westminster, and part of that given at Charterhouse, has now for some years past been awarded by competitive examination. If any one Public School however be surrounded by a system of Public Schools, so to speak, each of which is attracting to it the best talents and proficiency and the most industrious habits which the boyhood of all England can supply, such School is exposed to the action of causes which tend to draw away from it good materials. If the best talents and proficiency of the kingdom are drawn to Winchester and Eton, they are so far to a certain degree drawn away from Rugby and Harrow. The former will tend to exhaust the best raw materials, so to say, of all Public Schools. Those greater powers, whether in the form of natural ability, or acquired mental habit, which, under one universal system of indiscriminate gratuitous education, would be

distributed casually amongst all the Schools, will now rush to those whose system selects and rewards them. They will no longer drift hither or thither, as the case may be, and be cast on this or that point, as chance may direct, but be drawn into a steady current which will land them all, or nearly all, upon the favoured spots. If any School, therefore, possessing funds for gratuitous education, perseveres in bestowing them upon objects arbitrarily or indiscriminately taken for the purpose, it undertakes to contend against heavy odds in its struggle not only for honour but for efficiency: and it may well be doubted whether its teachers and masters, pledged to such a system, will long maintain their success, or always keep the hope and the heart to maintain even their endeavours.

We are of opinion, therefore, that the local qualification should, in course of time, cease to confer any advantages, and also that the general benefits of gratuitous education at Rugby should be awarded according to the result of a competitive examination. Our recommendations connected with this subject will be found in the summary which follows our observations. RECOMMENDATION.

III. Rugby Fellows.

By the Act of 1777, in anticipation of much increased pecuniary resources, it had been provided that in the case of the removal of any usher on account of old age or infirmity, the Trustees might allow him any annual sum not exceeding 40*l.*, determinable at their will and pleasure. Fifty years afterwards, this cautious provision for masters was increased by the Act of 7 Geo. 4. c. 28, which empowered the Trustees to establish endowments in the nature of Fellowships for life, or any less period, and to any amount not less than one hundred nor more than three hundred pounds per annum, for the benefit of ushers who might have served ten years. There are, at the present moment, five such Fellows enjoying these endowments, four of whom appear to have received them on quitting the School after a moderate length of service, (*i. e.*, about 15 years on the average) for which they were not incapacitated by sickness or old age. One of the masters also received the stipend, after 10 years' service, while still performing the duties of his office. These five Fellows or quasi Fellows receive altogether 700*l.* per annum from the School revenues. Save as recipients of their annual allowance, they have, with one exception, no place in nor connexion with the School. We have no reason to doubt that all to whom these stipends have been awarded did useful and conscientious service to the School, while filling the position of Assistant Masters, and were elected to the position of Rugby Fellows in conformity with the true meaning of the language in which the Act of Parliament authorizing such appointments was framed.

This institution, regarded simply as an existing part of the whole structure of the School, is an anachronism and anomaly. It is an institution with a collegiate title annexed to a school, which has nothing collegiate in its history, spirit, or general character. But, viewed in connexion with the actual condition of the School at the time when the Trustees applied to Parliament for legislative sanction to establish it, it resolves itself into a questionable expedient. It was intended apparently to serve the purpose of attracting to and retaining in the service of the School Classical teachers at a time when its great popularity as a place of education had somewhat declined, and the emoluments belonging to the office of Assistant Master had been diminished in consequence. This character which we believe it to bear as a fact in the history of the School excuses rather than justifies its establishment. In this case, the expedient appears to have proved unnecessary. Within four years other causes acted to bring back the School's former prosperity, and with this prosperity came the command of all those sources of profit which bring good Masters and keep them. The institution might, so far as concerns the purpose with which it was enacted, have been well left thenceforth to an otiose existence upon the Statute-book until some good opportunity should occur for repealing it. After several applications successfully made by Assistant Masters for salaries or pensions to which this Foundation had entitled them, the Trustees became alive to the evil which threatened the revenue. The danger, no longer distant, of absorbing almost a fifth part of the annual income of the School in this manner has induced them to pass a resolution not to grant such endowments in future except in special cases. To the letter and the spirit of this we have not the slightest doubt that they would now adhere, and it certainly seems possible that in a very few extreme cases the permission given by the Act of Parliament might be turned to good account. But the Statute has not hitherto been perverted; it has been simply made use of. It was clearly the purpose of the Act to initiate a general system for the benefit of Assistant Masters who should have served ten years, under which as much as 1,000*l.* per annum might be devoted to this object. The language of the Act, therefore, is in our opinion too broad to admit of a beneficial application, unless restricted by many limitations and conditions, of which the Act itself

gives no hint. The Trustees are left by its language without any guidance as to the nature of the special cases to which it should be restricted, and are not supported by any suggestion that it should be restricted to special cases at all. We are of opinion, therefore, that as the general purpose of the Act is impolitic, it is not desirable to retain it for the sake of its possible application with beneficial effect to rare and extreme cases, of which it gives no indication, and for which it was not made.

We shall, therefore, recommend that so much of the Act of Geo. 4. as empowers the Trustees to establish endowments, in the nature of Fellowships, for life, or any less period, for the benefit of Ushers who have served 10 years, be repealed.

IV. Stipends paid to Masters out of the Revenues of the School.

Amongst the sums annually paid out of the revenues of the School is one of 1,073*l.* 6*s.* 8*d.*, consisting in salaries to the Head Master and the Classical Assistant Masters for the regular curriculum of education given in the School.

State of the School when first paid.

When Rugby School was founded, it was founded to give a free education, and no other. Unlike many other foundations of the 14th, 15th, and 16th centuries, its design appears not to have comprehended the instruction of any other scholars than those whom it could instruct gratuitously. A class of boys corresponding with the *pensionarii*, *commensales*, and *alieni* of Winchester, Eton, and Westminster, and the "foreigners" of Harrow and Charterhouse, appears to have been unknown to Rugby in its earlier days, and was certainly not comprehended in the Founder's design. The whole instruction of the School, and all the labour of its teaching, were bestowed upon Foundation boys. To pay the Master a salary was the simplest method of paying for the instruction of such Foundation boys, and to provide such salary out of the School revenues could be nothing more than to provide gratuitous education for that class of scholars. It mattered not whether all the boys in the School were thus provided for in the gross, or whether for each boy in the School a specific sum was paid by the Trustees for the Masters engaged in his instruction. The gross sum in the one case, and the sum total of specific payments in the other, would make the remuneration of Masters for teaching boys on the Foundation. This payment in gross for all by a salary was the simpler and more practicable plan, and the Founder therefore first, as the Trustees afterwards, defined the amount of salary which would be sufficient for this.

Disturbing Event.

But in course of time great changes have been effected. Another class of boys, as the reputation of the School increased, was admitted to participate in the teaching, and this upon conditions entirely different. They were to receive an education like others, but not to receive gratuitous education. Each was to pay for himself.

General Principle on which Stipends should have been given thereafter.

Now, it was no part of the actual intention of the Founder to supply education to this class. It may be assumed, therefore, for the present, that the funds of the School given to supply it with teaching have been applied professedly to support the education of those on the Foundation. From this point of view there can be little doubt that instruction should have been thereafter given so as to meet the following distinct principles: first, the teaching power or number of Masters should increase in proportion to the growth of the School. We have already described in our statement the manner in which this principle was satisfied. Secondly, the cost of this increase should have been defrayed by that class of boys which occasioned it, if it was occasioned by one class only; if it was, on the other hand, occasioned in part by both classes, the expense should have been shared between the two classes of boys in the proportion in which each received the increased amount of instruction.

First Form of Deviation from Principle: its Progress and Arrest.

This principle, however, appears to have been hardly recognized from the first, and in course of time to have been directly violated. The growth of the School has consisted mainly in the growth of the Non-foundation part of it. As the reputation of the School has spread, the area from which the boys have come to the School has extended itself, and the number of boys in such area has also increased. The numerous counties surrounding Rugby, taken together, must necessarily have contributed far more to the growth of the School than the mere neighbourhood of Rugby. The increase of Masters, therefore, has been necessitated chiefly by the increase of Non-foundationers. Now, the original arrangement under which a salary was provided out of the funds of the School for the first Master, when the whole School consisted of those entitled to gratuitous education, was adopted in regard to the second, third, and fourth Masters provided for the School when three-fourths of the School must have consisted of those who were bound to pay for their own instruction. In the latter part of the 18th century, when it appears that the School had become not only a benefit to the neighbourhood, but of general utility, that is, when it had not only educated Foundationers, but also

received many boys not connected with the Foundation, three Assistant Masters were provided, who must all have been required chiefly or solely by Non-foundationers. Now, for these Assistant Masters provision was made by one salary of 80*l.* and two salaries of 60*l.* each, payable out of the revenues of the Foundation. In the year 1809, when there were only 35 Foundation boys in the School, there were no less than five Ushers, each of whom received 80*l.* per annum from the funds of the Foundation. In the year 1823, when there were no less than seven Assistant Masters to a School containing but 202 boys, of whom not many were Foundationers, the Trustees applied for and obtained power from the Court of Chancery to grant to these and all future Assistants who should remain 10 years in the service of the School 120*l.* per annum.

Since that year no further demands have been actually made upon the revenues of the School for salaries to Assistant Masters. The Trustees have not even exhausted the powers which they asked for and obtained in the Act of 7 Geo. IV., by extending its provisions to more Assistant Masters than seven,—a number which has practically limited the extent of this demand upon the revenues. Now as the later and very numerous additions to the staff of the Classical Masters have been unattended by any grant of salary by the Trustees of the School, the gross inequality between the payments made on behalf of Foundationers and on that of Non-foundationers, perceptible in 1826, would naturally have disappeared before the present time. The subsequent growth of the School itself, and the subsequent increase in the number of the Classical Masters from seven to thirteen without any contribution in the way of salary from the revenues of the School, would have redressed the balance, and reduced the payments out of the School revenues to a sum proportionate to the number of boys entitled to gratuitous education. But long before the excess of this particular item of payment from the revenues could be thus reduced, and, indeed, soon after the first payment of the 120*l.* salaries to the Assistant Masters, another cause of anomaly had arisen in another and distinct form of payment from the same funds.

SECOND FORM OF DEVIATION: ITS PROGRESS UP TO THE PRESENT TIME.

When the Non-foundation boys were first introduced into the School, and were called upon to pay for the education which they received, it is clear that this payment could be made only in the form of a separate pecuniary contribution from each boy resorting to the School. Their education could not be paid for by any salary to the Masters on their behalf, inasmuch as there was no common fund representing the class which could be made available for such a charge. Each must pay through his parents, and each contribute his quota in the form of fees. But as necessity compelled the payment by Non-foundationers in the form of fees, so the convenience arising from the more elastic character of this method of payment appears to have induced the Trustees to apply it to their own disbursements. At first this was done merely as a method of increasing salaries, and was confined to the Head Master. In the year 1780, 2*l.* was first given to the Head Master for the School instruction of every Foundationer, in addition to his salary. This augmentation may in itself have been reasonable, but the system was eventually continued in apparent forgetfulness that it was a mere additional mode of payment. At first the salary was not forgotten, and although the fee of 2*l.* received frequent additions in the course of the next 40 years, yet it was not brought to a perfect level with the fee paid by Non-foundationers, for whose instruction no stipend was given. Thus, when the fee for Non-foundationers had reached 6*l.*, that for Foundationers amounted only to 5*l.* But at length the true character of the payment was in practice lost sight of. For although the Head Master received a stipend of 113*l.* for the School instruction of Foundationers, yet the fees paid to him on their account were, in the year 1828, raised from 5*l.* to 6*l.* 6*s.*, the exact sum which had long been paid by Non-foundationers, in respect of whom no stipend to the Head Master was paid.

The effect on the revenues of the School of this confusion would not have been very great; but it was accompanied by an act involving a similar deviation from principle, which has made such demands upon the revenue important as well as anomalous. From the year 1780 to the year 1828 the Assistant Masters received stipends from the Trustees, as we have seen, which increased with the growth of the School, both in number and amount, more or less regularly, till they reached the sum of 120*l.* for each Classical Master in the School. For the Foundationers no fee at all was paid to them, apparently in consideration of their salaries thus at various times bestowed and increased. From the Non-foundationers, on the other hand, they received a tuition fee of 6*l.* 6*s.*, which it was compulsory on all Non-foundationers to pay. Thus, with them at least, the old distinction between the payments by stipends for Foundationers and by fees for Non-foundationers was for many years preserved, even although the balance between the demands on the revenue of the School, and those on parents for the instruction given at Rugby was imperfectly maintained. But at the same moment at

which the Head Master's fee was thus anomalously raised to 6*l.* 6*s.*, a fee of 6*l.* 6*s.* was at once created, and taken out of the revenue annually, as a payment to Assistant Masters for every Foundationer in the School. These fees have been subsequently raised, although under less questionable circumstances and conditions, to nine guineas and a half.

The correct course of proceeding with regard to the Head Master's payments, we conceive, would have been that of maintaining the fee of 5*l.*, or even a lesser sum, as the equivalent to the 6*l.* 6*s.* paid by Non-foundationers, or the abolition of his salary. The correct course of proceeding in regard to the Assistant Masters would have been either abstinence from creating any charge on the revenues of the School on behalf of Foundationers, or the abolition of the existing salaries of 120*l.*

The divergence from the line which the financial arrangements of the School should in strict propriety, as it seems to us, have followed, was probably in some measure favoured, if not occasioned, by two circumstances which affected the condition of the School during the whole or part of the period in which it took effect. The moment when Assistant Masters received their first stipends from the Trustees, and when the Head Master received his first fees from the same funds, inaugurated a season of great financial prosperity to the School. For forty years its income increased, and capital was amassed in the shape either of money or buildings. Outgoings were not sensibly felt; means of applying revenue did not suggest themselves. In such a period, applications for increase of salary or payments of other kinds to the instructors of the School would naturally be entertained somewhat more favourably than if the revenues had been sinking or stagnant, or even slowly and gradually thriving. But towards the close of the same period, and before the revenues of the School had shown any serious signs of diminution, a temporary crisis in its fortunes as a place of education had disclosed itself. The number of its scholars, which had placed it next after Eton only, in this respect, for a time rapidly declined. The ordinary resources of its Masters were seriously affected, and recourse seems to have been had to the revenues of the School to repair losses which its teachers were suffering through the great diminution in the payments contributed by the whole class of Non-foundationers. Between the years 1818 and 1828, the stipends of Assistant Masters paid by the Trustees rose from 80*l.* to 120*l.* per annum, and their instruction fees from nothing to 6*l.* 6*s.* for each Foundationer.

The sum of fifteen guineas and a half now passes from the revenues of the School for the general course of instruction given to each Foundationer by Head Master and Assistants; a just and convenient arrangement in itself, but one which in fact, so soon as it was adopted, made the payment of stipends to the Masters superfluous, and should, it appears to us, have been accompanied by an entire abolition of the former and older method of payment by salary. In truth the salaries paid by the Trustees already balanced the fees paid by the parents of the Non-foundationers, and, to add to this method of payment for Foundationers, another, more convenient in its form, but precisely the same in its effect, was in truth but to pay out of the revenues of the School twice as much for the education of those entitled to receive it gratuitously, as was given for that of those admitted on the terms of paying for it. And such is the present effect of the arrangement. The sum paid in salaries by the Trustees amounts to not less than fifteen guineas and a half for each Foundationer educated in the School; the sum paid in the form of fees by the Trustees amounts to fifteen guineas and a half for each Foundationer educated in the School, and thus the same education, which, so to say, is sold by the School for fifteen guineas and a half to every foreigner who applies to it for education, is bought by the School at the rate of thirty-one guineas for every Foundationer whom it seeks to educate. That which each parent purchases from the School for fifteen guineas and a half for Non-foundationers the School purchases for Foundationers at thirty-one guineas. If any plea drawn from the temporary condition of the School at any time be urged in excuse of the adoption of such an arrangement, it is in our opinion such as could not be really maintained by just reasoning. But any such temporary condition of Rugby School has long since passed away. Such a plea is now not only insufficient but inapplicable.

PRACTICAL EFFECT OF THESE DEVIATIONS AT THE PRESENT TIME.

ALTERNATIVE VIEW OF THE FACTS.

It becomes here advisable, perhaps, that we should consider the question from another point of view. It may be urged that the salaries paid by the Trustees are not, in fact, specially assignable to the education of those on the Foundation, but in their effects contribute to the benefit of all, and are to be regarded as a means of lowering the expense of excellent teaching to all who may resort to the School. Such a view, even if we could regard it as historically correct, would not reconcile us to the arrangement. The only ground on which such a system can be justified positively is one which, we apprehend, will condemn it comparatively. The resources of Rugby School are

limited, and that they may become more limited than they are now, is to say the least a possibility suggested by the evidence. It seems not enough to expend them beneficially; they should be so expended as to secure the highest benefit which prudence can obtain from them. No arrangement, therefore, can justly recommend itself which does not promise the most beneficial result. Still less can one do this which is neither most beneficial nor in perfect accordance with the Founder's intentions. It was not the object of the Founder to offer to all comers instruction either wholly or partially free of charge, and it is not the effect of such an arrangement, in our opinion, to further in the best manner the cause of education in general.

We believe it to be better for the country that the mass of boys who resort to the School, as distinguished from a special class of boys admitted for good reasons on terms peculiarly advantageous, should pay duly for the benefits which they receive. Education is, in an economical point of view, an investment of money, which in most cases will bring a return of money in good time. Under such a point of view it is unwise to expend the resources of a great School, in raising the amount of interest on the money of those who send their sons to Rugby, above that which the general market in which education is to be purchased would give them. Education in a higher point of view is an employment of money to gain a benefit, moral, social, and intellectual, to those or (what is the same thing) to the children of those who lay it out. These benefits are so well appreciated now, that it is quite unnecessary to give promiscuously any bounties on such an application of capital. But the cheapening of education by contributions of the School to Non-foundationers is such a promiscuous distribution of bounties. Rich and poor, good and indifferent, will all alike take advantage of it, for it must avail to the benefit of all who happen to apply to enter sons at Rugby, and this whether they desire such bounty or not. Such a bestowal of the funds of the School, therefore, is in some cases thankless and superfluous. There is abundance of money in the country to purchase a Rugby education, if desired; abundance of good sense and good feeling in the owners of money to lay it out in purchasing its full worth in education at its real value. If the education at a School be good, it is not necessary artificially to cheapen it; if it be other than good, or even less good than it might be, to do so is in truth to give a bounty upon inferior training and instruction. Nor is there an absolute freedom from danger that such a bounty might, in the long run, and with schools of average excellence, tend to produce, as well as to conceal, a decline in the quality of the education given. That there is no such risk incurred at Rugby at the present moment we are indeed quite convinced. But all regulations and arrangements made for a long course of time, and applicable to a class of institutions, must be estimated apart from individual cases and particular seasons.

It may be considered, however, that the Masters of Rugby School, regarded as a body of men giving all the instruction required by the boys, do not, on the whole, receive more than their character and services deserve. If so, it would not, under any circumstances, be expedient to reduce the sum divisible amongst them to lower figures. But, independently of this, it is clear that for the present, and under existing circumstances, such a reduction is not to be recommended. The maintenance of each existing Master's actual salary depends upon the maintenance of the whole amount in its integrity, and it would be inconsistent with justice that the official income of any individual Master should be abruptly lowered below its customary amount. If, therefore, the payment of 1,073*l.* 6*s.* 8*d.*, hitherto paid in the form of salaries by the Trustees to them out of the School funds, be discontinued, it is necessary that the same amount should be provided from some other source.

Practical Conclusion.

We think then that this burthen of stipendiary payments to Masters should be lifted from off the revenues of the School, on which it unfairly is laid, and be re-distributed in an equitable manner between the School revenues and the parents of Non-foundationers.

Recommendation.

We shall recommend therefore accordingly that the stipends now paid to Classical and Mathematical Masters and to the Head Master be no longer paid to them out of the revenues of the School; but be raised out of fees annually payable on account of each boy receiving instruction in the School, by the Trustees on behalf of all Foundationers, and by parents on behalf of all Non-foundationers. We shall also recommend that no such stipends be paid hereafter to Masters not now receiving them.

Observations on the System of Instruction at Rugby.

In the course of our account of the actual condition of Rugby School we have interspersed remarks, some of which are applicable to the system of instruction at Rugby. On points so adverted to we do not think it necessary to dwell here.

We proceed to other topics connected with the same subject.

V. Qualifications for entering and remaining at School.

Qualifications for Admission, &c.

The standard of attainment required on admission to the lowest part of the School is low; but, consistently with the objects held in view by the Founder and the existing rights of Foundationers, it does not appear practicable to raise it for that class.

The Foundationers are entitled by law to free instruction in Grammar and Latin; it would be difficult, under such circumstances, to exact even a limited knowledge on their part upon entrance to the School of that which the School itself is expressly instituted to teach them, the Latin Grammar. Under existing circumstances, therefore, it seems necessary to organize the School for teaching Foundation boys the rudiments of the Latin language, and to admit them if found capable of such instruction. In regard, however, to all other boys at Rugby who are not Foundationers, we see no sufficient reason for exempting them from the effect of our general recommendation respecting the entrance examination.

But, however rudimentary may be the teaching of the youngest Foundationers under such a system, this will, of course, be consistent with the exaction of a fit degree of knowledge in proportion to age, from them as well as from other boys of every age in every part of the School. Want of attainment is not necessarily backwardness, as neither is mere attainment forwardness. The School can maintain or even heighten its standard of attainment relatively to age, although its positive standard for the admission of Foundationers be lowered almost to zero. A School containing younger and more ignorant boys than any other School in the kingdom may still be one whose standard of proficiency in relation to age is higher than that of any other. We would suggest, therefore, the propriety of the School raising the present standard of age for the Middle School so soon as, without a shock to its system or harshness towards those already in the School, this change can be effected. We are also of opinion that a limiting point might also be advantageously fixed for entrance into the Upper School as well as into the Middle School and Sixth Form.

This general rule, however, is one which, in accordance with the principles upon which it is framed, and indeed for the very purpose of observing those principles, should not be applied to all cases, and in the same way. The rule as it has been explained, and as it can be most reasonably justified, rests upon two grounds. In the first place, it is undesirable that a boy should continue to waste time and effort upon a system of instruction for which he is by nature or inveterate habits inapt. In the second place, it is undesirable that a boy whose mental habits or capacities have disabled him from making reasonable progress in study should linger long amongst those who are his equals in knowledge, his superiors in ability, and his inferiors in bodily strength and in general maturity of character. Now, so long as the only study in the School is that of Classics, so long is position in the Classical School the only test of industry, ability, and attainment in a School like Rugby, where promotion follows proficiency alone. If a boy's place in the Classical divisions is exceptionally and extremely low, his intellectual condition in general, so far as the School can test it, is proportionately backward; his mental habits proportionately unpromising of any success in the School studies, and of a nature likely to be the reverse of favourable, directly and indirectly, to those around him. But, in a school where the subjects of instruction are numerous, there is a possibility that exceptional backwardness in one study of the School may be consistent with reasonable or even good proficiency in others. But such proficiency, if existing, must rescue a boy from the inferences that his capacity is quite unsuited to the studies of the place, or that his intellectual or moral habits in general are such as are likely to make his career useless to himself and prejudicial to those about him.

Now the system of instruction and promotion, as it exists at Rugby, already, in some measure, and as we recommend that it should exist hereafter in a more perfect form, furnishes ample means of testing the true condition of every boy in this respect. Proficiency in every branch of knowledge studied in the School will be recorded, and we think it but reasonable that any shortcoming in his classical knowledge or industry, if counterbalanced by positive and general success, or proved diligence in the group of subsidiary subjects, should avail within certain limits to relieve him from those consequences which would follow the proof that his studies cannot thrive, or that his society and example will be the reverse of beneficial to those around him.

We think, therefore, that where a certain position in the Classical School is usually required at the attainment of a given age, some amount of time in excess of the common standard should be allowed to boys whose marks in the School examinations or place in the free promotion through the classes indicates that their backwardness in the one subject is attended by corresponding progress and advance in others. We shall accordingly, when we suggest the age at which the several positions in the Classical

School should be ordinarily attained, also suggest the amount of qualification in other pursuits which should exempt a boy from a strict application of such general rule, as well as the length of time during which such qualifications should have the power of conferring a dispensation from it.

VI. Subjects of Instruction in the Modern Languages School.

Modern Languages School.

The first part of our Report contains several general recommendations concerning the organization of the School of Modern Languages, which are applicable to Rugby. We will confine our observations, therefore, to points of a less general nature.

We have in our statement of the condition of the Modern Languages School alluded to the difficulties which have been already felt in providing for instruction in two Modern Languages, and we doubt whether even the present arrangements will be found to deal quite satisfactorily with these. The old system of not commencing German until French was dropped, led, we do not doubt, to the result complained of, that French was forgotten and German not learned. It appears to us, however, that while the remedy which has been devised for this state of things is good in itself, it has been applied in a manner which will fail to give it that full efficiency which it otherwise might have.

The old rule established at Rugby seems to have been this, that no Modern Language but French should be learned before reaching the Upper School, and that no Modern Language but German should be learned afterwards. One faulty part of this arrangement was, in our opinion, the definition of the time at which the teaching of the second language should commence. It seems clear that the adoption of the second language should not absolutely have depended upon the part of the Classical School into which a boy, by virtue of classical attainments, might have advanced himself. But it seems also clear that some given time should be fixed for the addition of the second language, and that this point should be fixed generally by the degree of proficiency attained in the first. If it be necessary to continue the instruction in the first language concurrently with that given in the second, in order to avoid obliteration of the first by disuse, it is also necessary to have made a very decided and secure progress in the first before adding the second, in order to avoid both the distraction which may impede the acquisition of either, and the confusion which will render useless such acquisition as is made. It is difficult to believe, with an allowance of two hours only in the week to be divided between two languages, both known very imperfectly, either that much apparent progress will be made, or that the progress apparently made will settle down into distinct and valuable knowledge. It naturally suggests itself, therefore, to ask whether the Rugby system, in abandoning the practice of dropping either language entirely at any time, and in shaking off the peremptory rule that when the Upper School is reached the second language must be added, has not swerved into the danger of teaching two languages together before either is sufficiently known to bear the necessary loss of time and the distraction of mind which the pursuit of both together must involve. This is certainly a practical point on which the teachers of the School can, when they have maturely considered the facts, form a good judgment.

There are now but forty-seven boys in the whole School, who do not learn both French and German. In this number are comprised none in the Upper School, not one-quarter of the Middle School, and not one-half of the Lower School. Now, it appears to us, after consideration of the evidence given at Rugby concerning the state of proficiency in the Modern Languages, difficult to realize the fact, that all who now learn two languages in the School, can have attained much proficiency in either of them. It is difficult to conceive that boys who leave the Sixth Form unable to read with pleasure a French newspaper, could while in the Lower or Middle Schools have known the elements of the first language as soundly and distinctly as it was advisable they should, before taking up the second. We would invite a serious consideration of this point. We do not think it right to prescribe or even to suggest the order in which the two Modern Languages should be taught. We believe that it will be wise to allow entire freedom of selection to the parents. But, as it must be desirable that either, or both if learned at all should be learned well, we are of opinion that such a standard in the knowledge of the first should have been reached before adding the study of the second as will admit of the preservation of the first in the memory without the devotion of much time to it, or much toil to its cultivation. These remarks admit of application only in that part of the School in which variations and discontinuances of work are not as yet permitted.

When the second division of the Fifth Form is reached, extra time may be taken

for Modern Languages, and therefore also a second Modern Language, such as would have oppressed and distracted the mind before, may be commenced without the same evil consequences. And we cannot but think that the arrival of this period, at least in the case of most boys, might be awaited with advantage for that purpose.

We shall hereafter propose the adoption of some specific measures for the encouragement of the studies in the Modern Languages School.

VII. Natural Philosophy School.

Natural Philosophy School.

Rugby School is the only one amongst those constituting the object of the present inquiry in which Physical Science is a regular part of the curriculum. At Winchester, at Eton, at the Charterhouse, and at Harrow, opportunity has for some time been given to the boys to hear lectures in that branch of knowledge, or to pass voluntary examinations, or to compete for prizes. But in the system at Rugby there are these distinguishing features, that it is assisted by the appointment of a University Graduate residing at the School to give lectures in it constantly; that a peculiar time is set apart for these, and taken into the usual School hours; that the subject forms a substantial portion of the periodical examinations, the result of which tells in the same degree as Modern Languages on promotion in the School; that the time-honoured distinctions of first and second classes have been conceded to it in the Christmas examination; and that in the contest for exhibitions in the University a paper containing questions upon it is set before the candidates. The Trustees of the School too have been liberal in providing 1,000*l.* out of their capital to erect a convenient School and Laboratory. There are, however, some arrangements, as might be expected, in the Natural Philosophy School which we believe to be susceptible of improvement for the purpose of securing to the study that position which the Governing Body of the School has already testified its inclination to give to it.

First Defect in the System and its Consequences.

We are not disposed to recommend that the ordinary student in Physical Science at Rugby School should receive more than two hours instruction weekly in the form of lectures from the teacher or teachers of that subject. But the manner in which the School is grouped for the purpose of receiving that instruction we regard as defective. The whole School is formed into two classes only, the one consisting of all the boys of the Upper School, the other of all the boys in the Middle School. Amongst those in the Upper School are some who are just commencing the study, and others who have been regular students in it for three years. Under such circumstances the two weekly lectures given to this class are in fact addressed to students in every degree of proficiency between the state of those who have given attention to the study for nearly three years, and those who have given to it not so many weeks. We conceive that in this subject, as in all others, no lecture can be fully beneficial to students desirous of constant progress, which is not adapted to their degree of proficiency in it. The subject itself, the manner of teaching the subject, the degree of detail in which information should be given, the amount of explanation which should accompany the statements of the teacher, the kind of statements which it is necessary or advisable to make, or allowable to take for granted as the common property of him who teaches and him who is taught, the degree of technicality in language which it is safe to employ for the sake of saving time, the nature of the illustrations, the difficulties which it is wise to disclose or to keep out of sight, the principles which it is desirable to illustrate by experiments or to leave to mental recognition,—these and many other points in a lecture on a subject, and nearly everything in the examination on a subject, must, we believe, depend upon the knowledge and intelligence which those who are taught bring at each lecture into the lecture room with them.

We are of opinion, therefore, that opportunity should be given for the division and arrangement of the Physical Science School (which at present contains only two sets, while that of the School of Mathematics is distributed into 27, and that of Modern Languages into 19) into classes more numerous and more nearly approaching to correspondence with the several grades of proficiency which the students may possess.

In effecting this, however, it is necessary that none of the time which each student passes in the lecture room should be diminished. Two hours instruction from the lips of the lecturer, and by demonstrations on the lecture, appears by no means too much for any student who is in earnest. It is clear, therefore, that the teacher must have many more hours to bestow upon aiding the instruction of his pupils than the four hours which he now divides between the Upper and Middle Schools.

Under present arrangements, however, any considerable increase in the number of hours given to teaching Physical Science is impossible. The teacher of Physical Science

is teacher also of Mathematics, in which branch of knowledge, having taken the most distinguished degree at Cambridge, he is much and usefully employed; and so unequally does Physical Science share the attention of the single Master, whose cares are divided between it and Mathematics, that considerably more than three-fourths of the time which he devotes to class teaching must be given to Mathematics, and the remainder only is left for Natural Philosophy. In his private tuition a similar disproportion is observable between the requirements of these two different subjects. Under such circumstances, he feels it impossible to bestow more time on Physical Science than he actually gives to it. We are therefore led irresistibly to the conclusion that the two functions should be separated, and that the Physical Science teacher should not take part in the Mathematical instruction or indeed any other branch of instruction in the School.

Remedy.

We are also of opinion that although the parent of any boy at Rugby School is permitted to make his choice between instruction in Modern Languages and instruction in Physical Science, yet this alternative is in practice so presented to him as to divert his choice generally from Natural Philosophy.

Second Defect in the System.

In the first place, Modern Languages and Mathematics are taught to each boy in class at no additional expense beyond the payment of the ordinary School instruction fee of fifteen guineas and a half, which all are required to pay. Natural Philosophy, on the other hand, if learned, must be paid for as an extra by an entrance fee and an annual payment of five guineas. In this way, as in the theory of the School system, Physical Science is considered rather as a substitute for Modern Languages than as an alternative subject, so is it an expensive substitute. It of course needs a strong preference on the part of the parent to induce him to choose a costly when he may accept a gratuitous course of instruction. Nor is this the only disadvantage which Physical Science, as an alternative, has to contend against under the present administration of the School. It has almost passed into a rule that no boy in the Lower School who does not show special aptitude for the study, or more than common maturity of mind, shall be admitted as a student in the Physical Science School. All, therefore, entering Rugby below the Middle School, necessarily commence their career in another branch. They have no choice. When, therefore, the option, under the disadvantage, as we have seen, of extra payment, is given to such on reaching the Middle School, they must already have made some way in Modern Languages. To transfer themselves from a study in which progress has been made, is of course a waste of time in all points of view. It is to begin a struggle anew with elementary difficulties, when elementary difficulties have already once been conquered. It is, in fact, to sacrifice the labour which has been gone through and the time which has been spent. It is possible that parents, under such circumstances, may elect to continue and carry out a course which they might not have elected to commence, and decline to commence a study which they would at an earlier hour have preferred to enter on. Practical life itself contains many inducements to fix the preference of parents on Modern Languages. Social life, commercial life, some departments of official life, and the inexhaustible amusement of travelling, all put in a claim for the prosecution of this study. It is therefore less necessary to give an artificial direction to choice in its favour, or to impose pecuniary drawbacks on other studies.

The evidence which has been given by those well acquainted with Physical Science, not only as a subject of personal study but also as a matter of class instruction, tends to prove that lectures may be given such as the younger boys in Rugby School may listen to with interest and improvement, and that the subject is one which, from its material nature and its susceptibility of illustration by outward and sensible proofs, is not only not alien from but positively more adapted to the natural comprehension of the young than are the more abstract rules of grammar and arithmetic which they are now called upon to remember and apply. We are of opinion, therefore, that boys even in the lower forms of the School may advantageously be permitted to receive School instruction in the elements of Physical Science. Lectures treating such topics as may be suitable to beginners, and handling them in such a considerate style of statement, explanation, and illustration as may divest them of unnecessary difficulty, will perhaps be a more wholesome and agreeable relief to the learning and application of grammar rules and to the technical working of arithmetic than any other studies, and will furnish a most salutary exercise of many faculties which at such an age are ripe for cultivation.

VIII. Prizes and Rewards to all the subsidiary Branches of Instruction.

Prizes in Subsidiary Schools.

While some encouragements are provided at the expense of the School funds in the shape of prizes for various kinds of excellence in the Classical School all the rewards

given throughout the year for successful study in the subsidiary branches are supplied by the teachers in those departments. Of the share which the subsidiary Schools now receive at the annual award of Exhibitions we shall speak hereafter. But one important part of the encouragement which such pursuits should receive, is that which will reach the students more frequently than once in the course of their career, and that "once" quite at the close of it. This encouragement, we believe, would be more effectual if given in part at least out of the funds of the School, and by the Trustees who are its Governors and representatives, than if bestowed solely from the private resources of the teachers. Greater weight, we think, must attach to rewards given by those who superintend the whole system and are not specially interested in the success of any single department, but represent the authority and judgment of the whole School as a place of education, than to rewards which are due to the liberality of individuals personally connected with the welfare of the specific study which they encourage. Nor do we think that it would be always right that individual Masters should give as much as it might be right that the several subsidiary studies should receive in the form of reward. We would therefore commend it to the attention of the Trustees to consider whether, in addition to the share in the Exhibitions to which these subjects may fairly be entitled, some other rewards in the way of prizes may not advisably be supplied out of the School revenues. We do not suggest that such should be more in number or in value greater than may be in keeping with the degree in which the opportunities given for studying them at School may permit their cultivation.

IX. Exhibitions at the Universities.

Exhibitions at Universities.

At the present time, the Exhibitions given to successful candidates on leaving School, are awarded by two Examiners, one from each University, somewhat on the same principles which decide the promotions from form to form in the Upper School. With a view to reward school work, all the subjects comprised in the curriculum of the School are also included in the examination, and have a claim to be reckoned in the estimate of each candidate's merits.

We think that there are points as to which the present system might advantageously be altered.

Nature of the Examinations in various Subjects.

We believe that when a single reward is proposed for attainments, many in number, and different in kind, one of two consequences must follow. If to each several subject a specific value and a definite portion of marks essential to success is assigned, it must follow that failure to attain the required standard of merit in any one, will destroy the effect of extraordinary excellence in all the rest. Moderate, well sustained merit in all will gain a victory over the most brilliant performance in many, under such a system; its tendency, therefore, a tendency strong in proportion to the number of subjects included in the examination, is to encourage a multitude and variety of attainments, and the moderate cultivation of each, rather than concentrated exertion, and marked excellence in any. For those who enter into such a competition, it will always be an object to keep down excess of attention to one branch, lest it should withdraw its due measure of attention from another. The competition, therefore, on several subjects is thus lowered in degree. Those, again, who are conscious of inferiority in one or two points will decline the contest, although in the subjects to which they have attended their information may be accurate and extensive. The competition is, therefore, in such subjects also narrowed as well as lowered by the exclusion of many competitors who are likely to be the foremost, and all the benefits, both of competition and reward, are so far lost to them in the prosecution of their studies. While, therefore, such a reward encourages industry diffused, it in some points of view discourages concentrated industry in those who would gladly apply it. Such are the consequences of combining subjects, where each subject has a definite and necessary effect on the result. If, on the other hand, each subject is not protected by a necessary quota of marks there will be a constant tendency in such a system toward the encroachment of one pursuit on the legitimate share of another. Should this encroachment be constant and habitual on the part of some favoured subjects, the less favoured subjects will soon become nominal ingredients in the examination: and such we have reason to believe is the position of Modern Languages, and therefore of Physical Science in the examinations for the Exhibitions now. If tradition and custom do not prescribe the kind and measure of encroachment, it will be capricious and variable according to the tastes and pursuits of the Examiners of the year, and will be apt to carry with it all the evils of uncertainty and disappointment. In most instances and by the general rule of the weaker going to the wall, the greater subjects will overbear the lesser, and although

the proper amount of work be set by the Examiners in the examination, the work actually done will not tell proportionately, and, not telling, will soon cease to be actually done.

Change proposed.

For these reasons we think that the amount of encouragement now proposed to be given to each of many subjects by one Exhibition would be better secured to them by several Exhibitions for several subjects. There will in such a system be a better security that the reward proposed for each will actually reach it, and will be known actually to reach it, and will therefore act as a constant and perceptible stimulus to give time and labour to it. Proficiency in one such subject is sure of its prize. The boy who is conscious of it, having no fears of forfeiting by inferiority in other pursuits what he might be entitled to for this, although not able to grasp all subjects, is stimulated to use all his exertions in mastering some. Such an appropriation of the particular Exhibition to the particular subject will both introduce new competitors, and will encourage the concentration of work. In both ways it will really tell upon its cultivation.

In considering what this appropriation shall be, and upon what principle it shall be made, we of course turn to the great divisions of work now recognized in the School, Classics, Mathematics, Modern Languages, and Physical Science. We think that there should be a separate examination and separate Exhibitions for each, an alteration, it may be observed, which will not change the subjects for proficiency in which Exhibitions are now given, but only the method in which the share of each is to be assigned to it, and the claim of every candidate for such share is measured and tested. If the tendency of such a new arrangement be somewhat towards concentration of study and division of labour, this tendency will not be carried to the mischievous extent of producing narrowness and speciality in the general education of the School. The system of promotion throughout the School to the Sixth Form, and the Sixth Form work itself, favours and will favour breadth and diffusion. For many reasons, some degree of concentration, and some sensible degree of progress and mastery of certain specific branches of knowledge, will have become a requisite at the age of eighteen or nineteen, and will give a better discipline than the distraction of many pursuits claiming equal attention could do. The economical arrangements of the contests will hold this spirit of concentration and division in sufficient check. To Classics by themselves we would assign Exhibitions less in value than are the present Exhibitions. To the subsidiary subjects we would give considerably less than to Classics, and every competitor should be allowed to carry away two Exhibitions in two different subjects. One Exhibition, therefore, only, and that in the subsidiary subjects, will not satisfy the ambition of many. The Exhibitions for the Classical competition will not always give content to the very best Classical scholar. If then he can carry away the highest Classical Exhibition in conjunction with another in one subsidiary subject, he will gain the same pecuniary advantages as he could at the present time take by winning the highest Exhibition given for one examination in every branch of knowledge. If, on the other hand, he fail to do so, he will still have carried off a high reward for his classical attainments with which to commence his academical career: and it must be observed in reference to this point that his position at the University as a classical scholar will now be one of great advantage, when compared with that of a Rugby Exhibitioner ten years ago. The Universities now so teem with open college Scholarships for Classical attainments, that according to Dr. Temple it is rare for a Rugby Exhibitioner not to add a Scholarship at the University to his Exhibition from School. Under such circumstances, if it should indeed be the result of an alteration in the method of awarding Exhibitions, that the best Classical scholars of the School will lose some slight advantage by it at Rugby, we can by no means deplore this effect. Such an event would indicate that under the present system Classical Scholarship takes off in effect all the School Exhibitions, and that the other and lesser branches although allowed their share of the competition are virtually excluded from the success. This would be just the condition of things which we should be glad to modify, and on which our proposed alteration would act according to our desire.

Objections to Change considered.

There is another arrangement connected with this competition which deserves consideration from the same point of view.

Number and Functions of Examiners.

When the practice of examining the Sixth Form was instituted so long ago as the year 1807, two Examiners were appointed by the Vice-chancellors of Oxford and Cambridge annually to conduct the examinations. At this time the Classical Languages and Scholarship were the sole subject of examination. At the present time Scholarship, Divinity, History, Mathematics, and Modern Languages and Natural Philosophy, are subjects of the examination; but the number of Examiners and the method of appointment

are the same. Both Examiners are responsible for the whole conduct of the examination, and for the decision on every part of it.

It cannot be expected that one Examiner will be often well acquainted with all the subjects of the present comprehensive examination, and it is not desirable in any case that valuable prizes should be awarded by gentlemen not well acquainted with all the branches on which they examine. In the present state of education the gentlemen selected for this important office are likely to have a greater range of knowledge than the Examiners of fifty years ago. But even in the actual state of the Universities they are likely to be more eminent for classical and mathematical distinctions than for those which the recent changes in education are gradually introducing into public schools. The combination, therefore, of so many and such extensive demands upon the knowledge of an individual Examiner must very commonly act to the disadvantage of the less important topics of examination. Such will be the tendency of the examination, if the Examiner performs all his duties in person. But it must not unfrequently happen that the Examiner so distinguished will feel himself embarrassed by the multitude of subjects; and although any disinclination which he may feel to undertake to decide between the merits of candidates in matters in which he has less personal interest is met on the part of the School by permission to intrust such duties to a substitute, this system of delegation does not appear to be arranged on any definite and satisfactory principle. It seems clear, besides, that the responsibility of deciding on the claims of candidates for distinctions and emoluments should not be separated from the personal knowledge and estimate of their performances. Yet this will be the case if the Examiners (as they appear often to do) repudiate the personal conduct of the examination. If they do not, the result will often be unsatisfactory. The conscientious feelings which induce them personally to perform all duties for which their payment is given, will not at once qualify them to perform all with equal efficiency, and less confidence will therefore often be felt in the decision upon those studies in which the Examiners take the least interest. In truth we think that the arrangement is obviously defective, and would at some cost to the revenues be well modified by the annual appointment of one Examiner at least in each of the three subsidiary branches of instruction. Two might still be given with good effect to the Classical department.

X. Foundation Scholarships and Exhibitions at School.

Scholarships and Exhibitions at School.

We have already stated our opinion as to the principle on which the funds of the School left by the Founder for the purpose of bestowing one kind of gratuitous education, should in the nineteenth century and under all the altered conditions of life which the lapse of three centuries has produced, be administered.

In carrying out this principle, two things are involved; first, the withdrawal of funds from the support and maintenance of benefits now conferred on one class of boys; and secondly, the transference of them in one way or another to expenditure for the benefit of another class of boys. The process of withdrawal must at least accompany, if it do not precede, the process of bestowal.

Now the process of withdrawal is evidently one which may affect the rights of individuals, and therefore it must be so conducted as not to interfere with the just claims and expectations of any one. Parents at Rugby have sons at the School whom it will be impossible to deprive of their privileges. Parents not having sons there at present may have settled at Rugby with a view of sending them so soon as they shall be qualified by residence. In fact, the personal interests of individuals may have been in several conceivable ways embarked on the present system, so that its sudden and peremptory extinction would lead to loss and disappointment. It is probable that so fundamental a portion of the School constitution may have gathered round it interests or expectations which it is well to treat with some tenderness. We propose therefore that the local privileges of the Foundation should be withdrawn gradually and slowly; that they should be first limited and afterwards extinguished. We should desire to see the number of Foundationers reduced to 25 in the course of 10 years, and to none in the course of 20 years from the present time, and would leave it to the Governing Body to frame and apply such measures as to the admission of Foundationers henceforth as it may be advisable, in order to accomplish each of these changes within the times prescribed for their completion in the fittest manner.

Fund derived by Withdrawal of Founda-

Now if this change in the application of the School revenues is to be attended with due benefit to the School in general, a simple transference of the privileges of one class of boys to another which is ultimately to take their place will be insufficient. The existing

advantages of the one class are great, now that they are given in respect of a qualification which is sometimes accidental, which can always be attained without expense, implies no personal qualities, natural or acquired, and confers no benefit whatever on the School into which its possessors are admitted. They will, however, become insufficient when awarded on account of proficiency gained by an expensive preliminary education, and of personal qualities and attainments such as are within the reach of few and will bring credit and wholesome influence to the Schools which receive them in return for the pecuniary benefits which they receive. In such cases it must be admitted that there is a reciprocal competition. As the youths are in fact competing for the privileges of the School, so are the Schools themselves competing for the advantages which able, proficient, and well conducted scholars will carry into any places of education in which they shall take their instruction. If there be no approach to some equality in the advantage offered by a Rugby Scholarship compared with that to be secured by a Scholarship at other Schools, the institution will fail in its main object, that of attracting to the School its due share of the most proficient scholars.

TION PRIVILEGE NOT YET AVAILABLE.

Now the pecuniary value of a Rugby Foundationer's privilege does not appear to be such as will suffice, in the face of such Scholarships as those of Eton, Winchester, and Westminster, to attract to Rugby the most promising boys who would be competent to win them by competitive examinations.

If Scholarships therefore be established, the sum of money saved to the revenue by the extinction of three places on the Foundation will not be more than sufficient to raise funds for the support of a single Scholarship: and it must follow that a slow process of extinguishing local privileges will involve a far slower process of creating Foundation Scholarships. Meanwhile the School will suffer and continue to suffer, perhaps, to such a degree as it may take years fully to recover from. It is necessary, therefore, in our opinion to throw a bridge over the space which separates the present from this future, and to provide a set of Scholarships immediately, which the slower process of conversion now recommended, will gradually add to and finally absorb. For this purpose we have a fund at the disposal of the Trustees created by means of that recommendation, which advises the substitution of payment to the Masters by instruction fees for payment by Foundation stipends. This measure, if carried out, will immediately restore the annual sum of 1,073*l.* to the revenues of the School; and on this fund no claim is as yet made. We shall recommend therefore that it be applied annually to the support of Scholarships and other endowments in the nature of Scholarships of which we shall recommend the establishment without delay.

FUND AVAILABLE FOR THE PURPOSE.

At any other time perhaps we might be content to leave our recommendation in this skeleton form, proposing the institution of such endowments without further suggestion than that they should be awarded by competitive examination, open to all boys not exceeding the requisite age, and tenable up to the close of a boy's career at Rugby.

Since, however, some of our recommendations (in that respect no more than co-extensive with the inquiries with which we have been charged) are directed immediately to the subjects of instruction given in the Schools, and to the importance due to each in their curriculum, we deem it but consistent with the general scope of our inquiries and suggestions, to recommend with somewhat greater distinctness the principle on which such encouragement should be distributed amongst the several branches of learning taught in the School.

It appears to us that the remarks made upon this subject, in reference to the Exhibitions awarded on quitting school for the Universities, are, although confessedly in a less degree, also applicable to those tenable at school. We do not desire to stimulate subsidiary studies by artificial encouragements disproportionately large, nor to assign to them a pecuniary or outward value of any kind greater than their relative importance as branches of education in the School will bear out. But we do feel, as we have before stated, that a given amount of time and money is apt to produce in these subjects less effect than in the case of the main intellectual pursuits of the School. This tendency, which we desire to arrest, must be constantly borne in mind in the application of all new stimulants, and therefore in the distribution of all new endowments and rewards.

PRINCIPLES ON WHICH THEY SHOULD BE AWARDED.

Stimulants such as these are attractions to the spirit of rivalry, industry, and enterprise, which, if drawn strongly to one quarter, and to one quarter alone, will in the same degree desert all others in which their presence is not invited by adequate objects, nor measured by public tests, nor rewarded by any definite and valuable success. The general demand professedly made on time and industry at public schools is even now high, and the scheme of instruction which we propose tends to raise it. Rewards will not, we may be sure, in the first instance merely create industry, they will attract and take possession of the industry which exists; and this process is one which withdraws it

from one subject by absorbing it into another. So far encouragement of one study alone is discouragement to all others. If all the studies, therefore, of a school continue to need all the attention now given to them, so far such partial rewards are impolitic and dangerous. For this reason, therefore, the introduction at Rugby of that system of pecuniary stimulation which exists at other Schools should, we think, from the first carry some incitement into every branch of knowledge regularly taught. It is as easy now to distribute to all as to give to one. We shall recommend, therefore, first, that twelve Scholarships be immediately created of the value of 60*l.* each, three of which shall annually be offered to the competition of all boys, wherever educated, under the age of 15 years, in a classical examination, tenable for four years if the successful candidate shall remain so long at school; and secondly, we shall recommend that twice the same number of Exhibitions, being of the annual value of 25*l.* each, be immediately created, each of which shall be in the same manner annually awarded for the greatest proficiency in each of the subsidiary subjects of the School teaching. In the case of these Exhibitions, awarded as they will be to subjects of less width and importance, susceptible of acquisition by boys not necessarily proficient to an eminent degree in Classics, nor having given always such long and patient labour to these as success in the classical subjects will render necessary, we think it may be desirable to impose some safeguards and conditions to ensure the satisfactory working of the scheme so far as it concerns them. We shall endeavour to secure a fair proficiency in Classics as one condition for entrance into the competition. All other provisions which it occurs to us to suggest will be found in the body of our recommendations which close this Report, and will, we apprehend, in general on the face of them sufficiently disclose the grounds on which they are framed. The chief of these is that which would confide to the Trustees, when duly informed on the subject, a limited power of withdrawing from successful candidates an advantage so soon as they shall be discovered persistently to pervert it to purposes inconsistent with the objects for which they are established.

RECOMMENDATION.

This recommendation is founded on the results of experience gained in regard to University Scholarships similarly awarded. In some cases successful competitors in what may be called the side lines of instruction having won the means of credit and maintenance have been observed to stop short in their career; to turn aside from the path in which they had succeeded, in order to pursue their way in some line of study the subsequent uses of which promise more profit or advantage for the future. Yet one main end of such endowments is the encouragement and support of students in the studies for which they have shown aptitude and industry. A Scholarship or Exhibition so won and so used is, in reference to such ends, rather a prey than a prize, and may, we think, so soon as it has fully assumed that character, be justly and advantageously reclaimed for transference to hands which will not misapply it, if general arrangements can be devised for effecting this.*

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* A general prospective estimate of the income and expenditure of Rugby School, under the alterations as to expenditure proposed by our accompanying recommendations, *before* the Fellowships shall be vacated and *before* the local privilege shall be extinguished, but after it is limited :—

	£	s.	d.
Income from land, consols, and railway stock	5,683	14	11
Expenditure :—			
Repairs and taxes	651	0	0
Salary of clerk — 150 0 0			
Receiver — 125 0 0			
Two surveyors — 40 0 0			
	315	0	0
Law expenses	110	12	7
Almsmen	256	3	0
Chaplain, verger, clerk, chapel, and surplices	157	7	2
Fire and lights in the schools for 25 Foundationers	30	0	0
† Sum of 21 guineas and a half for school instruction of 25 Foundationers	590	12	6
† Sum of 60*l.* paid to 12 Sheriff scholars	720	0	0
† Sum of 25*l.* paid to 24 Sheriff exhibitioners	600	0	0
Paid to Rugby exhibitioners at the Universities, as by these regulations provided	960	0	0
† Prizes (say)	40	0	0
† Examiners	110	0	0
Library	10	10	0
Fellows, before the present Fellowships are vacated	683	0	0
	£5,234	5	3

† The items marked thus are new, or involve expenditure different from that which they now cost; all others are as at present. The actual and present expenditure is given in the Answers of the Trustees.

XI. Taxation of Masters for raising Scholarships and other Purposes.

Taxation for Scholarships, &c.

The Masters of the School at the present moment tax their incomes, derived from stipends, fees, and profits, to the amount of more than 500*l.* per annum. This taxation assumes the form of an income tax, graduated according to the amount of each income, and it serves the purpose of supporting* Scholarships, providing school-rooms, printing examination papers, and of other less important acts for the benefit of the School.

We cannot but applaud the public spirit from which this course of practice has emanated, as well as the liberality with which it has been sustained. It has now for some time subsisted, and from the shape which it has taken, seems likely to become an institution of the School. Regarding it as such, we must confess that we question its expediency, and deprecate its extension. The salaries of the Masters supplied by the charges of the School, should, it seems to us, be applied actually to the object for which they are ostensibly given. The remuneration for their time and trouble as Assistant Masters of the School, if inadequate, should be increased, if adequate, suffer no diminution direct or indirect, if excessive, be directly diminished. But they should not we think be systematically applied, while bearing the character of salaries, to other and quite distinct general purposes of the School. The proper amount of salaries for Masters is as necessary an element in the welfare of the School as any other, and no other purposes should be furthered to the sacrifice of these, or by encroachment on them. From this point of view, it is hardly desirable that Scholarships or school-rooms should be provided out of salaries. It is possible indeed that for a season the public spirit and liberal feeling of the Masters might make them insensible of the loss, and give them back in pride and satisfaction, what they may lose in income. But a system so organized will in the course of a few years take the mere form of a law, and the payments will pass into simple charges on salaries established by custom. If therefore the salaries actually paid are reasonable in amount, the effect of diminishing them will be matter of regret. If, on the other hand, the salaries will, consistently with the welfare of the School, bear diminution, we are of opinion that this should, so soon as existing interests will permit, be effected directly, and surely and definitely by the lessening of their receipts, rather than by subjecting them to burthens, which will reduce them indefinitely, and indirectly, and insecurely. So far, therefore, as such payments are to be regarded as leading to an habitual abatement of salary, we consider them as inexpedient on one of two grounds.

First Ground of Inexpediency.

Again, as means of providing resources for public objects connected with the welfare of the School we think this method unadvisable. If such purposes are desirable objects in School management, the money which is requisite to meet them should be directly and specifically appropriated to them from the funds on which the burthen of them ought to fall. Whether these funds should be the payments of the boys or the annual revenues of the School itself is a second question, which does not affect the manner in which the application is to be made. From whatever source derived, it cannot effect any good purpose that they should first assume the form of payments made to Masters, and on reaching the Masters' hands then be by them invested with a totally different character, as contributions to Scholarships, school-rooms, and similar objects. Nor is the inexpediency of the arrangement limited within the range of these considerations. It is advisable that the various functions of School management should be properly distinguished in themselves, and properly distributed to the various functionaries of the School. We think that as teaching and training are and should be the work of Masters, so the endowment and the creation of Scholarships and the assignment of funds for their support more properly fall to the Trustees. That they should in much of this take counsel with and ascertain the opinion of the Head Master, who will represent the opinion of the teachers in this part of their work, is and will be reasonable. But their character as a Governing Body, and the general duties which we have ascribed to them as such, point them out as the persons to arrange finally such matters. What Scholarships it is desirable to endow, and in what subjects, are considerations falling within that part of School economy which we have intrusted to the Governing Body. If, however, taxes, voluntary in their nature, are raised for these objects by the body of Masters out of their own money, at

Second Ground of Inexpediency.

Third Ground of Inexpediency.

* Since these remarks were written we have been informed that Scholarships of greater value than those of which an account is given in the evidence, have been established at Rugby in the form of gratuitous board, supplied at the expense of the boarding-house masters. Such were awarded for the first time, by competition (after due notice in the public newspapers), in October 1863. The advertisements announcing this offer appeared after our recommendations on the subject of Scholarships at Rugby had been agreed on by us. We consider, however, that our remarks in the text will apply strictly to these recent acts of liberality on the part of the Rugby Masters.

their own discretion, the power to ascertain and fix the proper application of these payments, and the due degrees and proportions in which they are to be applied, naturally accompanies and will accompany the act of raising them, and seems a reasonable equivalent for the pecuniary loss which they occasion. It is difficult for A to prescribe to B in what manner he shall apply money which is thoroughly his own, and which he has a right to give or to withhold as it pleases him. But it will be impossible for Trustees to assign importance to studies, if the pecuniary means by which the several studies may be encouraged are in great measure at the disposal of others than themselves. The ultimate, if not the immediate, result to which such an arrangement tends, is in our opinion this, that the Assistant Masters will really organize and arrange the system of pecuniary encouragements, including their amount and their application. In this way such a method of meeting the necessities or improving the efficiency of the School out of the contributions of Masters tends to disturb the balance of School government, by indirectly drawing a portion of the functions and responsibilities of the Governing Body into the hands of the teaching body of the School.

Such a duty, too, not only more fully belongs, as we conceive, to the sphere of duties assigned to the Trustees, but in the long run will, we believe, be more likely to meet with satisfactory fulfilment in their hands, both as to the amount of money so applied, and as to the particular objects for which it is given. All experience of schools, as of other institutions, teaches that it is not expedient to trust, through a long course of years, the discretion of raising funds for public objects to private individuals, at whose expense they must be raised. At some seasons, with some tempers, the very delicacy of such a position will have the effect of urging them to excessive liberality; in the end, and with the majority of men, the discretion will be exercised by those who exercise it to the detriment of the objects for which the money is required. Acquiescence in such a system would lead also naturally to great looseness and uncertainty in the apportionment of incomes to the teaching staff. These encouragements will, although actually at first and afterwards ostensibly supplied out of their own salaries, eventually be furnished out of some other fund. The outgoings from income must in the end be reckoned as drawbacks to the incomings, for it is impossible that money passing through the hand should be long regarded as money lodged in it. The estimate of such outgoings too, in their nature uncertain, and varying possibly with the temper and habits of the individuals, must be wide and loose, and being based on such uncertainty, will commonly result in waste.

But at Rugby, in addition to the general sum of school charges which has been recommended to the keeping of the Governing Body in all schools, the Trustees are possessed of a good annual income applicable to the general interests of the School. Under such circumstances, we should deprecate the commencement and institution of a system which will throw upon the income and the discretion of the body of Assistant Masters the burthen of devising, organizing, and supporting arrangements and objects conducive to the general prosperity of the School, and claiming the attention and support of its Trustees. We are of opinion, therefore, that the practice of self-taxation by the staff of Masters for the creation and support of Scholarships and other such institutions and objects connected with the general organization and support of the School should not be extended beyond its present limits, nor assume any other than a temporary and provisional form.

RECOMMENDATION.

XII. SCHOOL BUILDINGS.

SCHOOL BUILDINGS.

Dr. Temple has strongly urged the propriety of adding to the buildings at Rugby School. We consider that the Trustees of the School, having frequent opportunities of meeting upon the spot as well as of acquiring in other ways a knowledge of all details connected with the subject, are in a better condition than ourselves, informed only by means of one short visit to the place, to come to a final decision upon such a subject. We would, however, state a few facts and make a few observations which we think may not be immaterial, as part of the ground-work for a judgment upon this point.

The present buildings were erected to provide teaching room for upwards of 320 boys. Such was the number when the final plan of the building was made, and then an increase, and not a decline of the School, was confidently anticipated by all connected with the building arrangements then made. Within a few years from that time 391 boys were taught without difficulty, we believe, or complaint. The School now exceeds considerably the number actually taught or provided for when the building was erected. This, in itself, makes it probable that *some* more accommodation is now required. It should be observed, on the other hand, that boys to a far greater extent formerly than now spent their time in the rooms in which they were taught. For more than

20 years after the building was erected every division in the School but two learnt and prepared the School work, as well as said it, in the Schools. It was a consequence of this arrangement that for every one hour now spent in School, about an hour and three-quarters was formerly passed in the same place. It need hardly be observed, therefore, in regard to sanitary considerations, that the atmosphere included in the school-rooms is liable to very little more than one half of the deterioration by each class taught in them to which it was subjected when the schools were built. Again, when the schools were built, the Trustees were in possession of a vast accumulation of capital, and possessed a large and increasing income; at the present moment they have little or no capital, and their prospects as to income are not such as to encourage the imposition of heavy charges upon it for the future. Dr. Temple appears to rest his proposal for additional buildings chiefly upon a contemplated increase in the number of Forms and Masters, coupled with the necessity of assigning a separate room to each class. As the proportion of Masters to boys at Rugby is not below the average of public schools, but above it, and as it would be necessary to sacrifice some part of the total amount of each Master's income in order to raise the number of teachers, we have not taken upon ourselves to advise such an increase of the teaching staff. It may be observed, too, that under the increase of non-classical studies which we have suggested, more time will be placed at the disposal of the Classical Assistant Masters than they have hitherto had. But, although the classes be not actually increased, we are led to infer that their number is now too great for the room allowed, in the same proportion as the number of classes exceeds the number of class rooms. Dr. Temple seems to lay it down as a principle that two classes should, under no circumstances, occupy the same apartment. Were it otherwise he considers that the "big school" might afford room for many who now seek accommodation elsewhere. We are ourselves aware that there are great advantages for teaching, and some advantages for learning, in the system of allotting single rooms to single classes. Much weight is no doubt due to the considerations put forward in Dr. Temple's evidence on this point. It is further not to be forgotten that to enable those branches of instruction of which we recommend the introduction to be well taught, some additional and separate accommodation will be required. At the same time the following facts and considerations have also some bearing on the question. All the teaching of all the classes at Winchester School has for centuries been conducted in one room; the same has been the case with other Schools for long periods of time. In the "big school" at Rugby five classes were accustomed both to learn the lessons and to be taught simultaneously. In all these Schools there has been a considerable amount of efficient teaching. There is no doubt that the tendency of recent years has been to provide a greater degree of seclusion for boys and masters. Boys were accustomed to learn surrounded by their companions, and classes were wont to be taught surrounded by classes. When this was the case, the mere hum and noise around them did not distract their minds so long as they were not actually interfered with and molested. They have been gradually secluded within private studies for the purpose of learning. While it was the main object of this arrangement, we believe, to secure them from positive molestation, it has been the effect of it, probably, to make them sensitive to slight disturbances, of which boys in past times would have been even unaware while studiously employed. The same tendency, too, which has secluded the boys while they learn is now acting to separate them while they say what they have learnt. But it may admit of doubt whether in both these respects Schools are not moving faster than the world, for which they are a preparation, has followed or will be able to follow them. It is necessary at the Bar, and in other careers of life, and in the Houses of Parliament, that much mental work should be done of all kinds, amidst many outward causes of distraction. It would be matter of regret if Public School life should in any way disqualify boys for the conditions under which they must do their work as men. If, therefore, care should be taken not to put difficulties between the young scholar and the acquisition of knowledge, it must be remembered also that difficulties may be artificially created by enlivening sensibility, and may be unnecessarily strengthened by shrinking too much from a timely discipline. The question is one, however, upon which we do not feel called upon to pronounce a decided opinion; more especially because, while we do not see our way to the charging the cost of additional buildings upon the School funds, we do not think it within our province to indicate any other mode of raising the necessary funds, however conceivable it is that such mode may easily be found.

XIII. The School Close.

School Close.

We are of opinion that there is no external matter connected with the management of the School which deserves more attention than the extent, airiness, and position of the

School Close. Not only the health, but the intellectual and moral tone of the School are directly and intimately connected with all these points. That the boys should live as much as possible, when not at School work, in the open air, in active bodily exercise, with minds amused, in the presence of each other, not dispersed and not crowded, not hidden, yet not watched, is most desirable. That they should grow up able to cope with all other school-bred men in all manly pastimes is also very advisable. It is desirable, therefore, that the School Close should be extended reasonably as the School grows larger. On this point the Rugby boys have, we believe, no general reason to complain. We think, however, that the small portion of ground still reserved to the Head Master, although lying within the natural limits of the School Close, should, as soon as due consideration for the comfort of the Head Master himself will permit, be devoted to the use of the boys. A more substantial fence might be raised, if necessary, on the limits of the Close in that direction.

XIV. School Charges.

School Charges.

The remuneration now provided for all the duties which the staff of Rugby Masters performs for the benefit of the boys, consisting of general care and superintendence, moral supervision, and instruction of all kinds and in all subjects, consists, as we have seen, of five kinds of payment:—First, boarding-house profits; second, stipends from the Trustees; third, fees for school instruction; fourth, fees for tuition in extra subjects; fifth, fees for private tuition in subjects of school instruction.

1. *Boarding-house Profits.*

Boarding Profits.

In the charges made for board we do not propose to make any alteration, as the rate has been settled by the Trustees, and the amount is moderate, and although some items connected with them might, without great impropriety, be added to the general charge, and so included under one head of payment, yet the separate statement of expenses which are essentially different in kind is not unadvisable. It has indeed been suggested by Dr. Temple, merely as one alternative method of increasing the School receipts, that this charge should be raised. We are of opinion, however, that whatever claims may be with propriety made upon parents for further contributions, it is not advisable that they should be presented to them in this form. Boarding fees are confessedly indirect payments to Masters for their services in the work of education, and there attach to them therefore some of the inconveniences which it is very difficult to separate from all indirect methods of remuneration. It is also not easy even for those who fix their amount to do so with certainty that they are precisely accordant with and proportionate to the undetermined services which they actually remunerate. We shall also have occasion to point out other inconveniences which at Rugby naturally attend the receipt of these profits by Assistant Masters keeping boarding-houses. For such inconveniences indeed we do, as we hope, provide a sufficient remedy; we deem it however unwise to extend the action of a system which is so far open to objection that by its natural tendencies it leads to difficulties and unfairness.

2. *Stipends.*
3. *School Instruction Fee.*
4. *Extra Tuition Fees.*

Stipends.

It is the object of some observations which we make elsewhere to point out that a portion of the Masters' payments for the instruction which they give in the ordinary curriculum of the School has in recent years fallen unduly on the revenues of the School. We recommend accordingly that in future all which the Classical and Mathematical Masters now receive by way of stipend, and therefore draw solely out of the revenues of the School, being in fact a remuneration for a benefit which every boy equally receives, should hereafter be paid by a uniform contribution on behalf of every boy in the School. But in order to effect this change most conveniently, it is desirable that such contribution should be added to and included in the charge for "School instruction" made upon parents for the Non-foundationers, and upon the Trustees of the School on behalf of Foundationers.

School Instruction Fees and Extra Tuition Fees.

Again, in our observations upon the Natural Philosophy School which will be found elsewhere, we express our opinion that, as Natural Philosophy is by the present arrangements of the School considered a substitute for Modern Languages, it would be no more than reasonable even under the present organization of the School teaching, that the adoption of such substituted subject should not unnecessarily involve any expense beyond that required for the instruction in the place of which it may be taken, and certainly that under such circumstances both should not be paid for, as at present they

sometimes are, where only one is learned. We also express our opinion that it is unadvisable, both in an educational and in a general point of view, that of three courses of study all holding the same position as parts of the School teaching, and having the same effect on a boy's place and progress, two should be provided for by a general charge for instruction, and the third be taught only on the payment of an "extra tuition fee." Inasmuch, therefore, as the charge for instruction in Mathematics and Modern Languages made on behalf of every boy is included in the charge for "School instruction," we are of opinion that the teaching of Natural Science should be paid for no longer by an "extra tuition fee" but by the same charge for School instruction. We are also of opinion that this charge may be made on account of Foundationers as well as Non-foundationers.

At the present time, indeed, no charge is made on account of the former in any form, for reasons which we have already stated. But as the demand which Foundationers will make upon the trouble and time of the Teacher of Natural Philosophy may be now augmented, we propose that the Trustees should be hereafter charged in the School instruction fee payable by them on account of Foundationers for the teaching in Natural Philosophy as parents are charged for Non-foundationers.

As with the extra tuition fee in Natural Philosophy, so with those for Drawing and Music: since our recommendations include amongst them the suggestion that Drawing and Music, as alternatives between which a choice should always be given, be taught to all boys as a part of the regular curriculum of the School, it will be desirable to give to these payments a new character corresponding with this change. We shall therefore recommend that the extra tuition fee of 4*l.* 4*s.* now paid both for Music and Drawing by all Non-foundationers, and the extra tuition fee of 4*l.* 4*s.* paid by Foundationers for Music, and the stipend of 40*l.* by the Trustees for the extra tuition of Foundationers in Drawing, be commuted for salaries raised out of the charge for School instruction which will (as now) be made on the parents of each Non-foundationer for Non-foundationers, and also, as is not the case now, on the Trustees of the School for Foundationers.

Thus the changes which we propose to effect in the organization of the instruction given in the School will involve the further consequence of extinguishing the second and fourth heads of payment which we have enumerated at the commencement of this section. It will convert all stipendiary payments on the part of Trustees and all extra tuition fees (except those for drill and dancing) into constituent parts of one charge for School instruction.

But this conversion of stipends and extra tuition fees into one denomination of charge, different from either, must, in the latter case, be accompanied by a second process which is not necessary in the former. The stipends constitute a sum which we do not propose to alter. 1,073*l.* 6*s.* 8*d.* is to be converted into the same amount of fees for school instruction. On the other hand, the fees for extra tuition are not simply to be converted into a new denomination; they must be seriously altered in amount. The payment for instruction in Natural Philosophy at present raised by fees for extra tuition, amounts only to 199*l.* For the instruction of Foundationers the instructor himself now receives no fees nor payment at all. The whole sum, therefore, now paid for Foundationers and Non-foundationers to the teacher of Natural Philosophy is, to the extent of the whole amount of the fees payable for Foundationers, inadequate. Now, however, only one teacher gives a small part of his time, and 41 boys out of 463 are all whom he has the trouble of teaching. When, therefore, the instruction shall be given by two Masters devoting their whole time to it, and shall be given to all boys in the School, that which would now be an adequate payment for one Master teaching a few boys will become totally inadequate for two Masters teaching 463 boys. The sum, therefore, to be translated on this account into the form of "school instruction fees" demanded from each boy must be increased to so much as will produce remuneration for two teachers instructing regularly the whole School. In order to ascertain this amount it will perhaps be advisable not to take any ideal or even conjectural standard of payment, but to adopt for our guidance the sum already considered requisite to remunerate properly the teaching of the School in the other subsidiary branches of knowledge with which we propose to co-ordinate the teaching of Natural Science. The sum now actually realized by the teaching of Mathematics at Rugby, exclusive of arithmetic, is 2,567*l.* 2*s.* 10*d.*, divisible amongst three Masters. The sum realized by the teaching of Modern Languages is 1,523*l.* 7*s.* 7*d.*, divisible amongst two Masters. This gives to each Master in these two subsidiary Schools the average income of 814*l.* 2*s.* 1*d.* It is not in our opinion desirable, now that Natural Science is taught in the Universities, to claim less in the way of general cultivation from the teachers of Natural Science than is required and obtained from those who instruct in Mathematics and Modern Languages. Yet if we pay less in the way of remuneration, we must

also claim less in the way of cultivation. The standard of payment should therefore be the same. Now if we allot payment to the Physical Science teachers at the same rate, this will call for 1,628*l.* 4*s.* 2*d.* But a considerable portion of this payment of Mathematical and Modern Language teachers is derived from fees for private tuition, a source of payment which will be open, perhaps, in some degree, to the teachers of Physical Science. We apprehend, therefore, that it will not be unsafe to provide, out of the "fees for school instruction," for 1,200*l.*, to be given for the present in the form of two salaries, one of 700*l.* and the other of 500*l.* per annum, to the two teachers of Natural Science, to be appointed for the School. Thus the present payment for Natural Philosophy by "extra tuition fees" must be converted into "school instruction fees," not the same in amount, but exceeding it by about 1,000*l.* The same double process must also be effected in the two cases of Music and Drawing. The aggregate sums now paid by Non-foundation boys for extra tuition in Drawing, and by all boys for extra tuition in Music, together with the stipend paid by the Trustees for the drawing lessons of Foundationers, must be considerably exceeded in estimating the sums which will be required for each of these when converted into the form of charges for school instruction. Now the number of pupils in each branch amounts to about 45 boys in each; *i.e.*, to 42 in one and 49 in the other. The aggregate of fees taken in both these branches, if all boys were paid for by extra tuition fees, amounts but to 382*l.* 4*s.*; and as some of these boys who learn Drawing are paid for by a stipend on the part of the Trustees, the aggregate is probably somewhat less than this. When, however, a large part of the School shall learn one or other of these arts, and the teaching is therefore given to very many more boys, although in a manner more systematic and economical as to time and trouble, the burden which such an arrangement will throw upon the charges for school instruction cannot, we think be estimated at less than 600*l.* This may be distributed in the form of salary between the two teachers, in such proportions as the Trustees of the School may find expedient.

In order, therefore, to meet the demands produced by the conversion of "extra tuition fees" for the teaching to a few, into "school instruction fees" for the teaching to all, of Physical Science, Music, and Drawing, the school instruction fees must be raised by 2,873*l.* 6*s.* 8*d.* per annum. For this purpose we shall recommend that the charge for school instruction made upon each boy at school be increased by six guineas, to be paid in the case of Foundationers by the Trustees of the School. As the present sum of 15½ guineas, now charged for School instruction, is distributed between the Head Master and the Assistant Masters in the Classical, Mathematical, and Modern Language Schools, in proportions which have been settled recently, we do not propose to disturb these arrangements. We shall recommend, accordingly, that of the whole sum of 21½ guineas thus to be charged on each boy, the sum of 15½ guineas be paid into the "school instruction fund" to be distributed amongst Masters as heretofore, and the six guineas now added to this be applied primarily to those payments which we have above specified. The total sum by which the additions of 6*l.* 6*s.* to the payments of 463 boys will increase the existing amount of the fees for school instruction, is 2,916*l.* 18*s.*; and therefore is fully sufficient for the purposes to which we have assigned them.

The specific recommendations connected with this subject will be found amongst the body of recommendations following our observations.

5. *Fees for Private Tuition in all Subjects of School Instruction.*

PRIVATE TUITION FEES.

The present charge for private tuition in classics to Foundationers and Non-foundationers is 10 guineas per annum. It is now nominally optional with the parents of any boy to take or decline private tuition. In the exercise of this option formally allowed by the regulations, however, they are virtually restricted by the practice of the School. It is very difficult for any boy above the Lower School and below the Sixth Form now to decline the tuition, inasmuch as the work done in private tuition forms an important part of the School examinations for promotion in class, and as such has marks assigned to it which no boy could afford to sacrifice who had any desire to compete with others on fair terms of equality. In the Sixth Form the inducement to take this kind of instruction is not so cogent, but it is such as few parents, we apprehend, will resist. On this point it appears to us that the practice of the School has deviated from the spirit of its rules. At the present time, as we have seen, a fee of nine guineas and a half is paid for every boy to the Assistant Masters directly on account of "school instruction." The charge of this sum of nine guineas and a half was first allowed, and is still warranted, by two distinct orders of the Trustees in respect to Non-foundationers,—the one made in 1828 and allowing the charge of 6*l.* 6*s.* for school instruction in classics,

and the other, said to have been made a few years afterwards, allowing for school instruction in Mathematics and Modern Languages an additional charge of 3*l.* 13*s.* 6*d.** Before the year 1828 boys paid no fee for school instruction to any Assistant Master. The only fee paid to Assistant Masters by parents consisted in a charge of 6*l.* 6*s.* for private tuition made on the parents of all Non-foundationers. Now, concurrently with the order which created the charge for school instruction payable to Assistant Masters by the parents of Non-foundationers, was issued a regulation with regard to private tuition. This directs that "private tuition in future be optional with Non-"foundationers as well as with Foundationers." It is difficult to resist the conclusion that it was the intent and effect of these orders made at the same moment, as interpreted both by their language and the circumstances under which they were framed, to substitute for the compulsory payment by Non-foundationers of 6*l.* 6*s.* to Assistant Masters for private tuition, the compulsory charge of 6*l.* 6*s.* for school instruction payable to the same. The provision respecting private tuition which accompanied it at once explains this intention, and seeks to carry it out by ordering that it be optional with every boy, Foundationer or Non-foundationer, to take private tuition or not in future. It also clearly intended that neither Foundationers nor Non-foundationers really choosing to take it should be exempted from paying for it.

The practice of the School, therefore, has drifted somewhat from the letter and intent of these regulations, especially in this, that it has, by its arrangements, cramped the freedom of the option which was undoubtedly meant to be a perfect option to take or decline private classical tuition.

In another point also the regulation has failed to maintain its hold upon the practice of the School. The old fee of six guineas for compulsory private tuition of Non-foundationers was retained for the future optional private tuition of all boys in the Lower School; and it was increased to 10*l.* 10*s.* for the boys in the Upper School alone: but it is now customary to charge the higher sum for all.

By these anomalies, as well as by other difficulties attending the settlement of this question, we feel ourselves embarrassed in our endeavours to offer a satisfactory recommendation. Under all the circumstances of the case, however, we are of opinion that this charge should still be made generally on all boys. We think that the staff of Masters should be maintained in its present state of efficiency. If, however, it were now left fully and strictly an optional point with all parents to take or decline this form of instruction, and so to adopt or avoid this form of charge, the remuneration of the Classical Assistant Masters would probably fall in amount; and such a diminution of the fund divisible amongst them, by lessening the present inducement to accept the office, might gradually lower the attainments of the body of Assistant Masters.

Regarding also the fee of ten guineas for private classical tuition in the Lower School, which, by some accident, has in course of time been substituted for six, in the same light as a payment to Masters by which boys throughout the School gain an advantage in the superior character of those who instruct, we shall recommend that this charge be formally legalized.

We think also that the private tuition fee should be retained in its present form as a charge distinct from "school instruction." It is very desirable on financial grounds, and with the view of sparing further encroachments on the revenues of the School, still to maintain the distinction which the Trustees of the School drew, in the year 1828, between this form of charge and that for "school instruction," although we abolish the difference between them as optional and compulsory payments.

But although we propose to leave the sum of 10*l.* 10*s.*, undiminished as a separate charge for private classical tuition, we are of opinion that at a certain point in the career of every boy in the School it might be made to assume a more general character than belongs to it as a fee for private classical tuition.

Side by side with this private tuition in classics, which has already become in effect a compulsory charge, there exists in the School, as we have seen, a system of private tuition in all the subsidiary branches of knowledge,—*i.e.*, Mathematics, Modern Languages, and Natural Philosophy, for the three different charges of 10*l.* 10*s.*, 6*l.* 6*s.*, and 5*l.* 5*s.* respectively. These various payments exist by the practice of the School under that really optional form with which the Trustees intended to invest the private classical tuition; and as voluntary payments for voluntary modes of instruction they are now often made. In such cases, usually both kinds of instruction are taken—the private tuition in classics, and the private tuition in such subsidiary branch as the parent may

* The same orders which warrant the charges of 6*l.* 6*s.* and 3*l.* 13*s.* 6*d.* to Assistant Masters for the school instruction of each Non-foundationer, direct the payment of 6*l.* 6*s.* and 3*l.* 13*s.* 6*d.* out of the revenues of the School for the school instruction of each Foundationer.

choose. The fee therefore for private classical tuition is paid as a matter of course, together with the fee chargeable for private tuition in the subsidiary branch of knowledge which is selected. The expense of the two forms of private tuition, when one of them is Mathematical, is 21*l.* When one of them is in Modern Languages, the expense of the two is 16*l.* 16*s.* When one of them is Natural Philosophy it is 15*l.* 15*s.*

Now we elsewhere recommend that there should be organized a system of variations in the instruction of the higher Forms of the School, by which boys adhering to a certain regular curriculum in the main may yet study the subsidiary subjects taught in the School, and Classics themselves also in various degrees. By this arrangement the regular instruction of the School will consist in the highest Forms of two quite distinguishable portions; the one a fixed portion which all take, the other a variable portion which is taken or declined according to circumstances. Now at the present moment this very system exists in a limited, partial, and exceptional form. In some cases parents may successfully apply for permission that their sons should discontinue a part of their classical tuition, in order that they may be better able to afford time for private tuition in some subsidiary subject. Five guineas in such case is abated from the classical private tuition fee, and the whole fee for the other kind of private tuition is exacted. This system is limited and exceptional, as being permitted only in a few exceptional cases. It seems limited and partial, as being applied apparently in favour of some branches of learning only, and not of others. But instruction, so far as it is now allowed to be variable, has this character given to it always by means of private tuition. The private classical tuition makes way for private Mathematical tuition, or for private Modern Language tuition. It is by means of the adoption of one, and the diminution of the usual amount of another kind of private tuition, that the studies of a very few are allowed to vary from those of most.

In organizing this plan of variations by a system where it is now an exception, and in giving it generality of application to all branches of study where it is now reserved for some only, we see no reason for departing from the present practice, so far as it makes the private tuition in Classics the yielding point of the Classical system. In accordance, however, with the distinction which we have alluded to in the instruction itself, the payment for instruction may fairly divide itself into two distinct forms of charge; the one representing that amount of teaching which is constant, the other that which is variable. The constant part is mainly represented by the School instruction fee as it stands; for the variable portion we may find a representative by casting into one general and systematic payment all those fees which are now given for private tuition in all branches, and by assigning all or the chief part of this as a fee for the variable part of the instruction in all the variable studies. Up to that point indeed at which boys shall be permitted to discontinue some studies in order to prosecute more freely others, all these various fees for different kinds of private tuition may retain their present distinct character; but at such point all may disappear as distinct charges, and merge into one common payment, which all boys will make chiefly on account of that part of their teaching which then becomes variable in its character.

Now, if we take the average amount of all the three payments for private tuition in the three subsidiary branches of knowledge, and add this to the fee for classical private tuition when reduced by one half, this will give as nearly as possible 12 guineas. Twelve guineas, accordingly, represents the average amount which would be payable by boys if allowed on the most favourable terms now known to the School to substitute teaching in any subsidiary branch for part of the classical teaching. In addition, therefore, to the recommendation that the fee for private classical tuition should in the Lower Fifth Form assume the character of a fee payable generally for all the variable instruction which a boy thenceforth may receive, we would suggest that under this new character it should be increased from 10 guineas to 12, or such other sum as the Trustees of the School may fix.*

The destination, however, of this payment, when made, presents another point for consideration. Once paid in, it may be disposed of as convenience may suggest. The whole 10*l.* 10*s.* is now paid to the classical tutor in ordinary cases. This would clearly not be a convenient allotment of the 12*l.* 12*s.* fee, which is a compensation for other services than his. But there are two other modes of disposal not open to this objection.

* It will be observed, that this method of charging for private tuition in all branches by one gross sum does not apply to any cases in which a boy does not discontinue one kind of instruction for another, but simply adds to the normal curriculum of private classical tuition private tuition in some other branch. It may still be necessary, hereafter as now, for boys to resort to private tuition for a limited time to enable them to arrive at a proper balance between their attainments in different branches of knowledge where accident or neglect has thrown them behind.

The fee may all be paid at once into the instruction fund, to be thence distributed as the Masters themselves may agree and the Trustees may approve, or a part of it may be retained by the Classical Tutor, and the remainder so paid in, or it may be at once distributed in portions corresponding with the claims of the several Assistant Masters as ascertained by the same authority. Even if it should be found hereafter advisable to pay all Masters all their salaries in the form of stipends from a common fund, this payment may pass, as well as School instruction fees and the tax on the boarding house profits, into the School instruction fund for the same purposes.*

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* Note A.—We subjoin, as an illustration, one arrangement under which we conceive that it might maintain its character as a distinct and direct source of remuneration to Assistant Masters :—

If our scheme for the arrangement of the variable studies of the School be examined, it will be seen that the Classical Tutor's duties will amount, in one contingency, to no more than general superintendence over the pupil and over a slight amount of his composition ; and never to less than this.

Let the annual sum, therefore, of 4*l.* 4*s.* be supposed to represent this minimum, and be in all cases still paid as a private tuition fee to the Classical Private Tutor.

Let the remaining 8*l.* 8*s.* represent the payment for all the variable tuition which it is possible to receive, and as such let it be paid into a fund to be called the Eight-guinea fund. This variable instruction in effect corresponds to two distinct allotments of the pupil's time, one of two hours, and a second one of two hours. If the boy gives up all his work with his Classical Tutor but the residuum which we have described, he gives up both these portions. Now, let the sum of 4*l.* 4*s.* represent each of these portions, *i.e.*, the tutorial lessons as one, and versification and composition as the other, and be paid to the teachers of those subjects to whom the boy may transfer such one portion of time. If he take for the tutorial lessons two hours in Modern Languages, let the 4*l.* 4*s.* be assigned to the teachers of Modern Languages, 4*l.* 4*s.* will so remain in the 8*l.* 8*s.* fund. If the boy then take two hours of instruction in Mathematics instead of his Latin verse and Greek composition, this will give such remaining 4*l.* 4*s.* to the teacher of Mathematics ; if, on the other hand, the second two hours as before go to his composition in Greek and versification, it will be reasonable to assign to the Classical Tutor, whose trouble will thus be diminished, though not to the fullest extent, the sum of two guineas in addition to the four which he has retained. If, on the other hand, the pupil instead of diminishing the amount of his classical instruction at any time increase it by two hours' work, the sum of 8*l.* 8*s.* might be paid to the tutor out of the 8*l.* 8*s.* fund. In all these ways will the whole time of the pupil be exhausted and the whole fee of 12*l.* 12*s.* be distributed in correspondence with the employment of his time. Such is one way, though not necessarily the least exceptionable one, in which the fee might be disposed of.

Note B.—Of the following tables, one shows the necessary annual expenses of a boy in a boarding-house at Rugby School, for board, school instruction in all subjects, and other school charges, as proposed by us ; the other shows the expense of the same course of study on the existing scale of charges.

Items new in kind or differently charged are marked thus †.

1.

	£	s.	d.
† School instruction	22	11	6
Private Tutor in classics	10	10	0
Board	52	10	0
Fire	2	16	0
Grocery	2	2	3
Candles	0	16	0
House Library	0	10	0
Fire, lights, attendance at bathing, lists of School	1	4	0
Chapel choir and sanatorium	2	15	0
Writing Master	1	10	0
	97	4	0
† Add to tuition fee to boy in and above 2nd div. of Fifth	2	2	0
Total	99	6	9

2.

Annual expenses which would be necessary with the same curriculum of studies under the existing scale of charges :—

In Ordinary Cases.

	£	s.	d.
Necessary charges	90	18	9
Instruction in physical science	5	5	0
„ drawing	4	4	0
	100	7	9
Average private tuition fee in one subsidiary subject in Fifth Form in ordinary cases	7	7	0
Total	107	14	9

In Special Cases.

	£	s.	d.
Average private tuition fee in special cases	2	2	0
Add	100	7	9
Total	102	9	9

XV. The Emoluments of the Assistant Masters.

General Observations on Salaries.

It appears to us that the total sum divisible amongst the Masters for the instruction given in the School, being upwards of 20,000*l.*, is not inadequate to that purpose, and contrasts very advantageously for the Rugby Masters with the total sum applicable to the same purpose at Westminster, Shrewsbury, Charterhouse, St. Paul's, and Merchant Taylors'. We are also strongly of opinion that the proportion of this which falls to the share of the Head Master, being somewhat under 3,000*l.*, exclusive of the advantage of a handsome residence rent free, is very far from excessive. It is gratifying further to observe that in the distribution of the remaining funds amongst Assistant Masters, the emoluments of those who teach two out of the three subsidiary branches of knowledge are not stinted in favour of those who give classical instruction. While the average emoluments of the 13 Classical Assistant Masters are 966*l.* 9*s.* 2*d.*, those of the three Mathematical Masters are 877*l.* 11*s.*, and those of the Modern Language Masters is 755*l.* 12*s.* We are of opinion, therefore, that if any such difficulty as that which the Head Master already finds reason to apprehend be ever more decidedly felt in procuring and preserving to the School the services of men distinguished in all branches of knowledge, this will not be due to the insufficiency of the funds appropriated to each branch of this service. To exclude the possibility of this evil, however, it is necessary not only that the annual sum assigned to each branch should be liberal in itself and fair in its relation to the rest, but also that it should be distributed wisely amongst the individual Masters who constitute the staff of Assistants.

It will be seen that the plan upon which the official incomes of individual Assistant Masters at Rugby is fixed, is generally not that of dividing equally between all, but of giving a larger salary in respect of seniority on the list, and also of considering comparative length of service in the School as constituting such seniority.

Now while we regard this plan as good, the manner in which it is now carried out at Rugby we consider as susceptible of amendment.

First Principles regulating Apportionment of Salaries.

The two great principles upon which salaries for Masters in the same branch of study should be regulated appear to be these. 1st. That good talents and attainments may be attracted, retained, and duly stimulated for the service of the School; and, 2nd, that a just remuneration be given at each point and place in a Master's career corresponding with the services rendered. It will be difficult to secure the first of these without securing the second also, or to fail in the last without also losing or greatly risking the loss of the first. But they are two distinct points to be secured, and therefore both should be borne in mind distinctly in making arrangements for the settlement of the School salaries.

In both points of view we believe the system of increasing salaries in accordance with degrees of seniority to be reasonable and expedient. It is not unadvisable under the first point of view that there should always lie before the Master the prospect of an improvement. That something should be left to hope for and expect would be desirable solely on the ground that this feeling, on the whole, does not diminish contentment, while it increases and enlivens work. Under the second point of view the same course recommends itself. Knowledge becomes greater, more precise, and more ready at hand; skill increases, and judgment is almost acquired through experience. The School, therefore, as receiving more from the senior years than from the junior years in the period of vigorous life, may reasonably give more in return.

But we are of opinion that the plan upon which such increase of salary is given to seniority should be settled in conformity with certain rules.

First Rule deducible from these Principles,

We consider it desirable, in the first place, that the difference between the two extremes of the scale of payment for instruction in the same branch of knowledge should not be excessive. It seems to be required of those who take a Mastership in Public Schools in which the tutorial system exists, that they should be capable almost from the first of presiding over the studies, in the most effective manner, of pupils in the highest forms. It is also necessary (if they are to rise by seniority to the enjoyment of higher salaries) that they should bring such talent and knowledge to the lowest place on the list as will fit them in due season to occupy efficiently the highest. Now, if the remuneration offered in the first years of work be very slight, this may discourage men of the first ability from accepting such a position, although leading to greater advantages. For this reason we think that an alteration should be made in the scheme of payment, whenever the senior group of Assistants receive, on the ground of mere seniority on the staff, such a remuneration as nearly triples the salary of the juniors teaching the same branch of knowledge, and qualified to succeed eventually to the same stipends.

Second Rule deducible from these Principles.

Again, we are of opinion that there should be a regular graduation in the scale of payments between the highest and lowest, and that the steps in such a scale should not be very few and very high. If judgment and knowledge, as distinct from industry and talent, be the qualifications, which are in effect paid for by increase of salary according to length of service, it is desirable that the remuneration should increase proportionately to the growth of these qualities. Since these qualities, then, must receive some accession constantly and gradually, it is clear that great and sudden augmentations are (if deserved) but payment for past services, which has been deferred to the time of augmentation. But if the moment of such increase depends upon the occurrence of vacancies by retirement or death, it must be always, in reference to any individual Master, not only sudden, but very uncertain in point of time. To one it may come after many years of service, to another after a few, to another possibly not at all.* It is the necessary effect of such inequality in the length of times preceding its arrival, that the same work of the several Masters will have been differently compensated. He who succeeds after six years will in effect, and in the end, have received a considerable amount of salary over and above him who succeeds after twelve. He who fails to succeed at all will have received a salary still more disproportionately slight.

We are of opinion, therefore, that the scale of payments increasing with seniority should not be so adjusted that the improvements in this respect may meet the Master once or twice merely in the course of a long career at the School, and then by such great accessions of income as must make vast differences in remuneration for services which are scarcely to be distinguished. We think that it should rise by gradual, and not rare additions, which constantly adapt themselves to the service, and are frequently attained, as well as always hoped for.

The Rugby System how far in accordance with these Rules.

Now neither of these principles, on the observance of which the efficiency of such a system depends, appears to be quite sufficiently regarded in any department of instruction at Rugby. In the first place the amount of difference between the salaries of those at the top and those at the bottom of the list we consider too great. The difference which distinguishes the salary of the senior Classical Assistant from that of the junior is the difference between 1,617*l.* and 340*l.* The interval which separates the average stipend of the five senior Classical from that of the five junior Classical Assistants is the difference between 1,558*l.* and 573*l.* per annum. The same fault is, perhaps, to a certain degree exemplified in the salaries of the Assistants in Mathematics, of whom the first senior takes 1,412*l.* 2*s.* 11*d.*, the junior 586*l.* 5*s.* 6*d.* But it is much more glaring in the payments to the Teachers of Modern Languages, in which department the junior of two receives but 286*l.* 13*s.* 4*d.*, while the senior, who is next above him in order, receives 1,234*l.* 10*s.* 11*d.*

Further, as the distinction between the two extremes of juniority and seniority is too great in two out of the three branches of teaching at least, so do the steps by which the incomes rise from the one extreme to the other strike us as injudiciously few and sudden. In the Classical School, while the salary of the Master fifth in seniority appears to amount to 1,428*l.* 5*s.* 9*d.*, that of the Master next below reaches 870*l.* 5*s.*, and that of the seventh and eighth not 800*l.* In the Modern Language School the junior teacher, on his promotion, would rise at once from 286*l.*, which he receives now as second Assistant Master, to 1,200*l.*, which is the official income of the first.

Possible Causes of Discrepancy.

Probably these apparent defects in the distribution of salaries are not arrangements deliberately approved, but anomalies, partly produced by the manner in which the system has grown up, and partly resulting from the peculiar sources of payment from which Masters derive their remuneration.

As schools increase in numbers, or as subjects of instruction assume importance which they have not been previously considered to possess, it is found necessary at some point of time to add to the number of teachers instructing the School. Before any change, however, in the number of Masters is carried out, the fees of pupils or other emoluments will often have reached a high annual sum, the entire benefit of which must have hitherto gone to existing Masters. Under such circumstances, as it may not be expedient on the one hand to add to the expenses of the boys frequenting the School by raising the amount of fees, so on the other it would be hardly deemed considerate or fair much to reduce the income of those Masters already on the establishment for the purpose of raising salaries for any in-coming teacher in the same branch of knowledge. The desired arrangements, therefore, can often only be effected by providing just so much for the new teacher as may induce some one of sufficient ability to accept the post. The salaries,

* Dr. Temple states in his evidence that some Masters reach in two years the same position which others attain after ten years of service.

therefore, of different Masters may often, under such circumstances, present the motley effect of very liberal arrangements resulting to the benefit of some and of close bargains made with others. At Rugby the number of Classical Masters, Mathematical Masters, and Modern Language Masters has been gradually for several years on the increase from both these causes, and this may in some degree explain the history of the present distribution of salaries. But the chief cause of the disparity appears to lie in the very nature of the main sources of remuneration from which Assistant Masters are paid. There are but seven boarding houses in addition to the Head Master's house, all now kept by Masters. Each contains as many, on an average, as forty-six boarders. The profits of each boarder may be put on a moderate calculation at 13*l.* Each boarder again is a private classical pupil: this adds 10*l.* 10*s.* more for each boarder. It is impossible to put one house under the control or in the possession of more than one Master. Here, therefore, are seven Masters, each deriving on an average from the profits of board alone 586*l.* more than their colleagues. At the present moment the five senior Classical Masters have possession of five such houses. The senior Mathematical Master has another. The senior Language Master has the seventh.

Such circumstances tend at once to explain the origin of the defects to which we have adverted, and also to increase the difficulty of amending them. We shall, however, recommend that, so soon as due consideration of existing interests shall permit, these defects should be removed; and we shall endeavour also to point out the manner in which the existing obstacles to their removal may be overcome.

PRACTICAL APPLICATION OF THE FIRST RULE TO RUGBY.

First, then, we are of opinion that the two extremes of difference of income, the highest and the lowest, should be separated by an interval somewhat less wide than that which distinguishes 1,600*l.* from 340*l.* Sixteen hundred pounds is a sum larger than that which falls to the share of the Under Master at Winchester, which much exceeds that of any of his colleagues on the staff of Assistants. No Assistant at Westminster, Shrewsbury, Charterhouse, Merchant Taylors', or St. Paul's is nearly so well endowed. We shall, therefore, recommend that so soon as existing interests shall cease to forbid such an arrangement, no Classical Assistant Master shall receive more than 1,400*l.*, and none less than 500*l.* per annum.

APPLICATION OF SECOND RULE.

Again, in order to obviate the inconveniences resulting from excessive differences between the salaries of individual Masters of nearly the same standing in order of seniority, and excessive changes of income to the same Assistant Master on slight changes of position, we shall recommend that the interval between the highest and lowest incomes of Classical Assistants be graduated by making successive scales not fewer than four in number, none of which shall be applicable to fewer than two Masters, or more than four, and none of which shall exceed that immediately below it by more than 300*l.* per annum. We shall recommend an arrangement similar in its general effect, but not in each detail, as to the salaries of Non-classical Assistants.

Now, although it will be impossible to carry out these rules under the system at present in action as to boarding houses, the profits of which fall entirely into the hands of the Masters who keep them, yet this consideration does not appear to us as one which need permanently hinder the contemplated arrangements. The profits of boarding-house keepers are now confessedly indirect payments of Masters. This is one of the chief objects aimed at in the withdrawal of boarding houses from the hands of any but Masters.

DIFFICULTIES AND REMEDIES.

It is also the object which has determined the actual distribution of them amongst Masters. A boarding house is attached to the school-house, (although the Head Master takes no pupils) in order to provide him with a salary suitable to his position as such. The other boarding houses are assigned to senior Assistant Masters in order that they too may receive an increase of income on arriving at the position of seniors on the list. The boys who are in the boarding house and receive tuition from the boarding Master pay for it as such, and the boarding Master therefore has nothing to claim from the boy on this ground. The mere trouble of providing board and lodging would be sufficiently met by a lower profit. If, then, the profit of boarding be regarded as a means of giving a higher payment to the senior Masters, it is clear that it should be made an instrument for giving no higher payment than reasonably and fairly accords with their claims on the School as seniors. If it in any way have the effect of paying to the seniors more, and to other Masters less than is consistent with the best interests of the School, it is desirable that the arrangement should be so modified as to provide the proper amount of remuneration for all the Masters of the staff. We think, therefore, that as soon as equity permits each Master to be appointed to a boarding house should be called upon to receive the appointment on condition of deriving a less profit from each boarder than boarding-house Masters now take. This end will be effected if each such boarding Master retain a portion only of the profits of board for his own use, and account for the

remainder to the general School Instruction Fund out of which he and the whole staff of Masters are paid as such. The balance thus paid over will in fact place in the hands of the School the means of apportioning the incomes of the Masters in a manner most conducive to the interests of the School.

We shall accordingly recommend that, in order that such graduations of income as we have described may meet with no permanent obstacle in the magnitude and paucity of the boarding houses at Rugby, each Assistant Master hereafter to be appointed to a boarding house contribute the annual sum of 6*l.* for each boarder in his house to the School Instruction Fund. We shall also recommend that this School Instruction Fund be distributed to those keeping boarding houses and taking pupils—and to those not keeping boarding houses but taking pupils—and to those neither keeping boarding houses nor taking pupils—in various degrees to be determined in part by their standing in the School, and in part by the amount of income which they can fairly be considered to derive as Assistant Masters from other sources than the School Instruction Fund, as may seem advisable, but in a manner consistent with the general principles which we have just laid down upon the subject.* RECOMMENDATIONS.

CONCLUSION OF OBSERVATIONS.

Amongst the several aspects which a great endowed School presents to inquiry and consideration, not the least important is that which it offers as the possessor of property. Under this point of view arises the question how far this material wealth, in whatever degree it may exist, is converted into a moral power for the purposes of education. This depends much upon just views of economical questions, much upon general views of education itself, and much also upon the nice adaptations of means to ends with which changes in social life are constantly interfering. Now the growth of Rugby School as an institution endowed with property has not been overlooked. The great opportunity for improving and enlarging its plan in the 18th century was seized and made good use of. Since that time its resources as they have increased have also been undoubtedly applied with the single purpose of conferring benefit on the School, although not invariably with the effect of conferring the greatest benefit which the circumstances placed within reach.

All this notwithstanding we have thought that a gradual application of nearly one-half of its resources different from that which has hitherto been made will hereafter be conducive to its efficiency and necessary to its reputation. In conformity with this conviction, we have recommended measures neither few nor unimportant.

We have also, in consideration of the various changes produced by lapse of time in the character and teaching of the School itself, and with a view to further its highest interests, recommended some change in the constitution of the Board of Trustees. At the same time it is gratifying to us to be able to acknowledge not in words only, but in a practical manner, that integrity and economy in the administration of funds, that breadth of view in matters of education, and that liberality of temper in personal relations with able Head Masters of the School, which have characterised the dealings of this body. The change therefore which we have recommended—a change slighter both in character and extent than we have advised in the case of other schools under our review—is the least which appeared to us correspondent with the growth of the School itself both in numbers and

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* Of the two following tables, A shows the actual salaries of the several Assistant Masters, B will illustrate by a single example the manner in which a sum slightly less than that now divided amongst them might be allotted to each in accordance with the rules recommended by us for observation in future.

Classical.

A			B		
£	*s.*	*d.*	£	*s.*	*d.*
1,617	6	6	1,400	0	0
1,615	9	0	1,400	0	0
1,570	3	0	1,200	0	0
1,562	12	4½	1,200	0	0
1,428	5	9	1,200	0	0
870	5	0	1,000	0	0
765	19	6	1,000	0	0
762	18	6	1,000	0	0
651	5	6	900	0	0
648	0	0	900	0	0
615	12	3	660	0	0
613	19	9	600	0	0
340	8	0	600	0	0
13,062	5	1	13,060	0	0

Mathematical.

A			B		
£	*s.*	*d.*	£	*s.*	*d.*
1,412	2	11¼	1,200	0	0
647	6	0	800	0	0
586	5	6	600	0	0
2,645	14	5¼	2,600	0	0

Modern Language.

£	*s.*	*d.*	£	*s.*	*d.*
1,234	10	11	900	0	0
286	13	4	600	0	0
1,521	4	3	1,500	0	0

in national importance, as well as with the expansion and complexity of its instructional system.

In introducing our recommendations upon these various points, we have thought it right to redeem our pledge given in the first part of the Report to rely upon the reasons which we might offer as one chief source of authority for all measures which we might advise. To the general principles, therefore, and historical considerations connected with the School which could throw light upon the merits of each question before us we have explicitly adverted.

While, however, our attention has been given to describing the condition of this School, to remarking upon some of its details, and to devising some measures for its improvement, we cannot fail to have derived general impressions which neither our account of the School itself nor our explanations of measures recommended have given us full occasion to express. Nor, on this occasion, do we propose to declare them at length. To a few leading features, not indeed peculiar to this School, but all specially observable here, and which have attracted our attention, it will be enough to advert.

A Head Master, whose character for ability, zeal, and practical success promise to make him conspicuous on the list of Rugby Head Masters; a staff of assistants who combine with skill, ability, and knowledge such a lively personal interest in the School as induces them to make habitual sacrifices for its welfare; a system of mental training which comprehends almost every subject by which the minds of boys can be enlarged and invigorated; a traditional spirit amongst the boys of respect and honour for intellectual work; a system of discipline which, while maintaining the noble and wholesome tradition of Public Schools that the abler and more industrious should command and govern the rest, still holds in reserve a maturer discretion to moderate excess, guide uncertainty, and also to support the legitimate exercise of power; a system of physical training which, while it distinguishes the strong, strengthens the studious and spares the weak; a religious cultivation, which, although active, is not overstrained, but leaves something for solemn occasions to bring out:—such are some of the general conditions which have presented themselves to notice during our investigation. They go far also, we think, to explain that public confidence which the School has for many years possessed, and never since the days of Arnold in larger measure than at the present moment.

Summary of Recommendations.

With the exceptions which we are about to mention, all the General Recommendations (Part I. pp. 52–55,) appear applicable to Rugby. Recommendation XXVII., so far as it provides that the charge for instruction shall cover tutorial instruction as well as instruction in School, is in our opinion unsuitable to this School. In applying also the General Recommendations III. and V., respecting the powers to be assigned to the Trustees and the Head Master respectively, we shall introduce, as will be observed, a slight modification.

Constitution of Governing Body.

1. That the Trustees of Rugby School be twelve in number, and be persons qualified by their position or attainments to fill that situation with advantage to the School.

2. That of this number four be elected on account of generally acknowledged eminence in literature and science, in such manner that there shall be always one such Trustee at least, when the full number of four is complete, eminent for scientific and one at least for literary attainments or distinctions.

3. That the Trustees proceed as soon as convenient to elect four additional members qualified according to Recommendation II., and that the whole number of the Trustees be thus temporarily raised to sixteen; that vacancies occurring among the four new members be filled up from time to time as they arise; but that no vacancies occurring among the twelve existing Trustees be filled up till the whole body has been reduced below twelve.

Quorum.

4. That six do constitute a quorum whenever the whole number of Trustees is complete, and that whenever it is not complete, a proportion of not less than one-half of the existing number of Trustees do constitute a quorum.

Powers of Trustees and Head Masters respectively.

5. That the Trustees possess all the powers which by the General Recommendation III. it is proposed shall belong to the Governing Bodies of other Schools; and further, the power to make all such rules and orders respecting the government and discipline of the School (except on points herein-after specially reserved to the Head Master) as by virtue of the original instrument creating the Board of Trustees, or any Act of Parliament now in force, they are authorized to make; that the Head Master have power generally to maintain discipline and administer the government of the School, subject to all such rules and orders as aforesaid. That there be reserved specially to the Head Master power to appoint and dismiss all Assistant Masters in the School, to regulate the divisions

of the classes, and appoint the work to be done, and the books and editions of books to be used; to administer the punishments; prescribe bounds; appoint the days for holidays and half holidays in the school time, and arrange the times at which the work in school in the several subjects of instruction is to be done.

Course of Instruction.

6. That either drawing or music be taught to every boy for the first three years after his admission into the School, but if at the expiration of three years he shall not have reached the Upper Division of the Fifth Form, then until he shall reach such division. But in either case he shall be at liberty to continue to receive instruction in either music or drawing after the expiration of such period.

7. That the instruction in Physical Science at Rugby consist in two main branches; first, Natural Philosophy, consisting in Chemistry and Physics; the second consisting in Comparative Physiology and Natural History, both animal and vegetable.

8. That the arrangements recommended by Recommendation XIII. of the General Recommendations to be made for the discontinuance of some portions of the school work, in order to give more time to others, be so made as to begin to take effect in the second division of the Fifth Form, and that the portion of the classical work to be discontinued may, as now, consist either of part of the classical compositions, or of the two classical lessons with the Tutor, or of both these portions of the classical work.

9. That no boy in the School be permitted at any time during his stay at School to omit or discontinue the study of more than one of the three subsidiary studies, Mathematics, Modern Languages, and Physical Science.

10. That the teachers of Physical Science be not required nor permitted to teach any other branch of knowledge in the School than to that or those for which their salaries as teachers of Physical Science are paid to them.

Maximum Ages in the School.

11. That, so soon hereafter as it shall be practicable to give effect to such a rule, no boy be admitted into or allowed to remain in the Lower School after 15 years, nor in the Middle School after 16 years and 6 months, nor in any form below the Sixth Form after 18 years of age, unless the aggregate marks of such boy, as obtained by class work and examinations in all the subjects of classics, mathematics, modern languages, and physical science, be such as to exceed the average aggregate marks of those in the lowest division or form in the Classical School, in which, by the rules of the School, he ought at his age already to stand, in which case he may be allowed to exceed the proper age by a period not longer than three-quarters of a year, or such other time as may be settled by the Trustees.

School Charges and their Application.

12. That the annual sums hitherto paid by boys learning Natural Philosophy, 5*l.* 5*s.*, Drawing, 4*l.*, Music, 4*l.*, be discontinued, and that no extra sum be paid on account of the regular instruction given in any of these branches of instruction.

13. That twenty-one guineas and a half be paid annually by the parents and guardians of each boy not being a foundationer for School instruction.

14. That twenty-one guineas and a half be paid annually by the Trustees on behalf of each foundationer for School instruction.

15. That these annual sums paid by parents and Trustees constitute a "School instruction" fund.

16. That the annual stipends hitherto paid by the Trustees of the School to the Head Master, seven Assistant Classical Masters, and Mathematical Master, be paid annually to the present Head Master, the present seven Senior Assistant Classical Masters, and the present Senior Mathematical Master, out of the School Instruction fund.

17. That the sum of fifteen guineas and a half, hitherto paid for School instruction, and distributed amongst the Masters of the School in certain settled proportions, and to a reserve fund as now constituted, be henceforth paid out of the School Instruction fund, and be distributed amongst the Masters in the same manner and proportions, and then form a reserve fund for the benefit of Masters as heretofore.

18. That from the residue of the School Instruction fund there be paid annually to two teachers, to be appointed to teach Physical Science, the sum of 1,200*l.*, of which 700*l.* be given as a salary to a teacher of Chemistry and Physics, and 500*l.* be given as a salary to a teacher of Physiology and Natural History.

19. That from the residue of the School Instruction fund an annual sum of 600*l.* be paid to two teachers of Music and Drawing.

20. That no Head Master hereafter to be appointed, and no Master hereafter attaining a position among the seven Senior Classical Masters, receive any annual stipend, either from the Trustees or from the School Instruction fund.

21. That no Senior Mathematical Master hereafter to be appointed, or succeeding hereafter to that position, receive the annual stipend of 120*l.*, now paid by the Trustees, and made payable out of the School Instruction fund by these regulations.

22. That the annual sum of ten guineas now legally payable by every boy above the

Lower School who takes private Classical tuition be henceforth payable by every boy in the School for Classical tuition till he reaches the second division of the Fifth Form.

23. That on and after reaching the second division of the Fifth Form every boy henceforth pay the sum of twelve guineas, or such other sum as the Trustees of the School may fix, for private tuition, to be distributed as the Trustees, after communication with the Head Master, shall settle.

24. That the sum of ten guineas now payable annually for private tuition in Mathematics, and the sum of five guineas payable for private or Laboratory instruction in Natural Philosophy, and the sum of six guineas payable for private tuition in Modern Languages, be not paid for any extra instruction by these Recommendations recommended to be given in any such branches of knowledge to a boy on or after reaching the second division of the Fifth Form, on account of his discontinuance of any subject of instruction taught in the School.

25. That all the sums now paid to the Head Master on account of entrances, and of his share of the School Instruction fund be paid to him, and be charged with the same payments to other Masters as heretofore; but that all payments and fees payable to him on account of any number of boys beyond 470 be not received by him, but be paid into the School Instruction fund: and that the amount of all sums now paid by him to Assistant Masters, so soon as he shall cease to make such payments, be also remitted by him into the School Instruction fund.

Number of Masters and Boys.

26. That there never be less than three Classical Masters to each hundred boys in the School.

27. That so soon as the number of the School shall reach 480, an additional Assistant Classical Master be appointed.

28. That the number of boys in the School at one time do not exceed 500.

29. That the salaries or pecuniary remuneration of the various Masters teaching in the School, be always and entirely furnished out of the payments made by or on behalf of the several boys educated at the School, and not directly out of the revenues arising from the property of the School.

Emoluments of Masters.

30. That as the present arrangement of the salaries of the Assistant Masters appears susceptible of improvement, particularly in regard to the existing difference between the pecuniary remuneration of the Senior Assistant Masters keeping boarding houses, and that of the Masters immediately below them not keeping boarding houses, some different arrangements be adopted in future, for payment of Assistant Masters, applicable to such as may hereafter be appointed to keep boarding houses, and that these arrangements be based upon the following principles:—

First. That no Classical Assistant Master receive more than 1,400*l.* per annum, and that none receive less than 500*l.* per annum;

Second. That the interval between the lowest income of any such Master and the highest income be graduated by successive scales of income, such as will be suitable to various degrees of rank and standing amongst the Assistant Masters;

Third. That there be not less than four distinct scales of income for the whole group of thirteen Assistant Masters;

Fourth. That no one scale of income exceed that immediately below it by more than 300*l.* per annum, nor apply to more than four Masters.

31. That, in order that this graduation of incomes may meet with no obstacle in the paucity and magnitude of the boarding houses at Rugby, each Assistant Master appointed to a boarding house contribute the annual sum of 6*l.* for each boarder in his house to the School Instruction fund; and that this School Instruction fund be distributed to those Assistant Masters keeping boarding houses and taking pupils, and to those not keeping boarding houses but taking pupils, and to those neither keeping boarding houses nor taking pupils, in various degrees, to be determined in part by their standing in the school, and in part by the amount of income which they can fairly be considered to derive as Assistant Masters from other sources than the School Instruction fund.

32. That the income of no Assistant Master in the Mathematical or Modern Language School exceed that of the Assistant Master next below him in order of seniority by more than 400*l.*, where the number of Assistants is above two, or by more than 500*l.* where it is two only, and that Assistant Masters in these several Schools, keeping boarding houses, contribute the annual sum of 6*l.* on each boarder to a fund to be made use of in carrying out this regulation.

33. That the Trustees of the School, before any new appointment to a boarding house is made, settle a scheme of payments, framed upon the principles just laid down, and applicable to all Assistant Masters hereafter to be appointed to boarding houses, who, in the opinion of the Trustees, have no equitable claim to be exempted in consequence of their present position on the list of Masters.

34. That the Trustees have power to amend from time to time, as the interests of the School may require, any scheme, by whomsoever framed or settled, which may have been framed for the payment of the Masters.

35. That no separate annual charge be made on any boys for any Writing or Arithmetic Master hereafter to be appointed, but that a proper annual charge on such account be added to and become a part of the general charge for School instruction.

Application of Revenues.

36. That the Trustees do not henceforth pay to the Head Master or to any Assistant Classical or Mathematical Master the annual stipends hitherto paid to them respectively, or any annual stipend.

1. Masters' Stipends.

37. That the Trustees of the School cease to award or to have power to award to persons having served as Masters any annual payments as stipends in the nature of Fellowships.

38. That the Trustees do not pay any stipend to any Writing or Arithmetic Master hereafter to be appointed.

39. That the Trustees do not henceforth pay any stipend to the Drawing Master, for whom a salary is now otherwise provided.

2. Foundation Privileges.

40. That the number of boys at School at any one time entitled to the benefits of the foundation by reason of residence, at Rugby, or within a certain distance from Rugby, or within the county of Warwick, be gradually limited to 25; and that the Trustees do make provision for effecting this gradual diminution in such manner as not to defeat the reasonable claims of individuals who may have settled in the neighbourhood for the purpose of availing themselves of such privilege; provided, that this limitation be carried into full effect before the month of August 1873.

41. That this local privilege be entirely abolished in a manner to be arranged by the Trustees, who shall take steps to carry into full effect the total abolition of this local privilege before the month of August 1883.

3. Scholarships and Exhibitions tenable at Rugby.

42. That there be created at Rugby School, 12 Scholarships and 24 Exhibitions, and that they be entitled respectively "Sheriff Scholarships" and "Sheriff Exhibitions."

43. That the Sheriff Scholarships be of the annual value of 60*l.* each, and the Sheriff Exhibitions of the annual value of 25*l.* each, and that these sums be paid out of the annual revenues of the School.

44. That of the Sheriff Scholarships three be filled up annually by competitive examination in Classics, open to all British subjects under the age of fifteen years, and tenable for four years at Rugby School.

45. That of the Sheriff Exhibitions, six be filled up annually by competitive examination open to all British subjects under fifteen years of age, and tenable for four years at Rugby School.

46. That of the six Sheriff Exhibitions annually awarded, two be given to the greatest proficiency in French or German or both; two for the greatest proficiency in those branches of Physical Science which are taught at Rugby School; and two for the greatest proficiency in Mathematics.

Conditions of Competition and Tenure of Scholarships, &c. at Rugby.

47. That no boy be entitled to compete for such exhibitions who, if at Rugby School, is not already in the Middle School, or who, if not yet at Rugby School, shall not pass such a preliminary examination in Classics as will entitle him to a place in the Middle School.

48. That it be in the power of any boy to offer himself as a candidate for such exhibitions in two different branches of learning, and no more.

49. That any boy on the foundation of Rugby School be entitled to obtain by competition a Sheriff Scholarship if under the age of fifteen, and in such case he shall vacate his place and privileges on the foundation.

50. That any boy on the foundation of the School be entitled to obtain one Sheriff Exhibition, and no more, without vacating his place on the foundation.

51. That the number, nature, and value of the Sheriff Scholarships and Exhibitions annually vacant and to be competed for, together with the general terms of the competition, be advertised in the public newspapers annually three months before the examination takes place.

52. That the number and nature of any Scholarships or Exhibitions accidentally vacated before the expiration of the four years during which they may be commonly held at the School, together with the general terms of the competition, be also in the same manner advertised three months before the examinations take place, if possible; and if this be not possible, then as long before as is practicable.

53. That the Trustees on being satisfied after a report made jointly by the Head Master and the Masters teaching Mathematics, Modern Languages, or Physical Science, as the circumstances may require, that any boy holding a Sheriff Exhibition has ceased to endeavour seriously to maintain his proficiency in that branch of knowledge for the

encouragement of which the exhibition of which he enjoys the benefit was founded, have the power at any period not being less than one year from the time when such exhibition was awarded to declare such exhibition "open to challenge."

54. That in the event of the Trustees declaring any exhibition of any boy open to challenge, any other boy who has been at Rugby School for one year, not being of greater age than the boy whose exhibition is declared open to challenge, or any boy whosoever, being under the age of fifteen years, may at the next examination held in the School for the Sheriff Scholarships and Exhibitions, offer himself as a candidate for such exhibition, which shall be awarded by a competitive examination, at which the boy actually holding the same shall be also admitted to compete.

55. That any exhibition which has been so challenged shall be held by the successful competitor for the remainder of time during which it might have been enjoyed, if it had never been declared open to challenge.

56. That the examiners appointed for the examination of candidates for exhibitions at the University shall take such part in examining for and have such voice in awarding the Sheriff Scholarships and Exhibitions as the Trustees of the School shall think fit to order; and, to aid this arrangement, the examination for Sheriff Scholarships and Sheriff Exhibitions shall take place about the same time with that for the University Exhibitions.

57. That the election of Sheriff Scholarships and Sheriff Exhibitions commence forthwith and be continued in succeeding years by the election of such number of Scholars and Exhibitioners as has been herein appointed for annual election; and that the annual sums of money herein saved to the revenues of the School by transferring the payment of the Head Master and seven Assistant Classical Masters from the revenues of the School to the School Instruction fund, be applied to this object before all others.

58. That the Trustees be empowered to increase the number of such Exhibitions and Scholarships, in case such a course shall appear to them desirable, as they shall find the revenues of the School liberated by the gradual diminution of the number of Foundation boys, and by the final extinction of that local privilege.

4. Exhibitions tenable at the Universities.

59. That the existing arrangements affecting the value and number and nature of the Exhibitions offered to competition to boys quitting Rugby School for the Universities be modified in order to give a better and more effective encouragement to the studies of the School.

60. In lieu of five Exhibitions of the value respectively of 80*l.*, 70*l.*, 60*l.*, 50*l.*, and 40*l.*, all and each yearly offered for mixed attainments in many branches of knowledge, the same yearly sum shall be given as follows:—There shall be three yearly Exhibitions of the respective values of 60*l.*, 50*l.*, and 40*l.* awarded annually to the highest proficiency in Classics alone; two Exhibitions of 30*l.* and 20*l.* respectively to the highest proficiency in Mathematics alone; two Exhibitions of 30*l.* and 20*l.* respectively for proficiency in Modern Languages; and two Exhibitions of 30*l.* and 20*l.* respectively for proficiency in Physical Science.

61. That it be in the power of any boy to compete for any two Exhibitions assigned to two different branches of knowledge, and to hold any two such of any value together.

Examiners.

62. That the Examiners for the Exhibitions at the Universities be henceforth five in number. That there be two Classical Examiners, one Mathematical Examiner, one Examiner in Physical Science, and one Examiner in Modern Languages. That a sum not exceeding 25*l.* be given to each Classical Examiner, and that a sum not exceeding 20*l.* be given each Examiner in the three other branches.

Miscellaneous.

63. That competitive examinations requiring a serious amount of preparation be, as far as possible, avoided in the first month of any half year.

64. That the original English verse prize be restored to its ancient value by the addition of three guineas from the School revenues to the three guineas now given by the Head Master.

65. That prizes for the translation of choice Greek and Latin passages into English, both prose and verse, and choice English passages into the classical languages be given, and if necessary, out of the School revenues.

66. That the Trustees consider the propriety of providing prizes for the encouragement of study in the Mathematical, Modern Language, and Physical Science Schools.

67. That that part of the ground now in occupation of the Head Master, immediately adjoining to, and lying within the same hedges as, the School Field, and only separated from it by a post and rail fence, be taken into and form part of the School Close, and be devoted as such to the use of the boys; and that either by placing other convenient ground of equal value, and available for the same purposes, at the disposal of the Head Master, or by other arrangements the Head Master be compensated for the loss or inconvenience which this change may produce.

CHAPTER IX.—SHREWSBURY.

Statement and Observations.

1. *History of the Foundation.*

Origin of Foundation.

Carlisle's Endowed Schools, ii. 374, and see the Letters Patent of King Edw. VI. Appendix Q.

Shrewsbury School is one of the many educational foundations established at or soon after the Reformation in order to supply the void caused by the dissolution of the monasteries and of the seminaries dependent on them. In 1551 the bailiffs, burgesses, and inhabitants of Shrewsbury, and "very many other our subjects of our whole neighbouring "country there" (totius patriæ ibidem vicinæ), represented the need of such an establishment to King Edward the Sixth, and solicited a grant of some portion of the estates of two dissolved collegiate churches for the purpose. The King accordingly granted the appropriated tithes of several prebendal livings, formerly belonging to the churches of St. Mary and St. Chad, for the endowment of a Royal Free Grammar School. Queen Elizabeth subsequently added to this endowment the valuable tithes of the Rectory of Chirbury, and some other ecclesiastical property. Thus it happens that nearly the whole of the property now belonging to this School consists of tithe rentcharges. These produced, on an average of seven years from 1854 to 1860, 2,714*l.* per annum; the remaining property produced only 300*l.*

Charter and Indenture.

The original Charter of King Edward was to a considerable extent superseded by the indenture made by Queen Elizabeth on the occasion of her granting the living of Chirbury in 1571. The ordinances consequent upon that indenture were in turn superseded by an Act of Parliament passed in 1798; and this again has been materially modified by a scheme framed under the directions of the Court of Chancery in 1853.

Dr. Kennedy, Ans. II. 1, note Ev. 62–65.

In the original Charter the School is described as a Free School (Libera Schola), by which term is commonly understood a school in which education was to be given gratuitously, though Dr. Kennedy disputes the correctness of this interpretation. The government of the School was originally placed in the hands of the Corporation of Shrewsbury, and of the Visitor, the Bishop of Lincoln, whose consent was made necessary in all matters of importance done by the Bailiffs. "Before the school could be opened," however, "King Edward died. It was in abeyance during the reign of Mary. Nor was "it actually opened before the 4th Elizabeth, 1562, Mr. Thomas Aston or Ashton* being "the first Head Master, evidently a man of great ability and credit, since in the seven "years of his mastership he entered 875 scholars, many of them sons of the best "families of Shropshire and the adjoining counties, including Sydney (afterwards Sir "Philip), Fulke Greville (afterwards Lord Brook), the sons of Archbishop Sandys, &c. "Of Ashton's pupils, 238 only were town boys (oppidani), the rest are called *alieni*. If "any Statutes were made at this time no record exists of them. The statutory govern-"ment of the school dates from 1571. It appears that in 1569 Ashton resigned his "office, and directed the studies of the famous and ill-fated Robert Devereux, eldest son "of Walter, Earl of Essex. His affection for Shrewsbury school caused him to move "Queen Elizabeth with success to grant to the school the tithes of Chirbury (which "form about one-third of its present revenues), and to take that opportunity of consti-"tuting the government of the school on as good a foundation as could be secured."

By Queen Elizabeth's indenture stipulations were made that the Bailiffs and Burgesses

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* Mr. Ashton was himself a great benefactor to the School. We learn that "he bestowed on it 120*l.* of his "own money, equal in effect, perhaps, to 1,000*l.* in the present day."—*See* Radclyffe's Memorials of Shrewsbury School (1843). In 1565–6 "Queen Elizabeth made progresse as far as Country [Coventry], intending "for Salop, to see Mr. Aston's play, but it was ended."—*Ibid.*

The following extract from Andrew Downes' dedication of his edition of Lysias "Defensio pro cæde Eratosthenis" (1593) to Robert Earl of Essex, will show in what honour Mr. Aston was held:—

"Eram tibi notus in Academiâ; habebam enim ad sublimitatem tuam, ipse humilis, hanc commendationem atque aditum, quod a Thomâ Ashtono mihi quoque erudiri contigerat, qui teneros tuos suscepit annos, qui Patri tuo se totum devoverat, et magnam habuit cum familiâ vestrâ nobilissimâ necessitudinem constitutam, quem virum jam olim mortuum nunc idcirco honoris caussâ nomino, quia secundum Deum et parentes plurimum illi debeo: quicquid enim est in nobis literarum, aut humanitatis, aut ullius omnino boni, ille effecit, ille primus auctor fuit, nec de re ullâ sic Deo gratias ago quam quod illius providentiâ talem habui præceptorem, de quo omnibus qui alumni fuerunt ejus disciplinæ gloriari licet, enim vero inter tot adversa et acerba quæ vidi in vitâ, atque expertus sum, hoc unum tamen feliciter, atque ita ut non potuit melius, evenit, quod ad præstantissimum illum virum puer sum a patre deductus."

should apply the profits of the grant made by her "towards the maintenance of divine "service to be had in the Chapel of Cliffe, in the said County of Salop, five pounds of "lawful money of England"; other five pounds for the Chapel of Astley; 13*l.* 6*s.* 8*d.* to the Vicar of St. Mary's, and 6*l.* 13*s.* 4*d.* to the maintenance of a priest in the same church; and that they should "employ and bestow, for the better maintenance of the "Free Grammar School within the Town of Salop, founded by the late King Edward "the Sixth, all the residues of the revenues and profits of the said rectory and other "the premises . . . . according to such orders and constitutions as shall be taken "in that behalf by Thomas Ashton, clerk, now schoolmaster of the said grammar school. ". . . Provided always, that if the said Bailiffs and Burgesses do not well and truly "accomplish the covenants and intents in these presents expressed, that then it shall and "may be lawful for our said Sovereign Lady the Queen, her heirs and successors, into "all and singular the premises to enter, and the same to have, receive, and retain until "the covenants and intents aforesaid shall be duly satisfied, performed, supplied, or "accomplished for that express mention of the certainty of the premises, or of any of "them, or of any other gift or grant made by us or our progenitors to the said Bailiffs "and Burgesses of the Town of Salop, or any of them, before this time, made in these "presents is not made, or any Statute, Act, ordinance, provision, proclamation, or "restraint to the contrary thereof had, made, enacted, ordained, or provided, or any "other matter, cause, or thing whatsoever to the contrary in anywise not withstanding."

Though the language of this last clause is somewhat involved, its general meaning is clear; and, from some letters of Mr. Ashton, of which copies have been laid before us, it is plain that he was invested with nearly absolute power over the administration of the whole of Queen Elizabeth's donation, at all events, if not over that of King Edward also. We place in a note one of these letters, which throws great light upon the circumstances of the time, and which has an important bearing upon some points to which we shall presently have occasion to refer.* A controversy of some length was carried on between Mr. Ashton and the Burgesses, but finally an arrangement was come to, and an Indenture tripartite was executed on the 11th February 1577, between the Bishop of Lichfield, as Visitor, of the first part, the Bailiffs and Burgesses of Shrewsbury of the second part, and the Master and Fellows of St. John's College, Cambridge, Mr. Ashton, late head schoolmaster of Shrewsbury School, and Mr. Lawrence, the actual Head Master, of the third part, in a schedule to which were set forth a body of Ordinances made by Mr. Ashton, and another body made by the Bailiffs, furnishing a complete constitution for the school.

ORDINANCES. By this constitution the chief government of the School was placed in the joint trust of the Bailiffs and the Head Master, under the general superintendence of the Visitor. A

* To the right Worshipful the Bailiffs, Aldermen, and Common Council of the Town of Shrewsbury. Feb. 20th. 1573.

Where your Worships hath requested me to alter the Orders for the Assistant and to place a second Schoolmaster who may have yearly for these Six Years Sixteen Pounds, without Respect of a dead Stock for the School, the use whereof the poor Artificers of the Town should have had, I have agreed to your request, and as time will serve have satisfied the same. If you like of it you may ingrosse it and annex it to the former Schedules. If you mislike it, correct as you think good. I will set my Hand unto it as most of you shall agree thereupon. My Life is short and therefore I would it were done out of Hand. Yet as my Duty requireth I will give you some Reason of my doing. Seeing your minds be to have the School's Money to serve only the School's use (Howsoever pity moved me to apply it otherwise) I have now done the same, yet reserving a Surplussage still, first, to the use of the School to be first served; after, as it will appear by the Orders. I reserve the Surplussage to this end, to have provision made in either University for such your Children as shall come out of the same School thither: for you see now how the poor are forced to give over their Learning and Study, for that they can have no place in neither University, in any Colledge, in Default neither the Shire nor the School aforetime hath made provision therefore. Seeing then you will have all applied to the School use, I agree thereto, and have made Surplussage first, to serve that use, neither have disannulled the Orders in the Schedules before (that only excepted of the Assistant), but reserved them to the time when the Schoolmasters are all first discharged. My reason I make or would make so large a Surplussage is this. I think all that may arise of the School's Rent is too much to go to the Salaries of the three Schoolmasters, and the Reparations of the School, for if one Schoolmaster have in the end £40, another £20, the third £10, I think no School in England hath a Salary exceeding this. And seeing we exceed others, Let us know when we be well. The principal care then is to make provision for those which shall go out from this School, for their further Learning and Study, and if the Town be benefited by the School, should not the children rejoyce to help their Fathers? And now for the dead Stock of the School of £200, this is my reason. You know that the School is old and inclining to Ruin, also casualty of Fire may happen. The Stock is ever ready without hindering the Town to build a new School. Yet this was not only my reason, which now I will declare unto you. I have considered many times with myself in what an Evil Place the School doth stand in, both for place of Easement whereby the fields is abused to the Annoyance of them that pass by there, as also for that they cannot have Access thither but that it must be by the Prisoners, whereby great Inconvenience cometh. My meaning therefore was in time to have bought that plot of ground S^r Andrew Corbett hath on the other side of the Street, and to have builded a fair School there with the dead Stock of the School, and to have had a Door through the Town Walls, and Stairs or Steps with great Stones down to Severn, where a fair House of Office might have been made, &c. THOMAS ASHETON.

certain amount of control over their proceedings, however, was vested in the Master and Fellows of St. John's College, Cambridge, of which Mr. Ashton was a member. Thus, though the formal appointment of the Head Master remained with the Bailiffs, the right of selecting him was transferred to St. John's, but the College were bound to select a burgess of Shrewsbury, if such could be found, and if not, then a native of Shropshire, or in default thereof a "sufficient man" born in any other county or shire, preference being given to persons educated in the School if thought worthy of the place. It was provided that the Chief Schoolmaster should be a Master of Arts of at least two years' standing, "well able to make a Latin verse, and learned in the Greek tongue." His stipend was to be 40*l.* a year; the Second Master, from whom the same qualifications were required, was to have 30*l.*, and the Third, who was to be a Bachelor of Arts, and well able to make a Latin verse, 20*l.* An Accidence School for young beginners was to be established in connexion with the principal school, and the Accidence Master was to have 10*l.* a year.

Bailiffs' Ordinances, No. 7. Appendix Q. Bailiffs' Ordinances, No. 3. Ashton's Ordinances, 1 and 2. Appendix Q.

The surplus of the school revenues was to be kept in a strong box under four locks. The Bailiffs and Schoolmaster were authorized to expend sums out of it, not exceeding 10*l.* at a time, upon the repairs of the school and other specified purposes, but no larger sum was to be taken out without the consent of the Master and Fellows of St. John's. The surplus revenues were to be employed first in completing the school buildings; secondly, in building a country house to which the masters and scholars might resort in time of the plague or any infectious sickness (which was afterwards done at Grinshill); thirdly, in founding two Scholarships and two Fellowships at St. John's, for boys educated at the School; and afterwards for purchasing further Scholarships and Fellowships at either University from time to time. The preference in the elections to these Scholarships was to be given first to natives of the town of Shrewsbury, then to sons of burgesses born in the suburbs, or in the parish of Chirbury, and lastly, to all natives of Shropshire.* The elections were to be made by the Master and senior Fellows of St. John's, who were to choose "the godliest, poorest, and best learned" of those presented to them by the Head Master and Bailiffs. A scale of admission fees, ranging from ten shillings to four pence, was appointed to be paid by all boys entering the school, from a "lord's son" downwards, including the sons of burgesses, if "of ability." No boy was to be admitted "before he can write his own name with his own hand, and before he can read English "perfectly, and have his accidence without the book, and can give any case of any number "of a noun substantive, or adjective, and any person of any number of a verb active or "passive, and can make a Latin by any of the concords, the Latin words being first given "him."

Ib. 6 and 7. *Ib.* 8. *Ib.* 9, 10, 11. *Ib.* 12. *Ib.* 13. Bailiffs' Ordinances, 24.

This settlement, however, did not prevent the occurrence of a good many disputes between the Corporation and the College, which continued for a great part of the 17th century. At length in 1724 the Corporation attempted to oust St. John's College, and to elect a Master under the old charter, but the election was set aside by the Court of Chancery and the House of Lords. Ev. 66.

In 1798 an Act was passed by which the government of the School was vested in a body of twelve Trustees, together with the Mayor of Shrewsbury for the time being. These Trustees were to be possessed of a certain property qualification, and were required to be resident in the county of Salop; twelve months' non-residence at any time was to disqualify a Trustee. On the occurrence of a vacancy the remainder of the Trustees were to elect three persons proper to fill it, and out of these the Corporation of Shrewsbury were to choose one. The Mayor was to be the chairman, and to have a second or casting vote at all meetings. The right of St. John's College to appoint the Head Master was retained; the preference formerly given to burgesses of Shrewsbury was done away. New salaries were assigned to the Masters, and provision made for increasing them if necessary. It was stipulated, apparently for the first time, that the sons of burgesses should be taught gratuitously. It was provided that the surplus revenues of the School should be applied to the establishment of Exhibitions at the Universities; these were to be open, first, to the sons of burgesses, then to natives of the parish of Chirbury, and lastly, to natives of Shropshire; and, failing any of these, the funds were to be accumulated for the establishment of fresh Exhibitions or for augmenting the stipends of the clergy of the impropriated benefices, if the Governors should at any time "see just and meet occasion" to do so.

Act of 1798. Appendix Q. Ev. 819–821.

Somewhat more than ten years ago the Trustees, being anxious to increase the stipends Order of Court of

* It is to be observed, however, that in the agreement of Sept. 20, 1656, establishing two Exhibitions at St. John's out of the surplus funds of the School, provision is made for the election, in default of there being any candidates of the privileged classes of "such other scholars of the said free School as have or shall be born "elsewhere."

Chancery. See Appendix Q.

of the clergy, to make alterations as to the Exhibitions, and to provide residences for the incumbents of the school livings, applied to the Court of Chancery to frame a new scheme for the disposal of the surplus revenues. (See Mr. Peele's Ev., 791–6, and Dr. Kennedy's Ev., 78–92.) A scheme was ultimately sanctioned by the Court of Chancery in 1853, by which it was amongst other things provided that, if there were no boy of the privileged classes to claim a vacant Exhibition, the Exhibition should be open to the rest of the School. Provision was made for the admission of boys not being the sons of burgesses, and for the fees which were to be paid by them; the right of the sons of burgesses to free education, given by the Act of 1798, being retained.

We shall refer presently to some other points in this scheme, as well as to some of the directions of the Act of 1798. What we have already cited is sufficient to show the general constitution of the school-trust and the relations between the Foundation and the town of Shrewsbury. It will be seen that these relations have undergone several alterations. King Edward seems to have designed his Foundation for the benefit not only of Shrewsbury, but of "the whole neighbouring country." His death, however, before the work was completed, the interruption of his plans caused by the reign of Queen Mary, and the length of time which elapsed before a regular constitution was given to the School, gave an advantage to the town which it was probably not intended by the Founder that it should have. The ordinances of Queen Elizabeth, the Act of 1798, and the scheme of 1853, have each in turn diminished somewhat of the exclusive rights claimed by the Corporation and the burgesses under the original Charter. If, therefore, it should be found necessary to make a further change in the constitution, and once more to revise the relations between the Corporation and the School, such a step will be perfectly consistent with the course which has heretofore been pursued.

See Dr. Kennedy, Ans. II. 2.

Questions raised respecting the School. Ev. 338.

The present time appears to us to be a critical one in the affairs of Shrewsbury School. The great reputation which it has acquired under Dr. Butler and Dr. Kennedy as a place of education has sustained it in spite of many disadvantages, but those disadvantages are now the more severely felt, on account of the competition of the new proprietary and other schools which have of late sprung up in various parts of the country: the very bad condition of the buildings, and the want of funds to place them in a proper state, operate more and more to deter parents from sending their sons as boarders; and the want of boys tells upon the teaching of the School, and elicits from Dr. Kennedy complaints that he cannot keep the rate of scholarship in the Sixth Form as high as when the numbers were greater. At the same time many of the inhabitants of Shrewsbury themselves are becoming dissatisfied with the position of the School, and with the regulations at present in force respecting it. A memorial embodying the views of the Corporation was presented to us on the occasion of our visit to Shrewsbury, and will be found in the evidence. The Corporation expressed their opinion that it was desirable to extend the benefits of the School, "so as to include not only a classical education, and "one suited for Scholars intended for the University, or one of the learned professions, "but also an education of a liberal character, adapted for and suitable to the requirements of the middle classes." They also thought it would be desirable, "without "entrenching on the rights and privileges of the burgesses," to provide "an education "free of charge, or at a reduced rate of payment, for residents within the borough for a "certain period." The especial motive for this appears to be, the change wrought by the passing of the Municipal Reform Act, which has reduced and is continually reducing the number of the burgesses.

Ev. 378, 724.

Dr. Kennedy, Ans. II. 32, III. 43, 44.

See Ev. of May 23, 1862, and Q. 340–432.

Ev. 67–77, 363–368.

It was urged upon us by one of the witnesses that the free School kept away other schools, which might otherwise be accessible to the middle classes. He considered it hard that he, as a large ratepayer and an old inhabitant, but not a burgess, of Shrewsbury, should be required to pay for the education of his sons at the free School, and that he should be unable to get for them there an education suited, not for a boy going to a University but for the sons of a person in trade. This gentleman admitted that he was not competent to say whether the Founder contemplated providing the ratepayers of Shrewsbury with gratuitous education of this character; but he observed, "the state of "things at the present day is so entirely different from what it was at the foundation "of the School, that I hardly see how it is possible to make the Founder's intention "apply to it." Mr. Southam afterwards sets out more fully the kind of education he desires, and the manner in which he would have it given. He appears to wish for something like the Cheltenham or Marlborough system of a modern department, though perhaps he would hardly make it embrace so extensive a range of teaching. Whatever is given he thinks should be given gratuitously, or nearly so, to the sons of ratepayers of the town.

Mr. Southam, Ev. 339–361.

Ev. 361. See however 412.

Ev. 371–382.

Dr. Kennedy, on his part, has endeavoured to meet the demand for a non-classical education by establishing a "non-collegiate" class, in which boys do not learn Greek, nor any classical composition, but are taught Modern Languages, History, English Composition, and some additional Mathematics instead. This arrangement, however, does not satisfy the townsmen, who desire to see it carried further and placed on a more assured footing. On the other hand, the Trustees of the School, or some of them, look upon it with jealousy, as having a possible tendency to convert a school for liberal education into a commercial school. They have never sanctioned it, though they have not prohibited it, and they seem to have some doubt of its legality. Dr. Kennedy himself considers the arrangement to be still very imperfect, but believes that it would work well with adequate numbers and support from the public.

"Non-collegiate Class." Ans. III. 43, 44. Ev. 213–220. Mr. Calvert, Ev. 848–849. Ev. 349, 372, 405. Ev. 764–771.

Another complaint made by some of the residents is that the School hours are unsuitable for home boarders. Dr. Kennedy states that he is unable to alter them so as to meet the wishes which are expressed on the subject. This is a question which is chiefly of importance in so far as it connects itself with the question whether the School should be mainly a boarding or a day school. Upon this point it should be observed, that the School appears to have been originally founded as a day school. Precise directions are given in the Ashton Ordinances with regard to the accommodation of the Masters and the places of study for the boys, but no mention is made of any provision for boarding or lodging the latter. On the contrary, arrangements are expressly made for the hours of coming to and leaving school in winter and summer respectively, for the time to be allowed for dinner, and other matters;* and it would seem from these provisions that the majority, if not the whole, of the boys were out-boarders. In the Ordinance relating to attendance at church, it is provided that "every parent or householder within the town or suburbs "tabling any scholar or scholars" shall see that they go to church.

Ev. 394, 431, but see 1228–1231. Ev. 654–659.

It appears to us, then, that there are three important points which demand consideration; namely, first, the condition of the buildings; secondly, the claim of the ratepayers in general for admission to some of the privileges of the burgesses; and, thirdly, the demand which has arisen for middle-class education at the School. It would, of course, be possible to discuss these three points separately, but we are of opinion that they are in reality closely connected with each other and with the fundamental conditions of the existence of the School; and we, therefore, propose to inquire generally what were the views of the Founders and benefactors of the School, and what are the requirements of the present day, in order that we may arrive at conclusions which may guide us in deciding upon the course we should recommend with regard to these points and to those which arise out of them.

It appears to us clear that the intention of King Edward and of Queen Elizabeth in establishing and endowing the School was to provide for the education, not only of the sons of the burgesses or inhabitants of Shrewsbury, but of the youth of the whole neighbourhood; by which we understand that the School was to be open to all who could conveniently attend it. The difficulty of travel in those days rendered it most desirable that good Schools should be established at various places, to which the sons of persons living within the district might resort. Shrewsbury, as the "chief place of an extensive "and fertile district," and the place where the Court of the Marches of Wales was held, had an established position among the great provincial capitals at a time when the provincial capitals were relatively of far more consequence than they now are. "In the "language of the gentry many miles round the Wrekin," says Lord Macaulay, speaking of the 17th century, "to go to Shrewsbury was to go to town." It was, therefore, natural that King Edward should select this important town for the seat of the School designed to meet the wants of his petitioners, who included, as we are expressly told, very many persons of the neighbourhood, as well as the burgesses and inhabitants of Shrewsbury itself. Positive evidence that such was its object is to be found in the facts, 1st, that the sons of many of the most distinguished persons in the kingdom, such as the sons of Archbishop Sandys, Sir Philip Sydney son of the Lord Deputy Sir Henry Sydney, and others, were sent there for education; and, 2nd, that in Ashton's Ordinances, made under the authority of Queen Elizabeth's indenture, a scale of fees

Intentions of Founders.

Macaulay's History of England, i. 339.

Carlisle's Endowed Schools, ii. p. 375.

* "The scholars shall come to school in the morning from the feast of the Purification of our Lady to the "feast of All Saints at 6 of the clock, and from the feast of All Saints until the feast of the Purification "at 7 of the clock at the ringing of the school bell; and no candle shall be used in the said school for "breeding diseases and danger and peril otherwise." The going to dinner of the scholars was to be at 11, and their coming back to school at a quarter before 1 o'clock. School was to close at half past 4 in winter and half past 5 in summer.

is set forth, showing what sums were to be paid by the sons of lords, of knights, the eldest and other sons of gentlemen, the sons of other persons below those degrees, whether born in Salop or not, and the sons of burgesses of Shrewsbury and of other inhabitants of the town. We think it clear, therefore, that, in the view of the Founders, the School was intended for all classes, and that, though some advantage was to be given to the burgesses, it was not designed that they should have a general or exclusive right to free education for their children. That such a right was given to them by the Act of 1798 does not appear to us to be a sufficient reason for its being preserved to them now, under the altered circumstances of the present day. The right was given in exchange for the abandonment on the part of the town of the provision in Ashton's statutes that the Head-Mastership should by preference be conferred on a burgess, a provision which must have been found inconvenient in 1798, but which would now be utterly inconsistent with the maintenance of a first-class public school, since the number of the burgesses can no longer be recruited with the same ease as before the Reform Act. The same circumstance also renders it unreasonable to restrict any advantages, which it may be thought right that the townspeople of Shrewsbury should enjoy, to the limited and diminishing class of the burgesses. We agree with one of the witnesses, that whatever rights were given by the Founder to the burgesses were practically given to all natives of Shrewsbury; and we can see no reason, so far as regards the Founder's intention, why, if any privileges at all are to be retained, they should not be shared by all natives, or even by all established inhabitants of the town.

Ev. 412.

Other Considerations.

When, however, we turn from the question of the intention of the Founders to the question of the requirements of the present day, and when we ask how far it is desirable that this School should be indelibly stamped with a local character by the retention of local privileges either to the burgesses or to the ratepayers of Shrewsbury, or even to the inhabitants of the county of Salop, we cannot but feel that it would be for the general benefit that all such distinctions should be done away. Shrewsbury School is now one out of many public schools, all of which are readily accessible to boys from all parts of England. The Schools with which it comes into competition are for the most part free from local restrictions; and the advantages which their Foundations afford are open to merit without reference to parentage, place of birth, or other such qualifications. In several instances these qualifications have recently been removed; in some cases, where they still partially exist, we have recommended their abolition. We need hardly point out that to retain them at Shrewsbury alone, while they are abolished elsewhere, would place that School at a disadvantage in relation to its competitors; and that it would be in danger of losing its rank among public schools, and of becoming a merely municipal institution. This danger would be much increased if at the same time the character of the education were to be altered, if a preponderance were to be given to the "non-"collegiate" over the collegiate or classical element, if the School hours were to be adapted to the convenience of the town boarders, and if no effort were made to provide for the better accommodation of boarders in the School itself. We are satisfied that it was the distinct intention of the Founders that the School should be an essentially classical one, and that, though it may not have been originally intended for a boarding school, it was clearly designed to accommodate strangers as well as residents; a purpose which in the present day can be accomplished by giving facilities for boarding better than in any other manner. We are strongly of opinion that these two features of its constitution should be retained.

Suggested Changes.

We shall recommend measures calculated, as we think, to place the School on a footing of equality with the others that have been under our examination. We shall recommend that in lieu of the provision for the gratuitous education of an unlimited number of the sons of burgesses, regulations should be made for the admission of a fixed number of boys to free Scholarships on the Foundation. The number we shall suggest will be 40. At the time of our visit to the School the number of boys entitled to gratuitous education was 25, so that the proposed number will be amply sufficient to satisfy the claims of those who have a present interest in the privilege. We shall propose that these free Scholarships be entirely confined to the collegiate or classical division of the School, and that in the selection of the Scholars a preference be given for a certain number of years, to the sons of burgesses, provided they can pass a proper examination, and that the Scholarships not filled by them be thrown open to general competition. We shall further recommend that measures be taken for abolishing all local preferences after a limited period, sufficiently long to meet the case of the present generation of burgesses, who may be thought to have some inchoate claims. After that period, which might be 20 or 25 years, all the free Scholarships should be open to

Dr. Kennedy, Ev. 73–76, *see also* 707–710.

general competition among boys of a prescribed age. With regard to the education to be given in the School, we shall recommend that it be of the same general character as that which we have proposed for other schools. We are of opinion, as we have explained in the First Part of this Report, that by a proper admixture of modern with classical studies, and by a discreet use of the power of discontinuing certain portions of the classical work in order to allow more time for other subjects, an appropriate education may be given to the class of boys who go to public schools without having recourse to the somewhat cumbrous machinery of a distinct "non-collegiate" department. At the same time we do not desire in any way to fetter the discretion of the Governing Body, if upon careful consideration they see their way to the establishment of such distinct department. Of the success of such an experiment at Cheltenham and Marlborough we have already spoken, and we do not wish to object to its being tried elsewhere, provided that those who undertake it are satisfied that it can be conducted without prejudice to the classical character of the School. As matters at present stand at Shrewsbury, we think the "non-collegiate" class questionable if not objectionable, because its tendency seems to be rather to stimulate than to satisfy the demand for the virtual conversion of the School into a middle-class non-classical institution. We shall suggest, when we come to speak of the studies of the School, the safeguards by which we think the introduction of a "non-collegiate" class should be accompanied. With regard to the maintenance of the School for boarders, we shall presently point out the means by which, in our opinion, funds may be provided for the outlay which ought to be made upon the present inadequate buildings.

Before proceeding to this question, however, it is right that we should deal with some others.

2. *Constitution of the Governing Body.*

CONSTITUTION OF THE GOVERNING BODY.

It does not appear to us that the present constitution of the Governing Body is altogether satisfactory. The Corporation of Shrewsbury is directly represented by one officer alone, and that officer is the Mayor, whose tenure is for a single year, and who has therefore no opportunity of acquiring experience in the management of the School. Indirectly, the Corporation may be said to be represented in the Governing Body by virtue of the right which it possesses of selecting one of three candidates nominated by the remaining Governors upon each occasion of a vacancy; but this right evidently serves rather to embarrass the Governors than to give any real influence to the Corporation. Again, Dr. Kennedy points out the imperfection of the relations between St. John's College, Cambridge, and the School. The authorities of the College are not represented in the Governing Body, and are strangers to its deliberations; but they have the right of nominating the Head Master, and the Head Master is intrusted with the absolute direction of the studies of the School. Such an arrangement has a manifest tendency to produce confusion.

See Dr. Kennedy, Ev. 58–61. Ib. Ev. 259–266.

SUGGESTED CHANGES.

In our opinion it will be desirable to reconstruct the Governing Body upon principles analogous to those which we have recommended in the case of Eton and other schools, and to assign to it the same functions as we have proposed to assign to the Governing Bodies of those schools. We shall recommend that, as an ultimate arrangement, the number of 13 Governors be retained; that of these, three be named by the Corporation of Shrewsbury, one by the Master and Fellows of St. John's College, Cambridge, one by the Master and Fellows of Magdalen College, Cambridge, one by the Dean and Chapter of Christ Church, Oxford, and three by the Crown. The School having been founded and endowed by the Crown, it seems reasonable that the Crown should take precautions against any diversion of its funds from the object for which they were granted, and that, with this view, it should be represented in the Governing Body. The other four members should be elected by the Governing Body itself. As the number of the Governors is at present complete, we shall propose, as a temporary measure, that the Corporation, the three Colleges, and the Crown should each nominate one member to be added to the 12 elected Governors; by which means the number of the Body will be raised to 17; that the next four vacancies occurring among the 12 elected Governors should not be filled up, and that the following four should be filled by nominations by the Corporation and the Crown alternately, so as to establish the intended proportion between the nominated and the elected members. Thereafter every vacancy should be filled by the same authority as that by which the member whose place is to be filled was himself appointed. We shall not propose, as a condition of eligibility, that the Governors should be residents in the county of Salop, but shall recommend their being subject to the same qualifications as those which we have suggested in the case of other schools. We shall

also recommend that they have the same powers and duties, and be placed in the same relation to the Head Master, as the Governing Bodies of other schools, subject to any exceptions which the circumstances of the School may require.

3. *Number, Accommodation, and Charges of the School.*

NUMBERS OF SCHOOL. Dr. Kennedy, Ans. II. 32. Mr. Bather, however states that when he was at School the number was 301. See his Ev. 746.

It is stated by Dr. Kennedy that the greatest number the School ever reached was 295, in the year 1832; that it had fallen to 228 in 1836, when he himself became Head Master; and that it continued to decline for six years more, since which time it has been comparatively stationary, fluctuating between a maximum of 130 and a minimum of 80. At the time of our visit the number was between 130 and 140; of whom 71 were boarders.*

Dr. Kennedy, Ev. 74. Ans. II. 20. Ib. 21, 22.

Of the 60 who were not boarders, 22 were entitled to free education as the sons of burgesses.

BOARDING HOUSES.

The boarders, for the most part, reside in one of two houses belonging to the Head Master, the senior boys being taken into the School-house in which the Head Master himself lives, and the juniors being placed in a rented house adjoining, under the care of a Matron and of one of the Assistant Masters. In these two houses there is room for about 70 boys, sleeping three or five in a room, and using three or four common rooms for study. Dr. Kennedy, however, provides a third house, laid out in studies accommodating four boys a-piece, for the use of his senior boys. The Second Master is also allowed to take boarders, and can receive about 20; and the Master of Modern Languages has of late years been permitted to take four boarders, though Dr. Kennedy states that this is not a matter of right. The Chancery scheme declares that the Head Master and the Second Master may both receive boarders, but that the other Masters shall only do so with the consent of the Head Master. Of the boys who are not boarders, the majority, of course, live with their parents or friends, but there are a few cases in which they are confided to the care of respectable persons in the town, and attend the School as day scholars only. In these cases, as well as in those of the boys who live at home, the Masters assume no responsibility in respect of discipline out of school hours.

Ev. 742.

Dr. Kennedy, Ans. II. 29, Ev. 318–321.

The School is in an airy and healthy situation, but the accommodation provided for the boarders is very unsatisfactory; and it is to this cause that the stationary and depressed condition of the School is in great measure attributed by the Trustees, an opinion in which we are disposed to agree. We do not think it requisite to enter into details; and it is fair to Dr. Kennedy to remember that the credit due to him for the high character of the School is enhanced by the consideration of any such disadvantages against which he has had to struggle. But the condition of the boys' boarding houses is undeniably defective, and that to a degree which must seriously affect the well-being of the School. Dr. Kennedy himself admits the inconvenience of the buildings; but points out, in a letter addressed to our Secretary, that since he became Head Master he has done much to improve the condition of the boarders.

Trustees' Ev. 723–725. Dr. Kennedy, Ev. 334–336, and see his letter following Evidence of Mr. T. A. Bentley.

The charge for board and washing, tuition, and some small fixed expenses, in the Head Master's house is about 80*l.* a year. Extra charges, including tradesmen's bills, raise this to about 100*l.* a year on the average. Dr. Kennedy calculates the profit on each boarder at 21*l.*, though he has been in the habit of returning it to the Income Tax Commissioners at 25*l.*

4. *Division of Forms.*

FORMS.

The 131 boys who were in the School in October 1861, were divided as follows:—

Sixth Form	22	or 16·8 per cent.
Fifth Form	35	„ 26·7 „
Fourth Form	34	„ „ „
Third Form	31	„ „ „
Second and First	9	„ 7 „

This division shows an unusually large proportion of Sixth Form boys; but Dr. Kennedy finds it nevertheless difficult without a greater supply of reading boys to keep the rate of scholarship in his class as high as it should be. He complains of being obliged "to place "boys in the same forms, whose degrees of knowledge and power, especially in respect "of composition, are widely different, and therefore to give different kinds and quantities

Ans. III. 43.

* In November 1863 the number was 170, of whom 92 were boarders.

"of work to boys holding the same place and rank." In other words it may be said, that in order to work the highest form in a school satisfactorily the master ought to have not less than from 20 to 25 boys in it, and that a school of 130 boys only, cannot furnish a first class of 20 boys of tolerably equal abilities and attainments.

This difficulty must be much enhanced by the engrafting of the "non-collegiate" class upon the School, since it appears that of the 131 boys, 18 or 20 belonged to this class, and were therefore not admissible into the Sixth Form at all. The consequence is, that able boys are promoted into the Sixth Form very soon after they come to the School, and remain in it for the greater part of their stay. Mr. Graves was at Shrewsbury for five years, and for four of them he was in the Head Master's class, and he says this was not an unusual proportion of time to spend in it. Dr. Kennedy, Ev. 232. Mr. Graves, Ev. 1169–1175.

The subjects of study do not materially differ from those pursued at other schools, except as regards the "non-collegiate" class, in which Greek, and nearly all classical composition, is given up in favour of mathematics, modern languages and English composition. The amount of classical work done and the number of books read in the ordinary divisions of the School is very great; and the success which Shrewsbury men have met with at the Universities, and especially at Cambridge, proves that what they learn is learnt well. The Porson prize, in particular, has of late years been almost monopolised by them. They have not, however, gained as large a proportion of mathematical as of classical honours; nor have they been quite as successful at Oxford as at Cambridge, a greater number of the best scholars having gone to the latter University. Course of Study. Mr. Calvert, Ev. 849, 851. Classics. Mr. Graves, Ev. 1124–1166. *See also* Table C. Dr. Kennedy, Ev. 711–716.

Mathematics and French form part of the regular school work; but though proficiency in the former is allowed to affect a boy's place in school, this is not so in the case of French, for which separate classes are however organized and separate prizes given. The præpostors, or upper ten boys in the sixth form, are allowed to discontinue their French in order to devote themselves more entirely to classics. In the case of a boy remaining long in the upper part of the Sixth Form, therefore, he would probably discontinue French for some time before leaving the School. Mr. Graves says that during his last three years he learnt French more at home than at School. Dr. Kennedy has occasionally made attempts to introduce the study of German. He has also attempted to introduce choral music, but without much success. Drawing is encouraged, and Dr. Kennedy expresses a strong opinion of its value as an auxiliary to classical study. There is, however, no regular teaching of drawing in the school, but a certain number of boys attend the Government School of Design in the town. They are mostly "non-collegiate" boys. History is taught chiefly by the use of compendiums and abridgements; but the boys are encouraged to read larger works by themselves. The course embraces modern as well as ancient history. Geography is taught from Dr. Butler's work. Natural science is not taught. Dr. Kennedy says that there are in the School some models and diagrams in natural philosophy, but no experimental apparatus; and that he fears there would hardly be time or staff to work this unless the numbers were much increased. It does not appear that it is taught even in the "non-collegiate" class. Mathematics and French. Dr. Kennedy, Ev. 246–255. Mr. Graves, Ev. 1244–1246. German. Music. Drawing. Dr. Kennedy Ev. 253. Mr. Bentley, Ev 980. Mr. Graves, Ev. 1247, 1248. Dr. Kennedy, Ev. 567–569. History. Ev. 572. Ev. 575. Ev. 502–506. Mr. Graves, Ev. 1262. Ev. 1249–1253. Natural Science. Ans. III. 21. Dr. Kennedy, Ev. 220. Mr. Calvert, Ev. 873, 875. Mr. Bentley, Ev. 950. Dr. Kennedy Ev. 231. Mr. Calvert. Ev. 863. Mr. Bentley, Ev. 954. Mr. Southam, Ev. 349–384.

Modern history appears to be the study in which the boys in the "non-collegiate" class make the greatest relative proficiency. In modern languages they do not appear to do better than, or as well as, boys in the general School. In fact the evidence shows that at present this class is rather sought as a refuge from work, than on account of the facilities it affords for particular kinds of work, and this is probably the reason why it fails to give entire satisfaction to parents.

5. *Number and Remuneration of the Masters.*

There are now in all eight Masters, including the Head Master. Of these five only receive salaries from the Trustees; the rest are paid directly or indirectly by the Head Master. Four of them are Classical Masters, one Mathematical, one for French and German, one for writing and mapping and for accidence, and one is appointed as Tutor for all boys below the Sixth Form, and is also charged with the direction of the studies of the "non-collegiate" class. Masters. Dr. Kennedy, Ans. II. 11.

The functions designed for this last-mentioned gentleman are somewhat peculiar. He is intended to act as General Assistant to all the Class Masters below the Sixth Form; so that whenever any Master in class observes that a boy requires special attention out of school, he may put his name down on a list of boys to be instructed by the Tutor in such department or departments of study as the Master in class may think proper. There is no such regular tutorial system at Shrewsbury as exists at Eton and elsewhere; but a very few boys have been in the habit of resorting to private Tutors, either to "Tutor." Dr. Kennedy, Ev. 202. Mr. Calvert, Ev. 891–894. Mr. Calvert, Ev. 877.

enable them to get on faster than the form work was taking them, or to assist them when they found themselves behindhand. The charge for private tuition in such cases has been 16 guineas a year. The new arrangement recently introduced by Dr. Kennedy is intended to supersede private tuition of this kind, by giving every boy, without any extra charge, such private assistance as he may appear to require. Beyond this Dr. Kennedy thinks it objectionable to carry the system of private tuition.

Mr. Calvert, Ev. 879.

Dr. Kennedy, Ev. 206–212.

MASTERS' STIPENDS.

The amount of remuneration received by the Masters is very moderate. The Trustees pay in salaries about 870*l.* per annum, out of which the Head Master receives 465*l.* (including his stipend as Catechist) but pays 300*l.* of it to the three Assistant Masters not provided by the Trustees, and 52*l.* 10*s.* to the French Master. The Second Master receives 200*l.*, the Third Master 100*l.*, the French Master 50*l.*, and the Accidence Master, 25*l.*, with a variable allowance amounting to about 30*l.* more, for teaching writing to the sons of the burgesses. In addition to these salaries the Masters receive a share of the tuition fees paid by the boys. Every boy who is not the son of a burgess pays a tuition fee of 15*l.* 15*s.* a year. These fees are divided in certain proportions between the Head and other Masters. The net income of the Head Master from these two sources, when the school contains 100 paying boys, may be taken at 590*l.*; besides which he has the profits of his boarding houses, which may add 1,300*l.* or 1,400*l.* to his emoluments, and so bring up his whole income to 2,000*l.* a year. The income of the Second Master from salary and tuition fees is about 460*l.*, to which the profits on five boarders (his number in 1861) would add about 100*l.* The Third Master, who does not keep a boarding house, would receive only 225*l.*; the first Assistant Master 300*l.*; the second, 200*l.*; and the third, who is the Mathematical Master, 200*l.* To these amounts, however, some addition must be made for private pupils; and it is to be observed that some of the Assistants have rooms provided for them, and dine at Dr. Kennedy's table.

See Dr. Kennedy's Ev. 157–171.

Ev. 195, 197.

Dr. Kennedy states that the Assistant Masters have no voice by right in the direction of the studies of the School, but that "the Head Master would act most unwisely if he "did not often consult them," and that in point of fact they usually meet once a week for the purpose of consultation.

Ans. III. 8.

Evidence, 453, 454.

6. *Examinations, Prizes, and other Encouragements to Study.*

PROMOTION.

The principal stimulant to work at Shrewsbury appears to be the desire to obtain a high place in the School. Boys rise freely by proficiency, and Dr. Kennedy attributes the success of the School in great part to the unreserved promotion of merit. At the same time boys of inferior merit are promoted from form to form with reference to their age, conduct, and other considerations. Two examinations are held in the year, in February and in August; or, to speak more precisely, two examinations are commenced before the Christmas and the Midsummer holidays respectively, and concluded on the re-assembling of the School in February and in August. Promotions are awarded as the result of these examinations. But general promotions also take place at Ladyday and Michaelmas, and for these there is no special examination, though reference is had to the results of the examination next preceding. An account of the nature of the half-yearly examinations will be found in the evidence of Mr. Graves. The object of dividing them is, we presume, to induce the boys to work during their holidays; but from Mr. Graves' account it seems that this object is not always attained. The arrangement does not appear to us a very desirable one. The proper employment of the holidays is undoubtedly a difficult question in many cases; but we do not think it fair to the boys to propose the chief honours of the School as a reward for work done at home. In the case of a very studious and ambitious boy, such a system may prevent his taking a proper amount of relaxation in the time which is expressly set apart for it: in the case of an idle boy, it may lead to his getting private help in the holidays to cover the deficiencies of his work in the schooltime: and in many cases it may hinder parents from setting their sons to other work, not directly connected with their progress at School, but of a kind likely to be of much value in their education. Subject to this remark, we are of opinion that the system of examinations and of promotion as dependent thereon, is a valuable feature at Shrewsbury. We shall recommend its extension so as to include Modern Languages, and Natural Science, and to give a due amount of encouragement to proficiency in these subjects.

Mr. Graves, Ev. 1222.

Dr. Kennedy, Ans. III. 9, Ev. 444, 445–448.

Ev. 460.

Mr. Graves, Ev. 1197.

EXAMINATIONS.

Mr. Graves, Ev. 1280–1302.

PRIZES.

Various prizes, about 20 in number, are given for classical, mathematical, and other attainments, some for verses and essays, and one, which struck us as worthy of especial mention, called the "aggregate merit prize," which is given to the boy who, upon the whole, stands highest in all branches of examination, taking into account also his industry

Ev. 510–513.

and moral character. Another kind of reward, which is also peculiar to Shrewsbury, and which appeared to us more questionable, is what is called "merit money," of which Dr. Kennedy gives the following account:

"433. (*Lord Clarendon.*) Will you have the goodness to explain what is the meaning of 'merit money'?—Four times in the half-year (monthly) the marks are considered; all the marks which have been given to a boy for his different work, whether that is classical or mathematical, or what we call merit marks, for punctuality at chapel, for good exercises, and various things for which merit marks are given,—these are all considered, and when any merit money is deserved, a sum is awarded in proportion to the boy's place in the school. Thus the head boy has merit money for surpassing any other boy in the school; half a guinea being the amount of his merit money.

"434. Is half a guinea the maximum?—It is the maximum, and that is only given to the head boy. As to the præpostors, the highest merit money they can obtain is 6*s.*; the lower sixth, and upper division of the fifth, 5*s.*; the lower division of the fifth, 4*s.*; then it goes down to 3*s.* 6*d.*, and the little boys would only get half a crown at most; they would not get the maximum unless they had all V's, *i.e.*, all the highest marks; otherwise the merit money diminishes down to one shilling, that is the minimum. If it is a very little boy he may be pleased with the smaller coin of sixpence, but that is very seldom put down."

While we are upon the subject of examinations, we think it right to call attention to the fact that, although there is a distinct provision in the Chancery scheme, that the Scholars shall be examined every year by Examiners appointed by the Bishop of Lichfield, no such examination has in fact ever been held. The Trustees appear to be aware of the irregularity of this departure from the directions of the scheme, and to contemplate measures for establishing an examination in accordance with them. The omission is the more remarkable, because it was intended that the Examiners should report to the Trustees upon the merits of the candidates for the several Exhibitions belonging to the School, and should, in fact, select the Exhibitioners. It appears, however, that the School examinations, conducted by Dr. Kennedy himself, are so complete and searching, and command so entirely the confidence of the boys, that whenever an Exhibition falls vacant, and there is no boy who has a preferential claim to it on the ground of birth, the boys accept their relative positions in the School as conclusive evidence of their relative abilities, and settle among themselves which of them shall apply for it.

Dr. Kennedy, Ev. 100, *et seq.*

Trustees' Ev. 74 *et seq.*

Dr. Kennedy, Ev. 111–129. Mr. Graves, 1188–1217.

This leads us to the consideration of the next point, namely:—

7. *The Exhibitions.*

Shrewsbury is rich in Exhibitions. Dr. Kennedy gives a list of 26 (or, as it rather seems, 34) Exhibitions or Scholarships to which Shrewsbury boys have a claim. They vary in value from 10*l.* to 63*l.* per annum, and are tenable from three to eight years. Some of them are free Exhibitions, which may be held at any College at either University; the majority, however, are tenable at particular Colleges only, some at St. John's College, Cambridge, others at Magdalen College, Cambridge, and others at Christ Church, Oxford, or at one or two other Colleges. In nearly all cases preferences are given to the sons of burgesses, and the natives of particular parishes in or near Shrewsbury, and to natives of Shropshire. In some cases also a preference is given to the Founder's kin. Most of these Exhibitions have been founded by private benefactors; but some have been established by the Trustees out of the surplus funds of the School, according to a system of which traces are to be found in Ashton's Ordinances, as well as in the subsequent Act and Chancery Scheme.

EXHIBITIONS. Dr. Kennedy, List appended to Ans. III. 13.

Before offering any general remarks upon these endowments, we have to call attention to the case of one of them,—the Millington Charity, which will be found stated in a memorial addressed to us by four of the Trustees of that charity, and in their verbal evidence. It appears that Dr. John Millington, in the year 1724, left certain property in trust to found Scholarships at Magdalen College, Cambridge, for boys from Shrewsbury School. When four of these Scholarships had been founded, the Trustees applied to the Court of Chancery for instructions as to the mode in which they should apply the accruing surplus of the trust fund, and were directed to accumulate it, and to invest it for the Foundation of Fellowships at Magdalen, to be appropriated to Shrewsbury Scholars. Two such Fellowships, each equal in value to two Scholarships, were accordingly founded. The Cambridge University Commissioners, however, have now consolidated these two Fellowships into one, and have thrown that one open to all persons, wherever educated, thus depriving Shrewsbury School of the advantage which Dr. Millington apparently intended to confer upon it. The Trustees therefore consider that, as the Fellowships have been thrown open, to the loss of Shrewsbury, it would be but fair that the Exhibitions remaining to the School should be freed from the restriction which at present confines the holders to Magdalen College, and that the Exhibitioners

MILLINGTON CHARITY. See Appendix L. and Shrewsbury Ev. 1–51.

should be allowed to hold them at any College at either University; which would be a change for the advantage of the School. The Trustees propose a division of the trust fund in order to effect this purpose. We are of opinion that their desire to open the Exhibitions is perfectly reasonable, and we think that steps should be taken to give effect to it; but we shall not recommend the particular measure of a division of the trust fund, because we think that the same considerations as apply to these Exhibitions are in great part applicable also to many other of the Exhibitions belonging to the School; and we are therefore of opinion that a general measure should be adopted for setting the whole of them free from the restrictions which at present confine their holders to particular Colleges.

Suggestions. Dr. Kennedy, Ev. 109.

We are further of opinion that it would be greatly to the advantage of the School that these numerous and unequal endowments, which are very irregularly available, should be re-distributed so as to provide a fixed number of Exhibitions, falling vacant every year. The aggregate annual amount now paid in Exhibitions appears, from Dr. Kennedy's Table, to be about 1,280*l.* If this amount were divided into Scholarships, each tenable for four years, there would be prizes to the amount of 320*l.* per annum to be disposed of every year; and these might easily be apportioned so as to provide five, six, or seven Exhibitions, varying from 30*l.* to 80*l.* in value. These Exhibitions should be tenable at any College at either University. The names of the original founders should be attached to them as far as possible, and might, with a little contrivance, be readily adjusted to the amounts of their original donations.* There may possibly be some cases in which the funds from which the Exhibitions arise are held under such trusts as to give particular Colleges an absolute hold upon them; but we believe that the great mass of them could readily be dealt with in the manner we have proposed, if Parliamentary sanction were obtained.

We have only to add upon this subject, that we think all the Exhibitions should be open to the whole School, without any preferences being allowed to the sons of burgesses or others; that they should be awarded by a regular examination conducted by Examiners specially appointed for the purpose; and it is a question worthy of consideration whether a certain proportion of them should not be given as an encouragement to proficiency in Mathematics, and in Natural Science and Modern Languages.

8. *Results.—The Universities.—The Army.*

The Universities.

Of the undergraduates at Oxford in Michaelmas Term 1861, 17 had been educated at Shrewsbury. At Cambridge there were 29. In point of the numbers of undergraduates which it contributes, Shrewsbury takes the fourth place at Cambridge and the eighth place at Oxford among the schools under our review. Of the 39 boys who left the School in the year 1861–2, 14, or 35½ per cent. went to one or other of the Universities.

In the course of the twenty years ending in 1861, Shrewsbury men obtained at Oxford, in the final examinations, 4 first classes in classics and 2 in natural science; also 3 first classes in moderations. They also gained 3 University Scholarships, (the Craven, the Ireland, and the Hertford,) 8 University prizes (poems and essays), and 1 Eldon Law Scholarship. At Cambridge in the same time they gained 27 first classes in the classical tripos and 11 in the mathematical tripos, 8 Chancellor's medals, 5 University Scholarships, 15 Porson prizes, 6 Greek odes, and about 20 other medals and prizes. Within the same period 18 Shrewsbury men have obtained College Fellowships at Oxford; and of these 7 are now or have recently been engaged in the work of College tuition. At Cambridge 30 have gained College Fellowships; and of these 14 are or have been tutors or lecturers. The extent to which this small school contributes to the teaching power of the Universities is not a little remarkable.

Another circumstance which deserves notice is, that of the 15 Porson prizemen, 11 have, besides obtaining other honours, gained first classes in the classical tripos, 1 gained a second class, and 1 has not yet taken his degree. Of the remaining two prizemen, one was named as second in the competition for the University Scholarship, and was also the

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* Thus the three Careswell Exhibitions, worth 60*l.*, 21*l.*, and 27*l.* respectively, might be converted into two Exhibitions worth 54*l.* each, which would still bear the name of "Careswell," the Taylor Exhibition worth 23*l.*, and the Oswald Smyth Exhibition worth 25*l.*, might be commuted for a single Exhibition of 48*l.*, which should alternately be called the "Taylor" and the "Smyth," in other words the Taylor Exhibition would be doubled in amount for the period of four years, and suspended for an equal period in order to bring the account right; and during the period of its suspension the Smyth Exhibition would also be doubled in amount, to be in its turn suspended on the revival of the "Taylor." Or the two Exhibitions might be put together and called the "Smyth and Taylor."

winner of the Camden medal. We call attention to these facts, because it has sometimes been suggested that too much stress may have been laid at Shrewsbury upon the instruction of boys in Greek iambics, and it is fair to the School to point out that this training has not been of an exclusive character, but that those who have succeeded in this particular branch of scholarship have proved themselves good scholars in other branches also.

THE ARMY.

In the two years and a half comprised in the returns furnished us by the military authorities, only three boys from Shrewsbury entered the Army, either by direct commissions or through Sandhurst, and none of these came directly from the School. No Shrewsbury boys entered Woolwich in that time. Two candidates for Woolwich were unsuccessful, but there were no failures among the candidates for Sandhurst or for direct commissions.

9. *Finances of the School.—Mode of providing for required Expenditure.*

ADDITIONAL FUNDS REQUIRED.

We consider it essential to the well-being of Shrewsbury that a considerable sum should be expended without delay upon the erection of new buildings. We also think that provision should at once be made for the appointment of a Master for Natural Science; and that it is desirable that some improvement should be made in the salaries of the Assistant Masters. The question, therefore, arises how far the funds of the School suffice or can be made to suffice for these objects.

INCOME OF SCHOOL.

The present gross annual income of the School trust may be taken at 3,100*l.*, of which 270*l.* is derived from the interest on 9,000*l.* funded property, and the residue from tithe rentcharges and other rents and chief rents.

EXPENDITURE.

The expenditure in the year 1860 was 3,005*l.*, which was divided as follows:—

	£	*s.*	*d.*
(1.) Salaries	975	0	0
(2.) Exhibitions	367	1	8
(3.) Stipends to Clergy	740	0	0
(4.) Taxes	219	6	4
(5.) Rates	198	13	6
(6.) Repairs	362	7	4
(7.) Contingencies and Sundries	143	9	5
Total	£3,005	18	3

EVIDENCE, 789.

This statement shows a rather close balance of income and expenditure, but Mr. Peele the School Bailiff, states that on the average of years there is a surplus of income of from 200*l.* to 300*l.* We proceed to offer some remarks on each head of the expenditure.

REMARKS.

SUGGESTIONS.

(1.) *Salaries.*—Under this head are included not only the salaries paid to the Masters, but that of 105*l.* paid to the Bailiff Treasurer and Receiver. This item must be retained as a charge in its present form. As regards the other salaries, we shall propose their discontinuance, as we have done in the case of other schools, and the substitution for them of annual payments out of a school fund, to which the Trustees shall make payments in respect of the tuition of the free scholars. The present tuition fee is fifteen guineas; and, as we have proposed that there should be forty free scholars, this would entail upon the trust fund a charge of 630*l.*; but it is our intention to recommend an alteration in the rate of the tuition fee, and we therefore omit this charge from consideration for the present.

(2.) *Exhibitions.*—This head includes the payments made to the six Exhibitioners, receiving 50*l.* a-piece, whose Exhibitions have been established out of the accruing surplus of the School funds from time to time; and a payment of 67*l.* 1*s.* 8*d.* (or 70*l.* with a deduction for income tax) to St. John's College, in respect, apparently, of two Exhibitions founded by deed, dated September 27, 1656; in consideration of which St. John's College gives the two Exhibitioners the same advantages in the form of rooms and other allowances as are enjoyed by the scholars of the College. This latter arrangement could not conveniently be disturbed. As regards the other six Exhibitions we shall have a proposal to make.

The Careswell, Millington, and other Exhibitions are not included in this account, as the funds by which they are supported are not in the hands of the Governors of Shrewsbury School, but in those of separate Trustees.

(3.) *Stipends to Clergy.*—The property of the School consisting almost entirely of impropriated tithes, it is of course necessary that a certain provision should be made for the remuneration of the parochial clergy. Indeed, the indenture of Queen Elizabeth

expresses that the grant of the Rectory of Chirbury is made "as well for the maintenance of the service of God within the chappels of Cliffe and Astley" as for that of the Grammar School; and makes provision for the minister of St. Mary's Church, Shrewsbury, before providing for the wants of the School. The scheme and Order of the Court of Chancery provide that 740*l.* shall be expended upon the stipends of the clergy in the four parishes of St. Mary's Shrewsbury, Chirbury, Clive, and Astley, and that the Trustees may expend not more than 15*l.* per annum in the support of the schools in each of the three parishes of St. Mary's, St. Chad, and Chirbury, and not more than 5*l.* in each of the parishes of Clive and Astley. The payments in respect of these schools are charged in the account before us to the head of contingencies and sundries. Taking them at their maximum (55*l.*), and adding them to the stipends of the clergy, we bring up this head of charge to 795*l.*

(4) and (5.) *Taxes and Rates.*—These two heads may be taken together at 420*l.*

See Mr. Peele's Ev. 737, 841.

(6.) *Repairs.*—The amount set down under this head appears rather large. We apprehend that, if new and substantial buildings are erected, an annual sum of 250*l.* will be a sufficient allowance.

(7.) *Contingencies and Sundries.*—This head includes 35*l.* paid on account of parish schools, and 25*l.* allowed to Dr. Kennedy for prizes. As we propose to remove the former item to the head of Stipends to the Clergy, and to make provision for the latter out of the School fund hereafter to be mentioned, we reduce this head of charge to 85*l.*

ESTIMATE.

Our estimate of expenditure, exclusive of the payments into the Tuition fund, and of the Exhibitions created out of the surplus funds of the trust, will then stand thus—

1. Bailiff's salary	£105
2. Payments to St. John's College	70
3. Clergy and Schools	795
4 and 5. Rates and Taxes	420
6. Repairs	250
7. Sundries	85
Total	£1,725
Estimated income	3,100
Balance	£1,375

TUITION.

If the principle of establishing a Tuition fund, and of making payments to it out of the School fund in respect of the free scholars be adopted, the first charge upon this balance of 1,375*l.* will be the free scholars' tuition fees. It is our opinion that the fee at present charged for tuition, namely, 15 guineas a year, is too low with reference to the standard of other public schools and to the requirements of the day. The amount formerly paid was 25 guineas; it is now only 15. We propose that it should be raised to 20. This small increase will, in our view, be amply compensated by the improvements which it will enable the Governing Body to make in the condition of the School. As we propose that there should be 40 free scholars, the charge upon the Trust fund in respect of their tuition will thus be 840*l.* a year, reducing the balance of 1,375*l.* to 535*l.* This charge, it will be observed, is somewhat less than the amount now paid out of the Trust funds in salaries alone; while, according to our plan, those funds are, for the present at all events, to be relieved altogether from the charge in respect of the Exhibitions, amounting to 300*l.* a year, which we propose to transfer to the account of the tuition fund. Important as Exhibitions undoubtedly are, we regard the proper maintenance of the School buildings, and the provision of suitable accommodation for boarders, as objects of still greater necessity. The Exhibitions of which we are speaking are not, like those of the Millington or Careswell Foundations, the creation of benevolent donors or testators, and as such the subject of trusts with which there might be a delicacy in interfering; they are defrayed out of the interest of the surplus of the Trust funds accumulated during a long period of years; and as it would undoubtedly have been competent to the Governors of the School in former days to have applied a larger portion of those funds to buildings and improvements, and thus to have left a smaller amount to accumulate for the creation of Exhibitions, so now, as it appears to us, it would be perfectly reasonable, if the necessity for so doing should be clearly proved, to suspend, or even to suppress, some of those which have actually been established, in order to provide funds for remedying the defects of accommodation which have been allowed to continue until they have become a serious detriment to the School.

See Evidence 759–761.

Dr. Kennedy, it is true, considers that the objections urged against the present buildings are exaggerated, and contends that the houses, though "old, unattractive, and in "some respects inconvenient and inadequate," are "solid, well ventilated, and shown, "by long experience, to be more healthy than many places of new and elaborate con- "struction." Yet, even he adds, that he "cannot but wish that exertion had been "made many years ago to rebuild the houses, in accordance with the demands of the "age"; and he regrets that a school of established position and name should have been allowed to fall into comparative decay "for want of that amount of energy which "would have enabled former Trustees to borrow 20,000*l.* for the complete restoration "of the premises, providing for interest and repayment, partly by the temporary stoppage "of Exhibitions, and partly by capitations." SCHOOL BUILDINGS. Ans. III. 43, 44.

The present Trustees are fully alive to the importance of improving the accommodation of the School. They are desirous to apply the 9,000*l.* of funded property, which has arisen from the accumulated savings of former years, to the purchase of some property adjacent to the School, and to the erection of better houses for the Head Master and the Second Master, with proper accommodation for 75 or 80 boarders; and they state that they have submitted their plan to the Charity Commissioners, who have received it favourably. The Trustees consider that the funds at their command would not suffice for the execution of the whole of this plan at once. The purchase of the site would cost 3,000*l.*, and the plans they have obtained for rebuilding the two houses would involve an expenditure of 9,000*l.* more. The course they propose, therefore, is to purchase the land, and to begin with rebuilding the Second Master's house, which they think requires it the most, reserving the rebuilding of the Head Master's until more funds can be raised. Amongst other modes of raising such funds an appeal to old Shrewsbury men has been suggested. Some of the Trustees think that a large sum might thus be raised, but Dr. Kennedy is opposed to the step. His scheme is to borrow a sum of 25,000*l.* upon debentures, to add to this the 9,000*l.* of stock, and to apply the whole to the purchase of land and the erection of buildings for the accommodation of about 200 boarders and 200 day scholars. The money might, he thinks, be borrowed on the security of the School revenues, that is to say, of the School charges, which he proposes to increase for the purpose. The Trustees, however, and the Bailiff, Mr. Peele, think that the suggested security would be uncertain and insufficient, and that the money could not be raised "without charging the tithes, as any gentleman would charge his estate," which Mr. Peele thinks would be "taking too large a sum out of the fixed payments to "justify a large expenditure." TRUSTEES' PLAN. Ev. 723-742. Ev. 787. Ev. 726. Ev. 731. Ev. 729. Ev. 742, 758. DR. KENNEDY'S PLAN. Ev. 737. Ev. 834.

It appears to us that Mr. Peele is right in this view, supposing that the Exhibitions and salaries are still to continue, as heretofore, a charge upon the trust fund, and are to take precedence of any charges in respect of borrowed money; but we apprehend that by relieving the trust fund of those charges, and substituting for them a payment to the tuition fund of 21*l.* a head for the free scholars, the means might be provided for raising a sum sufficient to meet the most urgent requirements of the School, and to defray the expense of erecting two good boarding houses without delay. The sale of the 9,000*l.* stock would involve an annual loss of 270*l.*; 6,000*l.* more might be borrowed on the security of the tithe rent charges at a further cost of from 240*l.* to 270*l.* according to the rate of interest at which it could be obtained. Thus a sum of 15,000*l.* might be raised at an expense of not more than 540*l.* a year, which is about the amount of the surplus estimated to be left after paying 840*l.* to the tuition fund. The interest on the borrowed money would, however, according to our view, be charged upon the trust funds, before the deduction of the payments to the tuition fund, so that the security would be ample, there being a clear balance of 1,100*l.* a year* to provide for the interest on the 6,000*l.* to be borrowed. In the event of the funds proving insufficient in any year to bear all the charges upon them, the loss would have to fall on the tuition fund; that is to say, on the salaries of the Masters and upon the Exhibitions. The salaries are low, and we should be unwilling to look to them as the means for making up a deficiency; but the Exhibitions are, as we have already observed, ample in proportion SUGGESTED SCHEME.

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* The estimated income was - - - - - - - £3,100
Deduct for loss of interest on stock - - - - - - 270

Remains - - - - - - - £2,830
Deduct the charges enumerated at p. 316 under 7 heads - - - - 1,725

Remains - - - - - - - £1,105

to the size of the School, and might temporarily be reduced, should circumstances render the step necessary.

We proceed now to frame an estimate of the probable receipts and outgoings of the tuition fund. Assuming that the School contains 100 paying boys and 40 free scholars, the receipts from the former will be 2,100*l.*, and those on account of the latter 840*l.*, making a total income of 2,940*l.* This income would be liable to diminution, on the one hand, in case the trust funds should in any year prove insufficient to support the full payment of 840*l.*, or in case the number of paying scholars should fall below 100; and to increase, on the other hand, in case the number of paying scholars should rise above that mark. We think that after the erection of proper buildings, and the adoption of other measures for the improvement of the School, it is far more likely that the receipts of the tuition fund will exceed, than that they will fall short of, the sum we have named.

Trustees' Ans. II. 2.

As regards the charges on the proposed fund, we find that the sums at present paid to the Masters out of the School funds as salaries amount in the whole to 870*l.* a year. The tuition fees at present received for 100 boys, at 15*l.* 15*s.* apiece,* amount further to 1,575*l.* The total sum at present received and divided among the Masters, therefore, exclusive of the profits derived from boarding-houses, may be taken at 2,450*l.* It will be necessary to provide for the appointment of a Master in Natural Science, for which purpose we propose to add 250*l.* to this estimate, so as to bring the cost of salaries up to 2,700*l.*, leaving a balance of 240*l.* applicable to the Exhibitions and to the prize fund of 25*l.*, which is now paid by the Trustees, but which we propose to transfer to the tuition fund. By reducing the number of Exhibitions charged upon the funds of the School from six to four, the expenditure of the tuition fund would be brought somewhat within the income, as will appear by the following statement :—

Income.

	£
100 paying scholars, at 21*l.* each	2,100
40 free scholars	840
	£2,940

Expenditure.

	£
Salaries at their present amount	2,450
Natural Science Master	250
Prize Fund	25
Four Exhibitions of 50*l.* each	200
	£2,925

Dr. Kennedy, Ans. II. 10.

Thus it appears that by suspending two Exhibitions of 50*l.* each, which have been created out of the surplus of former years, and by raising the tuition fee to an amount which will still be 20 per cent. below that at which it stood before the adoption of the Chancery Scheme ten years ago, means may probably be found for applying a sum of 15,000*l.* to the improvement of the School buildings without any diminution in the salaries of the Masters, and concurrently with the addition of one for physical science.

In the event of the number of paying scholars exceeding 100, we consider that the additional fees should be divided between the augmentation of the salaries of the Masters and the restoration of the Exhibitions in certain proportions, which we think it had better be left to the Governing Body to settle. We will only record our opinion that the larger part ought to be devoted to the former object, as the Masters appear to us to be underpaid with reference to the amount of work required of them. The same rule should also, we think, be followed in respect of some other payments which we shall presently propose should be made into the tuition fund.

Having thus shown in what manner funds may be obtained for the improvement of the School buildings, we come next to the consideration of the mode in which it is proposed that they should be applied; namely, in the erection of two boarding-houses, one for the Head, and one for the Second Master; and we are thus led to examine the present arrangements with regard to boarding-houses and boarders.

* Dr. Kennedy states in his Answers, II. 10, that at the time of our inquiry there were 99 boys paying this fee.

10. *Boarding-houses.*

We have already remarked (Section 3) that the Head Master keeps two boarding-houses, and that nearly all the regular boarders in the School are in one or other of these. The second Master has a right to receive boarders, but his house is inconvenient, and, in point of fact, he has only five. The other Masters have no right to receive boys except by the indulgence of the Head Master. On the other hand, unlicensed persons in the town receive boys as boarders, and these persons, and even the boys who lodge with them, except when actually in school, are entirely free from all supervision on the part of the authorities of the School. We do not think this state of things satisfactory. A great part of the advantage of a public school consists in the social and domestic training which the boys receive in well-appointed boarding-houses kept by Masters, or persons under the direct control of the Masters. Boys living at home must, of course, be treated on somewhat different principles. But we think that all other boys in the School should be required to board in a boarding-house under school authority; and in order to facilitate this we think that the number of the boarding-houses should be increased, as well as that their quality should be improved. We shall recommend that the "monopoly" which, as the Trustees remark, the Head Master at present virtually has in the taking of boarders, should be put an end to, and that all the Masters, whether classical or other, should be at liberty to open boarding-houses if permitted to do so by the Governors, subject, of course, to such regulations as the Governors may make. We shall also recommend that all boys not living with their parents, guardians, or near relatives in the town, be required to board at one of these boarding-houses, or at one of the Head Master's houses, for we do not propose to put an end to the rather singular arrangement by which he now keeps two distinct establishments. We shall further propose that the Head Master, and all the Masters keeping boarding-houses, pay to the tuition fund a sum of 3*l.* per head for each boarder in their houses, which sum shall be divided among the Masters according to the scale which may be fixed for disposing of the surplus of the tuition fund. This measure will facilitate the augmentation of the salaries of the Masters, on the smallness of which we have already commented.

BOARDING-HOUSES. SUGGESTIONS.

Ev. 742.

11. *Discipline of the School, Punishments, Monitorial System, &c.*

There are some peculiarities in the system of discipline adopted in this school which require notice. "One of the Masters holds the salaried office of 'Secretary for Discipline;' "he keeps a book with two pages for each boy, in which are recorded his merit marks "and his penal marks." Merit marks are awarded for proficiency and for good conduct. Four merit marks purchase a half holiday for their holder in the ensuing month; any number above this is rewarded by "merit money," the nature of which we have explained above (p. 10). Offences, except in the rare cases of gravity which require flogging, are punished by a system of bad marks, entailing impositions of greater or less length, confinement to school, and loss of half holidays. A school monitor is attached as a sort of clerk to the Secretary for Discipline; it is his business to collect a return of the punishments set by each Master. These are entered upon a "penal sheet," which is carried daily to the Head Master, who has thus "the opportunity of observing the principle of "punishment adopted by other Masters, and of discussing it with them, if need be, with "a view to justice and uniformity," a practice which we need hardly say must be a very useful one. Flogging is administered on the average "perhaps half a dozen times" in the half year. Dr. Kennedy has only once had occasion to expel a boy in the 25 years of his mastership. He has privately dismissed a few; but there had been no case of dismissal for six years when our inquiry was made. He attributes great advantage to the use of the college cap, which he introduced about three years after he became Master, and which all boarders are required to wear, so that in whatever part of the town, or wherever else they may be, they are at once recognizable as belonging to the school. Day boys are not allowed to wear the cap, except when "under discipline." Mr. Graves states that the boarders would have remonstrated with any day boy wearing his cap except when going to or returning from school.

DISCIPLINE. Dr. Kennedy Ans. III. 23, 26, Ev. 580–604.

Ib. Ev. 312–316.

Ib. 319,

Mr. Graves, 1,032–7.

The Masters are assisted in keeping order and maintaining discipline by the præpostors, who are 12 in number. A boy having once gained the rank of præpostor, does not lose it even though he may lose his place in his remove at an examination. The præpostors have certain special duties to fulfil, "such as reading the lessons in chapel, and calling "names"; but the importance of their position mainly results from the relation in which

PRÆPOSTORS.

they stand to the Head Master on the one hand, and the School on the other, in matters of discipline. Dr. Kennedy calls them "a kind of senate or representatives of the School," and states, that on entering upon their office they "engage by signature, on the part of "the School, to do and to prevent many things, and they fulfil their engagements." Sometimes, as appears from Dr. Kennedy's evidence, they conduct negotiations with the Head Master on behalf of the School, acting as representatives of the interests of the boys, and these negotiations occasionally lead to "compromises," by which the Head Master waives objections which he had taken to particular amusements or proceedings on the part of the boys, the præpostors on the other hand covenanting that certain conditions and restrictions attached to the indulgence shall be observed. The præpostors have the power of setting impositions to a limited extent, but they have not the right of caning or using physical means to enforce their authority, and would not be supported by the Head Master were they to do so. "Twenty years ago," says Dr. Kennedy, "I deprived "a boy of his præpostorship for using a stick to punish another boy. Nothing of the "kind is now done." This evidence is substantially confirmed by that of Mr. Graves, though he seems to think that the præpostors had the right to cane if they pleased. He says that he does not know of any instance of their inflicting a punishment of any kind, but adds that "their authority, whenever they chose to interfere, was always "admitted." Public opinion supported it.

Ans. III. 27–30. Ev. 605–632. Ev. 618. Ans. III. 27–30. Ev. 1019–1022.

On the whole it appears that the monitorial system at Shrewsbury differs from that of all the other public schools. The disuse of the right of punishing distinguishes it from the system which prevails at Harrow, Rugby, and elsewhere; while the recognized position of the præpostors as instruments for the maintenance of school discipline, and the organized character of the body, distinguish it from the system, or want of system, which we have observed at Eton. The distinct recognition on the part of the Master of the representative character of the præpostors, and of their title to speak on behalf of and to seek privileges for the School is, as far as we can see, peculiar to Shrewsbury alone.

12. *Fagging.*

FAGGING. Dr. Kennedy Ans. III. 27–30, Ev. 636-9. Mr. Graves, Ev. 1057–1064.

There appears to be very little fagging at Shrewsbury. Four fags are allotted to the præpostors' room, and are employed in laying the breakfast things, running messages, and so forth; but there is no "individual fagging." The four fags are changed every week. On certain days in the week all boys are required to attend at football, the præpostors engaging to exempt any boy named by the Head Master as unfitted to join the game. Beyond this, there is no fagging at games.

13. *Games and Playground.*

GAMES. Bailiffs' Ordinances, 22 & 23.

It is provided by the old statutes of the School, that "the scholars shall play upon "Thursday, unless there be a holy day in the week, and no day else, unless it be at "the earnest request and great entreaty of some man of honour, or of great credit, "worship, or authority," and that their play shall be "shooting in the long bow and "chess play, and no other games, unless it be running, wrestling, or leaping; and no "game to be above one penny or match above fourpence, and lastly, that they use no "betting, openly or covertly, but when it is found either the scholars so offending to be "severely punished or else expulsed for ever."

Dr. Kennedy Ans. III. 33–41.

There is now one regular half holiday in the week, Saturday; and occasional half holidays, "some of custom, others contingent (as for University prizes, &c.), which upon "an average almost amount to a second in the week." There is a not very convenient playground of about three-quarters of an acre near the School, with a fives court; and the Head Master rents a cricket ground of four acres at the distance of about half a mile. It would be very desirable that the Trustees should take this burden off his hands, and should buy or rent a permanent playground suited to the size of the school. Dr. Kennedy suggests, however, that their doing so might give rise to a question "which might be "a very vexed one on the part of any one who wished to find a grievance, viz.: the "question of boarders and day scholars. If the day scholars did not practically make "use of the ground it would be asked why the Governors paid for it." At present he holds that the day scholars "have not the same abstract right to the cricket ground" as the boarders. This is a point to which we shall revert under another head.

PLAYGROUNDS. Ev. 671. Ans. II. 20.

The games in vogue are the same as at other schools. Besides cricket and football there is boating for those who can swim, and a regularly organized regatta, of the expense of which Dr. Kennedy appears disposed to complain. Swimming is taught by a bathing

Ev. 681.

master. Provision is made in the playground for gymnastic exercises. A rifle corps has been established, but appeared at the time of our inquiry to be in a somewhat languishing condition. Boys are allowed to go pretty freely into the country in a northerly direction, but are forbidden to cross the river and to go into the town.

Most of the boarders and many of the day scholars take part in the games. Dr. Kennedy says, that many boys of high intellectual proficiency have excelled in one or more of them, and he has no doubt that this has been advantageous to them in more ways than one.

14. *Religious Instruction and Church Services.*

CHURCH SERVICES. Dr. Kennedy Ans. III. 24. & 43.

The boys attend morning service on Sunday at St. Mary's Church, and in the afternoon they attend at the School chapel, where the Head Master preaches to them. There are also early morning and evening prayers with Scripture reading and an exposition or commentary. A considerable number of boys attend the monthly Communion. Attendance is quite voluntary, and Dr. Kennedy states that while impressing the religious duty of attendance upon the boys he is careful to sever it entirely from school discipline, and does not even allow the fact of attendance or non-attendance to modify his reports of character and conduct. There are divinity lessons on Sunday and on Monday morning, and divinity papers are set in the School examinations.

RELIGIOUS TEACHING.

15. *The Day Boys.—Their Relation to the Boarders and to the School generally.*

DAY BOYS.

The number of day boys at Shrewsbury was, at the time of our visit, 60. Of these, 22 were entitled to gratuitous education as the sons of burgesses. We were informed that a much larger number would probably attend if the School hours were altered, a more suitable education given to the sons of men in business, and the privilege of gratuitous instruction extended to all the ratepayers of the town. We have no doubt that such would be the case, but as we are of opinion that the adoption of those measures would seriously injure or even destroy the school as a classical boarding school, we cannot recommend them. We must therefore regard the school as containing about 70 boarders and about 60 day boys. The relations between these two classes have now to be investigated.

See the evidence of the Members of the Corporation, 340–432. Especially, 350, 374, 384, 394, 396.

Dr. Kennedy, Ans. II. 20.

Mr. Graves, Ev. 1003.

Ib. 1010, 1011.

Ib. 1007.

Dr. Kennedy. Ans. III. 42.

Ans. II. 20.

Both classes of boys pay the same tuition fees and receive precisely the same instruction, "excepting the nightly Scripture readings, which are a part of family worship." In school they are very much on a footing of equality, but out of school they do not appear to see much of each other, especially in the lower part of the School. The day boys are considered to be fully entitled to join in the games, and some of them do so. They are treated as being in every respect the social equals of the boarders, and Mr. Graves, who was himself a day boy, says that if a day boy put himself forward he would always be received. At the same time, he adds, the advance must be made by him; and he tells us, as does also Dr. Kennedy, that the great majority of the day boys go home after school and take no part in the amusements of the boarders. "I have in my mind," says Dr. Kennedy, in another place, "two or three of these who are still devoted students and good "men, but who would have profited for active life by more sociality and more play at "school;" and he says that the day scholar "does not, and indeed cannot, obtain the "full advantage of the English public school life."

We have already noticed the facts that the day boys are to a great extent exempt from the discipline of the School, though they may be, and often are, præpostors, that they are not allowed to wear the school cap except in school hours, and that though admitted to the cricket ground they are not held to have an equal right there with the boarders.

Assuming that the School is to retain its classical character, there can, we think, be no doubt of the desirableness of giving the inhabitants of Shrewsbury the opportunity of sending their sons to it as day boys, and equally little of the desirableness of bringing the day boys and the boarders into the closest possible relations. With this view, we should be disposed to invite the serious attention of the Head Master to the question whether it would not be practicable to come to an understanding with the parents of the day boys that the latter should wear the school cap at all times, and should be considered amenable to school discipline at all hours of the day, just as the boarders are. We are aware that there will be some difficulties to be overcome in making such an arrangement, and we abstain from any formal recommendation on the subject; but we

SUGGESTIONS.

are strongly inclined to believe that the alteration would be a beneficial one, and that the difficulties in the way would not be found insuperable.

We are of opinion that the hours of school attendance should be so re-arranged as to suit, as far as possible, the convenience of the day boys. By transposing the breakfast hour and the first school hour, or by some similar plan, the means might probably be found of accommodating a class of boys which must under any circumstances form an important element in the School.

We have no hesitation whatever in recommending that the Governing Body should rent or purchase the cricket ground, and that they should cause distinct notice to be given to the School that the day boys are absolutely entitled to use it on precisely the same footing as the boarders. Boys are very sensitive, and it cannot be expected that they will mix with entire freedom in games to which some are admitted by right and others by favour, however much it may be the wish of the Head Master to keep the distinction out of sight.

Before quitting this part of our subject we feel bound to add that we believe the extension of the "non-collegiate" element in the School, in the manner desired by some of the witnesses who appeared before us, would do more to check the growth of harmony between the boarders and the day boys than any other measure. At present the boarders look upon the day boys as their social equals; but if a large number of day boys were to be added, drawn from the middle class of the inhabitants of the town, not destined for the Universities or for any of the liberal professions, and paying little or nothing for their education, it is almost inevitable that a feeling of social inequality should arise, and while the relations between the classical boarding scholars and the non-classical day scholars would probably be stiff and reserved, the position of the classical day scholars would become an exceedingly awkward and invidious one.

This consideration leads us to revert in conclusion to the question of the "non-collegiate" class.

16. *The Non-Collegiate Class.*

Non-Collegiate Class.

In the observations which we have made in the first part of our Report upon the "Modern" Departments at Marlborough and Cheltenham colleges, we have expressed our opinion that the risks and difficulties which must under any circumstances attend the combination of a modern with a classical school would be felt much more if the attempt were made to engraft a modern department upon an old classical institution. What we have observed at Shrewsbury, where the attempt has been made, confirms this opinion; and were the question now an open one, we should be disposed to recommend the abandonment of the "non-collegiate" class, and to advise the inhabitants of Shrewsbury to turn their attention to the establishment of a good proprietary school suited to the wants of the middle classes.

See Ev. 427, 430.

As, however, the experiment has been begun, and as Dr. Kennedy appears reluctant to abandon it, we shall offer such suggestions for the improvement of the class as appear to us to be most likely to place it on a good footing.

Suggestions.

In the first place, we are clearly of opinion that the tuition fee to be charged to boys attending the class should be the same as that charged to the boys in the classical department of the School, namely, twenty guineas; and we consider that this should be paid by the sons of burgesses equally with other boys; the right of gratuitous education being reserved, according to the intentions of the founders, to boys in the classical school. The payment required is not excessive for the amount of instruction which the boys will receive, and when it is considered that they will also enjoy many if not all the social advantages of a public school of the first class, it will be admitted to be a moderate one. On social grounds it is extremely desirable that it should not fall below the payments made by the boys in the classical school.

In the next place we recommend, with the same object of keeping up the standard of the class, that an entrance examination be established, and that no boy be admitted into the class unless he can read and write well, and is fairly grounded in arithmetic; that the class be divided into forms, and that a system of examinations be established especially adapted to the studies pursued in them; that provision be made for the removal of boys who do not proceed with reasonable rapidity from form to form; and that a system of prizes for the various subjects of study pursued in the department be established for the encouragement of industry. We think, however, that these prizes should be offered to the competition, not of the "non-collegiate" class alone, but of the whole School. This will

be for the advantage of the "non-collegiate" boys themselves, who now appear, from the evidence of Mr. Calvert and Mr. Bentley, to make less of proportionate and even of positive progress in their own studies than the well-taught boys in the classical school. It will also, of course, afford a useful stimulus to the modern studies of the classical school. Mr. Calvert, Ev. 873. Mr. Bentley, Ev. 950.

We further recommend that, as a special encouragement to the non-collegiate class, free studentships should be created in it, which should be open to competition, and the holders of which should be entitled to exemption from the tuition fees. It would be a misapplication of the funds appropriated to the Exhibitions, which were obviously designed from the first* for the support of young men at the Universities, if we were to recommend their being thrown open to "non-collegiates." We think, however, that it would be reasonable, as the fees paid by the "non-collegiate" boys will of course go into the General Tuition Fund, that some part of the surplus of that fund should be applied to the encouragement of merit in that class; and we accordingly suggest that before the number of the Exhibitions is raised above that to which we propose temporarily to reduce it, a limited number of free studentships, say three or five, should be established in the "non-collegiate" class, as the funds may allow; and that when the Exhibitions have been brought up to their present amount, some more of such free studentships should be founded in proportion to the means of the school and the extent of the class.

With regard to the admission of boys into the non-collegiate class from the other division of the school, we are of opinion that it should not be allowed in the case of any boy who has not reached the Fifth Form, and then only upon such application from the boy's parents or guardians, backed by the recommendation of the Masters under whose care he is, as is required in the case of boys desiring to discontinue a portion of their studies in other schools.

We suggest the following as a suitable scale of work for the "non-collegiate" school:—

Classics (including Divinity, Ancient History, and Geography)	6	hours per week.
Mathematics	6	„ „
Modern Languages	6	„ „
Natural Science	4	„ „
Modern History and Geography	2	„ „
Music or Drawing	2	„ „
	26	

Subject to these regulations, and to such other precautions as the experience of the Head Master may suggest, we believe that the experiment of the "non-collegiate" class may be tried with a reasonable hope of success, and without injury to the classical school; but we cannot quit the subject without expressing our strong hope that the Governing Body will watch its working narrowly, and will use every exertion to prevent its resulting in any detriment to the main objects of this ancient foundation.

Summary of Recommendations.

Subject to the exception which we have proposed to make in favour of Dr. Kennedy's second boarding-house, and which to some extent affects the Recommendation XXVIII., and to the consideration that the Recommendations relating to the studies of the School apply only to its "collegiate" branch, we are of opinion that all the General Recommendations (Part I. pp. 52–55) are applicable to Shrewsbury.

We add the following special recommendations:—

1. That the Governing Body consist of thirteen members, of whom three should be named by the Corporation of Shrewsbury, one by the Master and Fellows of St. John's College, Cambridge, one by the Master and Fellows of Magdalen College, Cambridge, one by the Dean and Chapter of Christ Church, Oxford, and three by the Crown. The other four members to be elected by the Governing Body itself. The Governors at their first meeting to elect one of their number to be Chairman, and another to be Deputy Chairman. Governing Body.

2. That the Corporation, the three Colleges, and the Crown at once nominate one apiece, to be added to the Governing Body, which will thus be raised to seventeen

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* See on this point Mr. Ashton's letter, quoted above, p. 304. note.

members, exclusive of the Mayor, whose tenure of office is only temporary, and that there be no fresh appointment till the number has been reduced below thirteen; except that in case of the death or resignation of any of the five additional members before that minimum has been reached, the vacancy be supplied by the same authority as that by which the member dying or resigning had originally been appointed. After the number of the Governors has been reduced below thirteen, the vacancies to be filled by alternate nominations by the Corporation and the Crown, until each has nominated three members. The next four vacancies to be filled by election.

3. That the Governors should be members of the Church of England, and persons qualified by their positions or attainments to fill that situation with advantage to the School, and those nominated by the Crown should be Graduates of Oxford or Cambridge, and men eminent in science or literature.

QUORUM. 4. That whenever the whole number of the Governing Body is complete six should be a quorum, and that when it is not complete a proportion not less than one half of the existing body should constitute a quorum.

VISITOR. 5. That the right of veto upon the selection of the Head Master now given to the Visitor should be discontinued.

MILLINGTON SCHOLARSHIPS. 6. That inasmuch as by the arrangements made by the Cambridge University Commissioners, and acquiesced in by Magdalen College, the scholars of Shrewsbury School have been deprived of their exclusive claim to the Millington Fellowships at that College, it is just that the Millington Scholars or Exhibitioners from Shrewsbury School, should, on their side, be released from the necessity of entering at Magdalen College, and that they should be allowed to hold their scholarships or exhibitions at any College at Oxford or Cambridge.

OTHER SCHOLARSHIPS AND EXHIBITIONS. 7. That the Careswell Exhibitions, and all other scholarships and exhibitions and other emoluments to which boys of Shrewsbury School are now eligible, either primarily, or in default of other candidates to whom a preference has been given, and the emoluments of which are supplied from funds not held by or for any particular College, be held at the option of the successful candidates respectively, at any College at either University.

8. That a scheme be prepared for bringing all the funds for Scholarships and Exhibitions into one common fund, and commuting the various Scholarships and Exhibitions which are now tenable at various Colleges for various terms for a fixed number of Exhibitions worth from 30*l.* to 80*l.* per annum, tenable at any College at either University, and for the uniform term of 4 years, attaching, as far as possible, the names of the original Founders to the commuted Exhibitions.

FOUNDATIONERS. 9. That the right of free education at Shrewsbury School be limited to 40 boys at a time, and that these 40 be called Free Scholars, and be selected from among the sons of burgesses in the first instance, and, after these have been provided for, then by competitive examinations open to all Her Majesty's subjects under the age of 15.

10. That after the expiration of 25 years, all local and other particular rights to free education at the School be abolished, and that thereafter the free Scholarships be filled up by free competition, open to all Her Majesty's subjects.

11. That all the boys in the School be equally eligible to the several Scholarships and Exhibitions at the Universities.

TUITION FEES. 12. That the tuition fees should be raised to twenty guineas, and that the Governors should pay those of the Scholars.

BUILDINGS. 13. That it is expedient to suspend a portion of the Exhibitions for so many years as may be requisite, in order to meet the demand for new buildings.

14. That a sum be forthwith expended sufficient to provide a site for, and build, two boarding houses, one capable of containing not less than 60 boys to be kept by the Head Master, and one capable of containing not less than 40 boys to be kept by the Under Master.

15. That the Governors select two places for this purpose, of which the one intended for the Head Master's boarding house immediately to be erected should form part of a larger design, comprehending a plan for school buildings hereafter to be raised when funds shall be forthcoming, and the occasion for doing so shall seem to the Governors to have arrived.

16. That the Governors be recommended to raise the sum required for these purposes by the sale of the whole or part of the funded property now in their hands, and by borrowing such further sum as may be necessary on the security of the unincumbered portion of the tithe rent charges belonging to the School.

17. That the two houses which it is proposed that the Governors should build be assigned to the Head Master and Second Master respectively. That no rent be charged

for them; but that in lieu of rent a capitation charge of 3*l.* be made for each boarder on the annual average number of boarders. That any of the other Masters (whether classical or not) be at liberty to open boarding houses on their own account, with the permission in each case of the Governors, and under regulations to be made by them, and that they be subject to the same capitation charge of 3*l.* per boarder. The capitation fee to be paid into the Tuition Fund.

NATURAL SCIENCE.

18. That immediate steps be taken for the appointment of a Master in Natural Science, to be at once employed in the instruction of the Non-collegiate Class.

NON-COLLEGIATE CLASS.

19. That the fees charged to the "Non-collegiate" Class be equal to those charged to the rest of the School.

20. That no boy be allowed to join the "Non-collegiate" Class except either on his first admission to the School or after he has reached the Fifth Form. In the latter case provision should be made upon the same principles as at other schools for allowing boys either to discontinue the higher kinds of composition only, or to discontinue Greek and original composition altogether.

21. The following scale of work is suggested for the "Non-collegiate" School:—

Classics (including Divinity, Ancient History, and Geography) -	6 hours per week.
Mathematics - - - - - - - -	6 ,,
Modern Languages - - - - - -	6 ,,
Natural Science - - - - - - -	4 ,,
Modern History and Geography - - - -	2 ,,
Music or Drawing - - - - - -	2 ,,
	26

22. That as to Drawing the boys should, at all events for the present, continue to take advantage of the School of Design in the town.

23. That in order to prevent the "Non-collegiate" Class becoming a refuge for the idle, there should be a stringent system of examinations especially adapted for it, and that the attention of the Head Master and School Council be directed to its division into forms, and that rules be laid down for the removal of boys who fail to proceed from form to form with reasonable rapidity.

24. That prizes be established for the various subjects of study in the "Non-collegiate" School, but that these prizes be open to the competition of the whole School.

25. That, as soon as the funds admit, a certain number of Free Studentships be founded in the "Non-collegiate" School, which shall be disposed of by competitive examinations, in which due weight shall be given to all the studies of the "Non-collegiate" boys.

26. That an entrance examination be imposed for the "Non-collegiate" class, which shall require the boy to be able to read and write well, and to be fairly instructed in the elements of Arithmetic.

ADMISSION.

27. That the lowest age for admission into the School be nine years, and the highest 14 years, and that no boy remain in the School after 19.

EXAMINATIONS.

28. That the Governors should annually appoint Examiners not immediately connected with the School to examine the whole School, and to report thereupon to the Governors, and that the selection of the Exhibitioners for the year be made by the Examiners.

PLAYGROUND.

29. That it is desirable that the Governors should take the burden of the rent of the playground off the hands of the Head Master.

CONCLUSION OF REPORT.

Having now concluded our separate Reports upon the several Schools, we submit the recommendations which we have appended to them to Your Majesty's approval. These recommendations may be broadly classified under five main heads:—

1. Those which relate to the constitution, functions, and powers of the Governing Bodies of the several Schools:

2. Those relating to the rights of Foundationers:

3. Those relating to the endowments of the Schools, whether existing at the Schools themselves or at the Universities:

4. Those relating to the management of the Schools, including the appointment, remuneration, and powers of the masters, the system of admission, the regulations with respect to the board and lodging of the boys, the rates of charge, and the general discipline of the Schools:

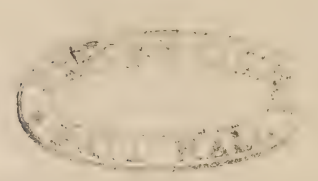
5. Those relating to the course of instruction.

As regards the first three at least of these, we apprehend that Parliamentary legislation will be required in order to make the changes which we consider desirable. To determine the form which such legislation should take is not within our province. Whether any step should be taken to give the sanction of Parliamentary authority to any part of our recommendations under the two latter heads, is a question of grave public policy, upon which we do not express any opinion.

16th February 1864.

(Signed) CLARENDON.
DEVON.
LYTTELTON.
EDWARD TWISLETON.
STAFFORD H. NORTHCOTE.
W. H. THOMPSON.
H. H. VAUGHAN.

MOUNTAGUE BERNARD,
Secretary.



Mr. Vaughan's Dissent from General Recommendation XXIII., concerning the Examinations for Admission into all the Schools.

There is one point as to which my general adherence to the Recommendations contained in our Report does not withhold me from expressing my difference of opinion by a formal Dissent. The General Recommendation which recommends that "every "boy be required before admission to the school to pass an entrance examination, and to "show himself well grounded for his age in classics and arithmetic, and in the elements "of either French or German," is applicable to all schools. I object to that provision in this Recommendation which requires proficiency corresponding with age in French or German, as the one indispensable qualification to be required in addition to proficiency in classics and arithmetic. I dissent from this Recommendation on two grounds:—

First, because it appears to me inconsistent in principle and hardly to be reconciled in practice with the general body of Recommendations affecting the subjects to be taught, and the method and importance to be assigned to the teaching of each in the schools which are the object of inquiry.

Secondly, because it appears likely to have an undesirable influence on the early education of those who resort to the Public Schools for their instruction.

1. Places subjects of study in an anomalous relation to each other.

1. In reference to the first ground of my objection I would observe, first, that this Recommendation places the subjects of instruction in the school at the entrance examination in a position relatively to each other different from that in which they are placed on all other occasions, and by all other Recommendations. By all the other suggestions and Recommendations contained in the Report the first place is given to Classics: but an equal, though secondary importance, is assigned on all occasions to the several subjects of Modern Languages and Natural Science. It is suggested, for instance, that they should be prosecuted for the same number of hours in the week by those who learn them respectively. It is recommended that the learning of them should be compulsory upon all boys for the same length of time during their stay at school, and be optional in the same manner and degree; that they should contribute in the same manner and degree to promotion through the school; that they should be encouraged by the same kinds of reward and distinction, and be taught by the same organization of classes. Wherever the claims of both cannot be admitted together, they are adjusted to an equality by the allowance to parents or Governors of schools of a free choice between the two as alternatives. Thus, either one or the other subject may be studied during the whole stay at school; either one or the other may be restricted to a part of the time only spent at school; either may be made superior, and either may be made subordinate to the other; and either one or the other may give claims for promotion throughout the school.* From such circumstances I apprehend that it would follow naturally that both should be omitted or both recognized as subjects of examination for admission. The Recommendation, therefore, which requires the one as a necessary subject of examination from all boys on their admission to school, and excludes the other, appears to me in itself anomalous.

2. Is inconsistent with the principle laid down for an entrance examination.

While however a departure in any one Recommendation from a principle which is maintained in all others requires special justification, the peculiar nature of the subject to which this Recommendation applies, that is, the entrance examination, makes the ground of justification less obvious. The natural or acknowledged object of entrance examinations is that of ascertaining the aptitude of the candidates to receive instruction in the subject of the school studies. Our Report, too, itself states the ground on which an entrance examination is recommended in these words:—"It is of the highest importance that no "boy should be admitted into any school who is unfit from want of preparation to enter "upon its course of teaching among boys not much younger than himself," to which is added, "and that no boy should remain at any school who does not make reasonable "progress in it."† As it is clear therefore from this point of view, that the nature of the "course of teaching" should determine the nature of the entrance examination, any selection of one out of two studies which the school system regards as equal in importance, accompanied by rejection of the other, would appear primâ facie at least inconsistent with the object of the institution. Now the "course of teaching" thus appealed to in the Report, includes Natural Science and Modern Languages as equal in every respect to each other, and whatever impropriety or inconvenience may attach to the admission of an old boy amongst boys much younger than himself must of course apply to a "class" in Natural Science, no less than to one in French. The entrance examination, however, peremptorily

* *See* Report. Observations, pages 34, 35. Recommendations XII., XVI., XIX., pages 53, 54.

† Report, page 22.

selects the one and rejects the other. This Recommendation, then, diverges from the principle laid down as the foundation of it. Again, the manner in which the two requirements of proficiency on entrance and progress after entrance in proportion to age are introduced and justified together in this and other passages, seems to intimate that both the proficiency required on the admission, and the progress required after it, should be in the same subjects as studies of the same school. In fact, however, while the Recommendation which requires progress in school studies, requires progress in Modern Languages *or* Natural Science, the Recommendation which requires proficiency, insists on proficiency in Modern Languages, and excludes Natural Science. Thus the examination prescribed by the Recommendation as it stands, appears to me to depart from the general principle itself which our Report expressly lays down as its foundation; it varies too from that practical maintenance of it, which another Recommendation based on a regard to similar considerations has carried into effect. Our Report indicates no reason for these distinctions.

3. Will fail to attain the professed object of an entrance examination.

These apparent inconsistencies between the principle on which the necessity for an entrance examination is founded by our Report, and that on which the subjects of the examination are actually selected, would not be I fear a mere theoretical anomaly in the body of Recommendations. They are likely to lead to some practical failure. In some instances indeed such an entrance examination would actually ascertain fitness in the very subject of teaching which candidates will prosecute at school, and thus would answer its professed end of insuring "fitness to enter upon the school course of teaching." In others, however, it would exact a test of fitness in a subject which the candidate for admission is neither required nor inclined to make part of his course of teaching, while it fails to apply any test of fitness at all as to the subject, which is equally a part of the school course, and which the candidate for admission is both desirous and allowed to have taught to him.* In other instances the incongruity of this Recommendation would seem likely to be still more glaring. It is professedly contemplated in our Report† that in some Public Schools the teaching of Modern Languages shall be carried on in some Forms only, and the teaching of Natural Science in all Forms. Since therefore the same entrance examination is prescribed by this Recommendation for all in Modern Languages, it would follow that some schools must in some instances impose an entrance examination which will secure that the candidates should be always fully qualified for receiving instruction from the school, which the school could not always offer in return to impart to them, and will entirely neglect to ascertain qualifications for that instruction which the school exclusively bestows, and the candidates must exclusively study. Thus may cases be easily foreseen in which the entrance examination recommended will overstep its purpose inconveniently to individuals by exacting qualifications which are beyond its legitimate aim, and at the same time will fall short of its purpose by failing to secure qualifications which lie within the very scope and object of its institution.

4. Involves contradictory regulations.

Nor are the discrepancies between the spirit of this Recommendation and others contained in the Report likely to affect in practice the efficacy of the entrance examination alone. It will produce conflict between the principles on which different boys in the same school are educated, applying coercion to some, and allowing freedom to others, in the subjects of their education. It is necessary always to bear in mind that boys present themselves as candidates for admission into Public Schools at all ages between 8 and 16. In some London schools many enter before 10, the majority before 12; scarcely any after 13. In schools such as Harrow, Eton, and Rugby, the majority present themselves between 13 and 15. If we omit exceptional cases it may be affirmed generally that boys enter into Public Schools at all ages from 8 to 16.‡ Now by the joint effect of Recommendations XII. and XVI., any boy after admission may be studying Natural Science, and owing his promotion from Form to Form to his proficiency in it during the whole of his stay at school. It will be the effect, therefore, of these Recommendations that any boy actually at a Public School between the age of 8 and 16 may be studying Natural Science (in preference to Modern Languages), and may be winning his way to a high Form in the school without the study of French or German, and by virtue of his progress in Natural Science alone. On the other hand, by this Recommendation every boy between the age of 8 and 16 who happens to be still studying at a preparatory

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* Recommendation XII. provides or assumes that an option will be given to study Natural Science during the whole time at school, and, therefore, immediately after admission, in preference to Modern Languages, or *vice versâ*.

† *See* General Report, p. 30.

‡ In the highest division alone of four Public Schools are to be found boys who entered school before 9 years of age. In that of three schools are to be found boys who entered after 15 years of age. *See* Table B.

school with the view of being admitted into a Public School at a more advanced age when fit for a higher Form, must be studying Modern Languages in order to reach a proficiency in them which shall be suitable to his age at the time of his admission, and will be excluded from any advantages for the purpose of admission derivable from proficiency in Natural Science. A single Form, therefore, as it appears to me, in the upper part of any great Public School, will consist of boys to whom opposite principles in this respect and different rules have been applied. Those who have received the main part of their education out of the school will have been compelled to study Modern Languages, in order to gain their position in the school, while those educated mainly within its walls will have had an option between Modern Languages and Natural Science, and may have won their way to the same actual position by means either of one or of the other indifferently. It appears to me that such a difference rests on no sound principle, would in practice be invidious, and might be easily and advantageously avoided by allowing precisely the same weight to the two subjects at the entrance examination as is given to them at the ordinary examinations in school and on all other occasions. In point of fact, an entrance examination at a Public School has always in part the character of an examination for promotion into some Form as well as of admission into a school; and if it be not as far as possible assimilated in its nature and subjects to such examination for promotion, it is likely to produce anomaly and confusion.

Nor do these instances, exemplifying a certain degree of anomaly, inefficacy, and inconsistency respectively represent the only inconveniences which I apprehend from the incoherence between this Recommendation and the general group of Recommendations to which it belongs. This Recommendation tends in some measure to weaken or even defeat the effect of some salutary General Recommendations concerning the studies of the schools, with the spirit and tenour of which it is at variance. The illustration of this statement will naturally fall into the explanation of my second ground of objection.

5. Tends to weaken other Recommendations.

II. While these considerations have presented the Recommendation in question under the aspect of one so far incoherent with the general scheme of Recommendations on the subjects of study contained in our Report, that approving the one I find it difficult to assent to the other, I cannot but add that I regard its tendencies, in its wider bearings upon the interests of education, as other than beneficial.

1. Effects on education not beneficial.

Rules concerning the entrance examinations of Public Schools, so long as they are variable and limited to particular schools, do not exercise much effect beyond the circle of persons whom they directly admit or exclude. But one universal, peremptory, and well known rule applicable to all Public Schools acts in some degree as a power to direct the education of the country. First, such a regulation prescribing the attainments by which all boys of all admissible ages, educated at all homes, and in all preparatory schools, and in many schools not confining themselves to preparation, must qualify themselves for the Public Schools, will determine the character of that upper class education which precedes the teaching or is concurrent with the teaching of Public Schools in all their lower and middle Forms. From this point of view I think that the Recommendation will act less beneficially than is to be desired upon the education to be given generally throughout the country to boys under the age of 16, and belonging to those classes in society which are educated at the Public Schools.

I conceive that the description of the qualification in Modern Languages contained in this Recommendation cannot in consistency be interpreted strictly according to the letter. If boys of 9 years of age are required to be well grounded at all in the elements of a Modern Language, it would not be reasonable that boys of 14 and 15 should be required only to be well grounded in "the elements" of the same language. It seems impossible that if an elementary knowledge is required of the youngest, an elementary knowledge only should be exacted from the oldest amongst those admitted to school. If it is reasonable in consideration of age to require any good grounding at all in elements from the one it must be reasonable in consideration of age to ask considerably more than elements from the other. I apprehend, therefore, that the Recommendation must be interpreted as simply requiring a proficiency, according to age, in Classics and either the French or the German language.

Again, it is desirable to bear in mind that at the present time under the title of Classics are included in all Public Schools both the Latin and Greek languages, which are in fact studied concurrently by all boys in the lower as well as the higher Forms of the school. The grammars of both languages are learned concurrently in the very lowest Forms in all the schools subject to our investigation but two. By proficiency therefore suitable to age in Classics and one Modern Language must be intended such proficiency in Latin and Greek and one Modern Language, in addition to religious knowledge and arithmetic;

and it will be the necessary effect of such a requirement for admission into Public Schools, that in the regular instruction preparatory for such admission these three languages must always be included.

The question therefore here presents itself, first, what is gained by the concurrent and cumulative study of three languages, which this entrance examination will compel all young boys to follow.

2. Requirement of three languages in early education not beneficial.

Let it be for this purpose admitted that the study of language is in a high degree beneficial to boys of such an age. Let it even be rated as highly as the general estimate of linguistic scholars places it: still I apprehend that at that early period of life one language well selected and well taught will give a discipline almost as various and comprehensive in kind as will three. Whatever modification of this statement may be necessary in regard to three languages belonging to and therefore exemplifying different families of language will not much affect its truth even where it is applicable, and will not be applicable to French, Italian, German, Latin and Greek. The variety of discipline bestowed by the study of language is effected through the various efforts of mind which are naturally made in the prosecution of such a study, and not through the various languages which are learned. For example, the learning of inflexions by heart, the comprehension and acquisition of rules for the formation of inflexions; the exemplifications and principles of the transmutation of letters; the comprehension and recollection of the laws determining gender; the appreciation of the precise meaning of moods and tenses; the comprehension and recollection of the rules of syntax,—the application of these analytically to the deciphering of complicated sentences in construing, and synthetically to the construction of sentences in composing; the acquisition of the laws of quantity and metre by the intellect; the practical appreciation of them by the ear; the constructive use of them in making verses; and other acts involved in the study of one exemplary and master language, will leave little work for a second and a third language to perform for the benefit of the memory, understanding, and ingenuity of the boy-student who applies himself to it. The study, therefore, of two additional languages concurrently appears to me to bring home but little additional discipline to the mind of boyhood, not yet equal to the exercise of its powers in comparative philology. Indeed, I can escape with difficulty from the conclusion that if boyhood be considered to consist, as it does, of a limited number of years, the concurrent study of three languages will rather diminish the amount and variety of mental discipline which study of language might give, within the same time, if confined to a single language. It will follow, from what has been just stated, that in proportion as the knowledge of a single language approaches to perfection will the variety of discipline conferred by the study of it have increased. Each new stage in the course of instruction in a language introduces some new exercise of the mind, and so imparts some new kind of discipline. In proportion as such knowledge falls short of completeness will the variety of discipline have diminished. It also seems to me to follow, from the same statement, that the imperfect knowledge of a second and a third language will never have supplied the defect in discipline occasioned by the imperfect knowledge of the first. Languages, speaking generally, are formed by the same general laws; have been analysed by grammarians in the same manner; are learned on the same system; and are acquired by the exercise of the same faculties applied in the same order. Speaking generally, therefore, the concurrent acquisition of three languages will have repeated the same disciplinary process three times over; it will have given the same discipline and will have left the same discipline ungiven; the discipline conferred by the one will not have been in kind supplementary to that given by the others, because where the pursuit of all is concurrent there will probably be the same kind and degree of imperfection in the knowledge of all. But although the study of two languages will not have doubled the discipline bestowed by one, it will have required nearly twice as much time. Three years spent in this manner over three languages will not have carried the student much further in either than one year devoted to a single language. It is true that the actual possession of one gives facilities for the acquisition of another, because the actual mastery of a difficulty in one form gives knowledge by which to master it in another form. But by learning three languages at once we lose much of this advantage. And this consideration perhaps suggests another reasonable objection against the concurrent study of three languages in the same early period of education, as compelling every boy to encounter his three Curiatii abreast, who, if met separately, and thus attacked one after the other, would be mastered with greater ease and in a shorter time. But it also has a bearing upon the point immediately before us. The time requisite for the mastery of each, if they are learned together, is not much shorter than that which is necessary for any of them taken alone. It will follow, therefore, that by the pursuit of several languages concurrently instead of one alone we diminish

the amount of mental discipline for which one would have given us opportunities in the same lapse of time. The mental discipline which might be given in three years if bestowed by means of one well selected language, will not be carried home to the mind in fewer than seven if imparted through the study of three languages at once. The season of early boyhood therefore, regarded as a period to be devoted to the exercise and improvement of the faculties, will not gain, will rather lose, by this accumulation of linguistic studies, unless the hours in each day, or the days in each year, which are set apart for the study of language, are also increased nearly threefold. So far therefore as Recommendation XXIII. requires proficiency in a third language in addition to proficiency in Classics as a qualification for entrance, it adds that which probably does not much increase the disciplinary force of instruction in language during boyhood under any circumstances, and even seriously diminishes the disciplinary power of the linguistic knowledge conveyed, unless much more time is devoted to it.

3. Exclusion of Natural Science from early education not beneficial.

But the provisions of this Recommendation are in effect not inclusive only. They are in effect also exclusive. They exclude the elements of Natural Science from the examinations, while they include Modern Languages.

If the Modern Languages were not comprised in the examination, and were not therefore necessary elements in boyish education, the elements of Natural Science might be still perhaps acquired by a few in such leisure hours as the requirements of Latin and Greek might leave free, even although the Public Schools should omit all notice of Natural Science in their examination for entrance. But I apprehend that the compulsory previous study of French, Latin, Greek, Arithmetic, and the elements of religious knowledge will furnish as much occupation for the intellect of young boys as will be consistent with health of mind and body. If, therefore, Public Schools, while they establish an entrance examination requiring this knowledge from all boys, give no similar effect to proficiency in the elements of Natural Science, it must result, I think, that all teaching and all learning in the latter subject will be omitted generally during the first fourteen years or fifteen years of life both at home and in all places of preparatory education. In the general pressure for instruction in the Classical and Modern Languages affecting all the Teachers and all the Students, there will be neither care nor time for the study of any branch of Natural Science. There will be no care for it, because it will avail nothing in an examination to which all will be looking forward with interest, and by which all will be shaping the course of their studies. There will be no time for it, because the peremptory demand for proficiency in so ample a list of other pursuits will preoccupy all the hours available for intellectual labour.

The Recommendation therefore may be taken practically to exclude Natural Science not only from the school entrance examination, but from amongst the studies of very early youth, and indirectly therefore also to entail the loss of such mental discipline, whatever that may be, which peculiarly belongs to its pursuit. All, however, who have long cultivated that branch of knowledge are unanimous in their opinion that some exercise peculiar and distinctive is given by all the great branches of it: and those who bear testimony to its effects, are, it may be added, eminently distinct and precise in their indication of the exact nature of this discipline. That sound progress, too, may be made even in very early life by a judicious course and method of teaching, and that such teaching is commonly received with that curiosity and satisfaction which gives ease to acquisition and life as well as permanence to the knowledge gained, appears to be the universal opinion of such as have had long practical experience in giving instruction to the young upon such subjects. There is also good reason and authority in support of the opinion that these subjects are the only appropriate stimulants to the faculties of observation and reasoning between the years of 8 and 12. At that time the mental powers are considered to have attained a stage in their development which calls for some excitement and exercise, such as material and sensible, in contradistinction to abstract, objects of thought, are capable and are alone capable of giving.* We may therefore, it seems to me, confidently accept

Evidence, Dr. Carpenter, Dr. Hooker, Mr. Faraday, Mr. Owen. Dr. Carpenter. Dr. Hooker, Mr. Faraday.

Dr. Carpenter.

* "At 10 years old," says Dr. Carpenter, "a boy is quite capable of understanding a very large proportion "of what is set down for matriculation at the London University under the head of Natural Philosophy." (Evid., vol. iv., p. 364.)

"I never yet found," says Mr. Faraday, "a boy so young as not to be able to understand by simple expla- "nation, and to enjoy the point of an experiment." (Evid., vol. iv., p. 380.)

"I would teach a little boy of 11 years old, of ordinary intelligence," says Mr. Faraday, "all those things "that come before classics in this programme of the London University, *i.e.*, Mechanics, Hydrostatics, "Hydraulics, Optics, &c." (Evid., vol. iv., p. 378.)

"I should prefer," says Dr. Carpenter, "to see the faculties which are concerned in the cultivation of "Physical Science trained at the earlier period" (*i.e.*, before 12), "because I believe that is the natural period "at which the observing faculties and the elementary processes of reasoning may be best cultivated; and the "period at which the mind is not prepared for the more advanced culture of language." (Evid., vol. iv., p. 368.)

the statements that the Natural Sciences confer a valuable discipline on the senses and understanding, and a peculiar power in the conduct of both, different from that which the study of either languages or mathematics can give, and that they are appropriate to the earliest years of education in the very points in which their educational function is peculiar to themselves. While, therefore, by the accumulation of language upon language in the studies of very early life no very perceptible amount of intellectual discipline is added, and no new kind of discipline is gained, the exclusion of Natural Science forfeits and loses to the whole scheme of a boy's earliest study such a discipline as is distinct and real, not a reiterative of that which the classical studies themselves would bestow, but supplementary and corrective, and eminently adapted to that period of life.

It is surely through the want of this kind of discipline, and the knowledge connected with it, that all modern education has been chiefly deficient. Language has been already in our earliest years mainly the object, and almost exclusively the instrument of instruction. Languages have been studied in and for themselves; ideas have been formed and conveyed mainly through language, as well as by language compared, reasoned on, and connected. Facts have been represented, opinions and judgments have been communicated and determined through words. Objects so far as realized at all have been realized chiefly through words. There has been no want of intellectual activity, nor of intellectual discipline of one kind. But in minds so trained as well negatively as positively, this verbal and ideal education has had its effect, not in all respects advantageous. Of the objects, properties, and laws of the material world among educated men, there has prevailed too general an ignorance. Of the senses as direct instruments for the perception of truth and acquisition of knowledge, there has been a too prevalent disuse, ending in loss of activity and power. Even the purely intellectual powers, the memory, the imagination, and the judgment, having been stimulated, directed, and confined by words, have been affected by the verbal instruments and objects with which they have been so largely and exclusively occupied. If we add to the verbal element in the education of the youngest boys, and when the real element would be most kindly; if we enforce on all a wider and therefore a more absorbing study of words during the first 14 or 15 years of life, excluding at the same time the study of natural objects and laws, and the exercise of the senses, understanding, memory, and imagination, through these; we shall, I fear, to some extent aggravate a tendency which our other Recommendations concerning education at school, would, if allowed free scope, I trust very beneficially counteract. Such a Recommendation, therefore, I consider likely to act detrimentally on the education of all boys in the upper classes of society of all ages between 7 and 15 not yet actually admitted into any Public School.

Weight may perhaps often be due to the consideration that as utility is one element in educational value, so the overwhelming superiority of one subject on this point may be admitted to balance the high or distinct claims of another subject on the score of mental discipline. But this does not seem to bear on the present question. Even if it be desirable to acquire conversational command of a language almost universal at the cost of some mental discipline; and even if it be further necessary to apply the earliest years of life to this purpose,—such a necessity does not appear to warrant either the inclusive or the exclusive part of this Recommendation. It allows an alternative between the French language which is of European currency, and the German language which is merely national; while it disallows the alternative between German and Natural Science. It is thus left, as it seems to me, somewhat open to the objection of sacrificing the claims of a superior degree of discipline to those of an inferior degree of convenience; of failing to secure the higher, by a sacrifice of the lower, utility, and yet of securing the lower utility by sacrificing the higher discipline. On the great utility too, of an early knowledge of Natural Science much might be said.

4. Effect of the Recommendation on the Public School education not beneficial.

But the influence of this Recommendation would not cease with the examination itself. It may be hardly necessary to show that a proficiency more or less advanced according to age in one subject and an entire ignorance of another subject on the part of every boy entering a Public School must in various ways secure a vantage ground for the first throughout the school course of study. But the effect of this in special reference to the general body of Recommendations formed with the view to the equal encouragement of both may be illustrated by an instance.

It is recommended (by Recommendation XII.) that boys be permitted to study Natural Science or Modern Languages during their whole stay at school, and that they be required to study each during part of their stay. In support of this even-handed Recommendation stands another,* which gives to each, if studied, the same privilege, and the same degree of privilege in contributing to promotion through the school. These provisions taken together or apart are intended to give equal encouragement to either

*Recommendation XVI.

study, by allowing a free option between both and the same privileges to the same degrees of proficiency in either. And as is the intention, so is the effect while they stand alone in the body of Recommendations. But it appears likely to be otherwise so soon as this Recommendation for an entrance examination occupies the same ground with them in the same school. It will be its necessary effect that all boys admitted will have learned a Modern Language, and have made proficiency in it according to their age. It will be also its effect, that all will be comparatively or totally ignorant of Natural Science. Under such circumstances, the Recommendations giving a free option between both subjects, and giving the same degree of privileges to the same degree of proficiency in either, seems likely often to throw the choice upon Modern Languages. The knowledge already gained in the subject of Modern Languages for the purpose of passing the entrance examination, will be available also for the purpose of gaining promotion through the school, if the study of Modern Languages is continued after admission. On the other hand, if Natural Science be adopted after admission, the proficiency acquired in Modern Languages will be thrown away, and there will be no proficiency in Natural Science available for promotion at all. A choice, therefore, of Natural Science as a subject of instruction after admission to school, involving, as appears likely, this sacrifice, will not always be made by industrious boys even in those cases in which predilection, or a deliberate estimate of value, might under other circumstances lead to it. The two several studies, too, if regarded from a higher point of view, will fall into the same relative position as objects of choice. To relinquish a study seriously pursued, is, in great measure, to forget it, and therefore, also, to lose the time which has been spent upon it. Under such circumstances, and the influence of this recommendation, if either study is followed during the whole time spent at school, it will more naturally be that of Modern Languages. It is true, indeed, that under the scheme of education framed by the Recommendations of our Report, the concurrent study of both these subjects after admission to school, is a course which may possibly be adopted, and that, if so, Natural Science will be thus independent of the influences of the entrance examination. This is, indeed, a possible effect of the Recommendations, but their general spirit, which provides at every point means of contracting the studies of each individual boy considerably within the limits of the whole curriculum offered by the school, is favourable to the opposite course of proceeding; and if the Governing Bodies of the schools therefore take up the clue which this series of Recommendations supplies, such a system probably will not be encouraged by them. Nor do the results, either of experiences hitherto gained, or of reasonings which should guide us in their absence, warrant this concurrent and constant pursuit of both studies as compatible with the prevailing method of teaching Classics. The modern English Schools, brought into existence in great measure by the desire to bestow a more comprehensive education than do the older institutions, which are the subject of this Report, have not attempted to combine all the subjects here proposed for Public School study in the instruction of every boy. The Foreign Schools of which we have received an account, although very comprehensive in their scheme of subjects to be taught to each, have so arranged their plan that the earlier years of Public School life are not oppressed and distracted by such a multiplicity of studies.* They defer many branches of knowledge to a later period, when years of study must have rendered the earlier subjects of knowledge so familiar that their prosecution exacts comparatively light labour. Even at the latest period of school life the curriculum is not so comprehensive as that suggested and recommended in our Report. The study of Modern Languages, for instance, is limited to a single language, which at that time must have been learned for several years when the later subjects are commenced. Still the charge of dissipating the powers and bewildering the mind is occasionally made against the system. Again, the fruits borne by our own narrower range of subjects at the present time are not such as to countenance a large and sudden addition to the number which each boy must learn. It need not therefore, I apprehend, be anticipated that the possibility admitted by our Recommendations of studying at one time all the subjects of instruction, will, in the case of many schools, or of many boys in any school, be taken advantage of.

Believing, then, the peremptory requirement of French or German, together with the exclusion of Natural Science from the entrance examination for Public Schools, to be a provision both discordant with our other Recommendations as to the organization of the school instruction, and detrimental to the education of those classes which resort to Public Schools, I think that this inequality should be removed.

Alternative of examination in natural science proposed.

The practical methods of effecting this are more than one. First, the whole Recommendation might without serious loss, as it seems to me, be cancelled as unnecessary.

* *See* Appendix to Report.

The real object of it is that of providing that there be no boy in the school who is not reasonably proficient for his age in the course of school teaching: and this purpose practically is answered by another General Recommendation,* and by the particular Recommendations which carry it into effect at each school. It is possible, again, to withdraw the subject of Modern Languages altogether from the Recommendation as to the entrance examination. But I am of opinion that the least modification which the Recommendation requires is such as would suggest to the Governors of schools, or offer to the candidates for admission, a choice "of either French, German, or Natural Science" as the second subject of examination in addition to Classics. This option would remove all the practical difficulties occasioned by the discord of incoherent, inefficacious, or exceptional Recommendations. It would restore on this occasion that equality between the two subjects as matters of school instruction which all other Recommendations in our Report aim at establishing, and through the same method as that by which they frequently, if not invariably, preserve it. It would provide a test-examination on entrance accordant with the principle on which it professes to be founded, and adapted to the studies of every boy in every school in which it is to be applied. It would provide a placing examination at entrance accordant with the examinations for promotion throughout the school. It would permit to boys undergoing education out of the school in preparation for the higher Forms within it the same freedom as to subjects of instruction which is allowed to boys of the same age and proficiency in the lower classes of the same school who are also preparing for its higher Forms. By giving an opportunity of escape from the concurrent study of three languages in the earliest years of life, it would limit at least the extent of those educational evils to which under the second head of objection attention has been drawn. Offering, indeed, as it does, an alternative, it forbears from enforcing such a system for all as in itself and in its principle would seem the best. Many practical considerations commend such forbearance. Established systems have taken root on the one hand—on the other, public opinion, when allowed opportunities of observation and of choice, with sufficient time and space for change, can modify itself. But it avoids the error which in my humble opinion the Recommendation as it stands in our Report involves of prescribing peremptorily to all a system of instruction in very early life which is not under any point of view good for all, and is not in itself good for any. This modification of its provisions again does not appear to exclude any educational advantage which the present Recommendation secures, while it offers advantages which the present Recommendation fails even to permit. If it be thought desirable by any that a faultless, as distinct from an intelligible, pronunciation either of German or French should be acquired, and that it can be acquired only within the first twelve years of life, when the muscles are in their first and highest flexibility, such an arrangement as is here proposed will give opportunity for the realization of this desire on the part of those who think either of these accomplishments necessary, and believe this to be the sole method of gaining it. The change proposed will give no less, the Recommendation as it stands in our Report will give no more, than such an opportunity because it does not absolutely secure cultivation either of French or German. To those, on the other hand, who think that the knowledge of natural objects is of high service and value, and that instruction in it cannot be imparted too soon, either as a general discipline to the mind or as a peculiar discipline to all the senses and special faculties which are exercised, is allowed the same freedom of action; while by the Recommendation of our Report it is refused save on condition of an entire sacrifice of all the benefit of education at a Public School. If, however, many evils and disadvantages appear to be removed and no advantages sacrificed, no evils or inconveniences seem to be created, by the change which I propose. This is certainly the case if it be not considered an evil effect that the learning of a third language in earliest life is no longer compulsory on all, and that the learning of some branch of natural knowledge in the same years is no longer forbidden to all.

Many evils removed by it.

No advantage lost by it.

No evil produced by it.

In instituting and conducting an entrance examination in Natural Science there can be no practical difficulty. As all the schools will be organized for the instruction of boys in all degrees of proficiency in Natural Science, so all schools must be furnished

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* By virtue of these Recommendations it will be impossible for any boy to remain in any part of any school after he has passed the maximum age which is suitable to such position, and by Recommendation XVI. it is provided that his position in the school shall always be accordant with his proficiency in school studies. If any boy, therefore, whose state of proficiency was unsuitable to his age should be admitted into the school, these Regulations would again immediately or soon exclude him. It might, I think, under such circumstances be safely left to the Governors and Head Masters of schools to exercise their own discretion as to admission, if they do but carry out the Recommendation which applies to those who have been admitted. This Recommendation, therefore, might without great loss be spared.—Recommendation XXV.

with the means of giving judicious and thorough examinations suitable to the proper proficiency of any candidate seeking admission at the school; and the same firmness which is necessary, in order to give effect to an examination in Classics or French, cannot fail in giving effect also to an examination in the element of Natural Science. Nor need its imposing name seem to disqualify it for a subject of examination in the middle or even lower Forms of a Public School. "Greek," which was once the synonym of "abstruse" and "unintelligible," is now a subject in which boys of the lower Forms of Public Schools are daily examined. Natural Science, however, like a classical language, has not only its elements but its grammar, its accidence, so to speak, and even its alphabet, in each of which judicious and considerate examiners will be able to test the soundness of the knowledge of the least proficient. Nor must it be assumed that all opportunities for the early cultivation of Modern Languages will be always within command before actual admission into a Public School, while those for the acquisition of the elements of any branch of Natural Science will never, or in exceptional cases alone, be within reach. The compulsory system, which requires all to learn either French or German in their tenderest years, will not in every case secure the attainment of the desired end. All homes, and even all schools, cannot always command faultless instructors both in French and German, and it might sometimes happen that a boy compelled to learn during the course of several years from childhood to the day of admission into Public School, would bring with him an accent or an articulation fully developed and securely established, but not such as the accomplished Language Master of a great Public School could either wish to have been taught, or could hope easily to unteach. On the other hand, the two great branches of Natural Science which we have proposed to make parts of Public School teaching, have also some advantages in this respect. Their natural homes, as it were, are in town or country. Experimental Sciences naturally belong to the towns, where instruments, lectures, theatres, and laboratories and institutions of various kinds are at hand. Those on the other hand connected with Natural History, find their materials and illustrations in the country, where a living and organized world abounds with specimens and illustrations. Schools and homes must be in one or the other, and may be both in one and near the other. Indeed, instances have already occurred in which the site of a school in a large town has given opportunities for obtaining scientific information such as has laid the foundations of a career and a reputation. The permission, therefore, to vary the school subjects of examination in Languages by the elements of Natural Science would not, I believe, fall into desuetude for want of means and opportunities to obtain such knowledge as should satisfy its requirements. It would probably call existing opportunities into use; it would also probably develope half formed and defective opportunities into complete means of carrying on such preliminary studies, by giving a practical and immediate demand for them. Persons capable of giving some instruction or of superintending it, more and more abound; and the further demand for such teaching might soon act to divert to the vocation of teaching such subjects many whose education has involved the acquisition of this knowledge for other purposes. If, on the other hand, either want of opportunity, or want of persons and materials necessary to carry on the instruction, or any other causes, should very greatly limit the use of this alternative, such an effect so brought about would be more satisfactory than entire exclusion of the subject by a peremptory regulation.

An examination in natural science practicable and reasonable.

Dr. Carpenter's evidence.

Such is the modification of Recommendation XXIII. in our Report which consistent adherence to the whole scheme of Recommendations concerning the subjects taught in Public Schools, no less than a due regard to sound educational principles, compels me to propose.

In order to explain the scope of the remarks made in the course of this statement, which deprecate the compulsory addition of a Modern Language to Classics amongst the studies of quite early life, and advocate the permission of an alternative, I deem it right to add an observation. The objection here urged against the compulsory union of these studies is founded on fixed educational principles as applied to that method of classical instruction which now exists in Public Schools, and which is left by our Report as a condition and basis of this and other Recommendations. If, however, the organization of all the studies in Public Schools were submitted to re-construction, it will appear from that which here follows that the very same principles might work out an opposite, and as it seems to me unobjectionable result on this point.

Explanation of principles maintained.

It is desirable to secure to all boys the discipline afforded by the study of Language, Arithmetic, and Natural Science, because something is lost by the loss of any of these. The study, however, of Latin, Greek, French, and German, Divinity, Ancient History, and Geography, Arithmetic, or Mathematics and Natural Science by the same boy at

Explanation illustrated.

the same time is an arrangement which would, it may be feared, not only lower the rate of progress in the several subjects to such a degree as would be inexpedient, but be prejudicial in its effect upon the intellectual interests and faculties, and even the moral energy of mind submitted to the influence of such a system. In such case a determination must be made deliberately to omit from this list of concurrent studies that subject or those subjects the loss of which would involve the least sacrifice. Every subject, as we have seen, embodies two distinct kinds of educational value. The first is, its disciplinary power as an intellectual exercise; the second, its utility and applicability as an acquisition. That which embodies these two in the least degree, or only one of these, is to be abandoned in preference to any which in the same respects will involve a greater loss if dropped. For these reasons it would appear clearly, after the foregoing remarks, that the choice of the subject to be omitted should fall upon language. Any language, it might almost be said, beyond one language of a fine type of structure, involves in its cultivation little other advantage than that of practical or instrumental utility in some form, whether social, literary, or scientific. The advantage of a beneficial discipline is insured in one; it is not very greatly increased, as we have seen, by a second; still less by a third or fourth. Such additional languages have then only one educational value. The acquisition is valuable, not the act of acquiring. Each of the other subjects, on the other hand, Mathematics and Natural Science, has a double value at least. It is valuable as an instrument for use and application; it is specifically and peculiarly valuable, also, as a power reacting on the mind which is engaged in its acquisition, to enlarge it and strengthen its faculties. That the study of arithmetic or the elements of mathematics should, under ordinary circumstances, be abandoned in early boyhood; none, probably, would suggest; that any wise hesitation could exist as to the abandonment of Natural Science appears also out of the question. The only matter for real doubt under such circumstances presents itself in the choice of languages which should be retained for cultivation in the early years of life. The Latin language, the first representative of the science and art of grammar, if it does not maintain at the present moment in full force all its ancient claims for priority of cultivation before all other tongues, holds still a clear title to pre-eminence. In the relation of this language to the tongues, the history, the institutions, the laws, and the sciences of Europe, together with the regular and systematic form in which the rules of its grammar and the whole plan of its teaching have been elaborated, is to be found sufficient reason for adherence to it as worthy of the first place in the order of languages which should be taught to all those who desire the education of scholars.

The choice of the second language is more embarrassing. In order, however, to facilitate the selection, it is advisable at this point to ascertain the various degrees and kinds of abandonment which the requirements of sound teaching impose upon us as to the third and fourth languages. The period of school education, including both the Public School instruction and the preparation for it, extends, and should extend, from the age of 8 to that of 18 or 19. Now, it might not be necessary that instruction in every subject should be completed when Public School education ceases. On the contrary, it is one acknowledged incident of a Public School education, that it is itself preparatory to a higher teaching, such as the University should give. It follows, therefore, that it would not be necessary to devote the whole of the period of 11 years passed at school work to every subject of instruction in the scheme of school education. In reference to this question, such a consideration is important. One of the languages might be deferred for five or even six years, without fear that the temporary omission need involve any sacrifice of it eventually. If begun comparatively late, it would be commenced with all the advantages of an intellect matured by age, developed by kindred studies, freed from the demands of many other concurrent and distracting studies in subjects quite unknown, and in the case of able and industrious youths stimulated by the novelty and the interests of a more intelligent curiosity. Such conditions would in themselves go far to compensate for the later start and the apparent loss of time which it involves. Four years of concentrated study begun at such a period, and extending through the very prime of a student's life (so far as the powers of acquisition are concerned), if well bestowed, ought to give a fair degree of scholarship in any language commonly studied at school. The study of French or German could be begun and carried far in such time. The study of Greek might be pushed within the same limits of time to an advanced stage. So far it would seem almost a matter of indifference which of them should be selected for the first years of school instruction. Other considerations, then, might be admitted to determine the choice.

The convenience attending the acquisition of French in the present condition of social life in Europe, its natural affinity to Latin, and its aptitude for teaching as an accessory

study to that of Latin at any time, would justify the propriety of giving to this one Modern Language a place in the studies of boyhood immediately after the acquisition of the Latin grammar. So soon as the study of grammar, illustrated by Latin, should have mapped out to the learner the general province and the subordinate departments of language sufficiently to give facility for his apprehension and arrangements of its forms and grammatical rules, French might be grammatically and constantly taught with practical advantage, and without detriment probably to the memory and understanding of the learner. But under such circumstances it would be most desirable that Greek should be rigorously postponed till a sound and complete familiarity with Latin were established, and many difficulties of French mastered. The fourth language, as a necessary part of the curriculum, could be altogether abandoned.

Under such conditions there might be ground for hope that all the other subjects recommended for cultivation in Public Schools might at all periods of life be pursued concurrently without oppression, distraction, or dissipation of the intellectual powers. A boy of 12 years old might with advantage to himself be required to carry on together his pursuit of Latin and French, Arithmetic and Natural Science. A boy of 14 years who had well mastered Latin and was advanced in French might profitably commence the vigorous prosecution of Greek, concurrently with the bestowal of a constant but remitted attention to his pursuit of Latin and of French, and with the same amount of Arithmetical and Mathematical and Scientific knowledge as before. This scheme of study might be persisted in until there should arise the occasion or the period for a more complete concentration of mind on some topics than is reconcilable with so comprehensive a system of instruction.

The practical bearings which such a scheme, unless adopted by the universal consent of Public Schools, might have on the competitions of the various schools at the University need not be dwelt upon. It is not a scheme here recommended. It is adduced here to illustrate the manner in which the compulsory study of one modern language at least might be combined with classics, during the earlier years of education in perfect accordance with the same principles which under the different arrangement of school studies now established, and assumed here as the basis of the Recommendation under question, it has been in the foregoing observations considered to violate.

March 8, 1864.

(Signed) H. H. VAUGHAN.

SUMMARY OF PROCEEDINGS.

The Commission was issued on the 18th July 1861.

The First Meeting of the Commissioners was held on the 20th July 1861.

Printed Questions addressed to the Authorities of the several Schools, with a series of Tabular Forms which they were requested to fill up, were sent to them on the 9th October 1861.

Answers to these Questions were received at various times within a period extending from the 24th December 1861 to the 31st March 1862. In the case of one of the Schools some of the Tabular Returns asked were not completed until the month of July 1862.

The Commissioners visited the several Schools at the following times in the year 1862:

Rugby, 11th, 12th, and 13th May;
Shrewsbury, 22nd and 23rd May;
Winchester, 29th and 30th May;
Harrow, 2nd and 3rd June;
Charterhouse, 16th June;
Westminster, 21st June;
Merchant Taylors', 28th June;
St. Paul's, 2nd July;
Eton, 3rd July.

Witnesses were examined at various times within a period extending from 12th May 1862 to 15th May 1863. The total number examined was 130. This number includes persons who, as Trustees, members of Governing Bodies, or in any other character, sought interviews with the Commissioners or attended of their own accord. A list of the witnesses examined in connexion with each School is prefixed to the Minutes of Evidence relating to such School, and a list of witnesses examined on topics bearing generally on Public School Education is prefixed to the General Evidence.

The total number of Meetings held by the Commissioners is 127.

LONDON:
Printed by George E. Eyre and William Spottiswoode,
Printers to the Queen's most Excellent Majesty.
For Her Majesty's Stationery Office.

REPORT

OF

HER MAJESTY'S COMMISSIONERS

APPOINTED TO INQUIRE INTO

THE

REVENUES AND MANAGEMENT OF CERTAIN COLLEGES AND SCHOOLS,

AND THE

STUDIES PURSUED AND INSTRUCTION GIVEN THEREIN;

WITH

AN APPENDIX AND EVIDENCE.

REFORM CLUB
PALL MALL

VOL. II.

APPENDIX.

Presented to both Houses of Parliament by Command of Her Majesty.

LONDON:
PRINTED BY GEORGE EDWARD EYRE AND WILLIAM SPOTTISWOODE,
PRINTERS TO THE QUEEN'S MOST EXCELLENT MAJESTY.
FOR HER MAJESTY'S STATIONERY OFFICE.

1864.

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IV. SHREWSBURY.—Charter, 591; Mr. Ashton's Ordinances, 592; Bailiffs' Ordinances, 594; Shrewsbury School Act, 38 Geo. III., 597; Schedule to Report of John Elijah Blunt, Esq., one of the Masters of the Court of Chancery (containing a Scheme for the Management of the School), amended and confirmed by Order of Court, dated 1st August 1853, 601 - - - - - 591–604

APPENDIX.

REFORM CLUB
PALL MALL

APPENDIX A.

NOTES by the SECRETARY.

Paper by PROFESSOR ROGERS on the Value of Money at certain Periods and on the Practice of taking Fines.

a.

NOTES by the SECRETARY.

On, 1. The Practice of Collegiate Bodies as to taking Fines, and the Application of the Money so received.
2. The Constitution of Collegiate Bodies.
3. The Emoluments of the Fellows and Scholars at Eton and Winchester.

*On the Practice of Collegiate Bodies as to taking Fines, and the Application of the Money so received.**

THERE is no doubt that from a very early period gifts or payments in the nature of fines (sometimes called "gersumæ") were offered and taken as a consideration for the grant of estates for life or for terms of years. To the Crown, to bishops, abbots, monastic houses, and ecclesiastical persons in general, such foregifts would very often be acceptable. The property of the monasteries consisted for the most part of manors or lordships, of detached pieces of land held in frankalmoigne, of rectories or "portions" of rectories, and pensions or annual sums payable out of lands or rectories or from other sources. As lords of manors they received chief rents, rents of assize, and feudal services from their freehold tenants; fines, heriots, and other customary payments from the customary tenants or copyholders; and had besides the demesne lands included in the ambit of the manor. These demesnes, the lands held in frankalmoigne, the manors themselves, and the rectorial tithes they could either keep in hand or farm out to tenants (firmarii). Where the ecclesiastical owner was thrifty, and strong or wealthy enough to be independent, the first course seems to have been commonly adopted: a "bonus husebondus" kept his property, as far as possible, in hand; a needy, weak, or careless abbot let it to farm. Thus Jocelyn de Brakelonde, speaking of the administration of Abbot Hugo of St. Edmundsbury,—"homo pius et benignus, monachus religiosus et bonus, sed nec bonus nec providus in secularibus exercitiis"—says,

"Dabantur ville abbatis et omnes hundredi ad firmam; nemora destruebantur; domus manerionum minabantur ruinam; omnia de die in diem in deteriorem statum vertebantur. Unicum erat refugium et consolacionis remedium abbati denarios appruntare, ut saltem sic honorem domus sue posset sustentare."—(Cronica Jocelini de Brakelonda, published by the Camden Society, p. 1.)

Abbot Hugo died in 1182. Abbot Samson, his active and energetic successor, commenced his reform by getting all the property as quickly as he could into his own hands:—

"Octo hundredos in manu sua, et post mortem Roberti de Cokefield recepit hundredum de Cosford, quos omnes servientibus suis de mensa sua custodiendas tradidit, que majoris questionis erant ad se referens et que minoris per alios terminans, et cingula ad suum commodum retorquens. Facta eo jubente descriptio generalis per hundredos de letis et sectis, de hidagiis et fodercorn, de gallinis reddendis et aliis consuetudinibus et redditibus et exitibus, qui in magna parte semper celati fuerant per firmarios, et omnia redegit in scriptum, ita quod intra iiij^{or} annos ab electione sua non erat qui posset eum decipere de redditibus abbatie ad valentiam unius denarii, cum de abbatia custodienda nullum scriptum a predecessoribus suis recepisset nisi sedulam parvam qua continebantur nomina militum S^{cti} Eadmundi et nomina maneriorum et que firma quam firmam sequi deberet. Hunc autem librum vocavit Kalendarium suum, quo etiam inscribebantur singula debita que adquietaverat, quem librum fere cotidie inspexit, tanquam ibi consideraret vultum probitatis sue in speculo."—(Ib. 21, 22.)

"Veniente festo Sancti Michaelis omnia maneria sua in manu sua recepit cum parvis admodum implementis et paucis instauramentis, Waltero de Hatfield condonatus xix. libras de firmis preteritis ut libere reciperet iiij^{or} maneria que abbas Hugo ei confirmaverat tenenda, scilicet Haregrava et Saxham et Cheventona et Stapelford; Herlavam autem distulit abbas recipere hac occasione. Cum forte transitum faceremus in redeundo de Lundonia per forestam, domino abbate audiente, quesivi a vetula transeunte cujus hoc nemus esset, et de qua villa, et si quis dominus vel qui custos? et respondit quia nemus erat abbatis S^{cti} Eadmundi de villa de Herlava, et quod Arnaldus dictus esset custos ejus. De quo cum quererem qualiter se haberet versus homines ville, respondit quia demon vivus erat inimicus Dei et excoriator rusticorum, sed timet novum abbatem S^{cti} Eadmundi, quem sapientem et cautum credit esse, et ideo tractat homines pacifice. Quo audito, factus est abbas hillaris, et manerium recipere distulit ad tempus.

"Ex insperato venit tunc temporis rumor de morte uxoris Herlewini de Rung, que cartam ad tenendam eandem villam in vita sua habebat; et dixit abbas, 'Heri dedissem lx. marcas ad liberandum illud manerium, modo liberavit illud Dominus.' Cumque sine omni dilacione illuc venisset et recepisset villam in manu sua, et in crastino isset Tilleneriam, membrum illius manerii, venit quidam miles offerens xxx. marcas ut posset tenere illam carucatam terre cum pertinenciis per antiquum servitium, scilicet iiij. libras; quod noluit abbas, et habuit inde illo anno xxv. libras, secundo anno xx. libras. Ille vero, non segniter agens, horrea et boverias edificare cepit in primis, ad wainandas torras super omnia excolendas sollicitus, et ad boscos custodiendos vigilans. Solum unum manerium de Torp carta sua confirmavit cuidam Anglico natione, glebe ascripto, de cujus fidelitate plenius confidebat, quia bonus agricola erat, et quia nesciebat loqui Gallice."—(Ib. 23, 24.)

These passages relate, as will have been observed, to the lands which the abbot held separately as abbot, not to those belonging to the monks as a body, as to which personal supervision would be more difficult, and generally far more lax. They illustrate, however, the growth of a practice which, at the time of the Reformation, seems to have become almost universal. The possessions of the larger monasteries were extensive and widely scattered, and the smaller houses had other pressing reasons for sacrificing a part of their income to secure a succession of tenants capable of defending their holdings and of assisting their landlords in time of need. The farms passed commonly from father to son, and long possession seems frequently to have been considered as creating a kind of tenant-right which was recognized by law. (See the case of Adam de Cokefield, Cronica J. de B., pp. 91, 102, and that of the tenants under the Priory of Durham, who were compelled to accept leases from the Dean and Chapter of Durham in the reign of Elizabeth; Report of the Committee on Church Leases, 1838, pp. 120, 151.)

At the time of the Reformation all or nearly all the lands and rectories belonging to the monastic houses appear to have been in lease (the most usual terms being 7 and 21 years), and for the most part at an undervalue.

"They were most admirable good landlords, and well might they let and set good penny-worths who had good pounds' worth freely given unto them. Their yearly rent was so low, as an acknowledgment rather than a rent, only to distinguish the tenant from the landlord. Their fines also were easie, for though every convent as a body politick was immortal, yet, because the same consisted of mortal monks for their members, and an old abbot for the head thereof, they were glad to make use of the present time for their profit, taking little fines for long leases. . . . Insomuch that long leases from abbeys were preferred by many before some tenures of freeholds, a

* See also on this subject Professor Rogers's Paper, *infra*.

A

" lesse subject to taxes and troublesome attendance."—(Fuller's Church History, Bk. vi. Cf. Collier, II. 165.)

" Luffield suppressed *temp.* Henry VII., on account of " the smallness of its income, being unable to maintain " more than three religious: this poverty was owing " to the ancient compositions between their tenants and " them, and fixing their rents according to the value " money then bore, which began to yield little in respect " of the value things increased to in process of time, and " would in the end have overturned the rest of the small " monasteries."—(Tanner's Notitia Monastica, Pref. xxi).

" Long leases were in many cases made just before the " suppression (see the Reports of the Commissioners to " Cromwell in Ellis's Collection of Original Letters); and " the grant of a long lease seems, during the reigns of " the Tudor sovereigns, to have been a concession fre- " quently extorted by powerful personages, or by the " Crown on behalf of its dependents." (See the account of the leases made by the Bishop of Durham to Queen Elizabeth in Dugd. Monasticon.)

In the foregoing extracts from Jocelyn's Chronicle, we have seen the nature of the payments in which fines appear to have originated. They were sums paid by a lessee for life or years, either as the consideration for the grant, or sometimes perhaps in advance of rent. Thus, we are told in the same Chronicle that, at the death of Abbot Hugo, nothing was found in his house but fifty shillings, " Qui recepti erant a Ricardo firmario de Palegrava, hac " occasione quod eadem die intravit firmam de Pale- " grava; quos denarios idem Ricardus alia vice reddidit " ballivis regis integram firmam exigentibus ad opus " Regis." The farmer was obliged to pay over again to the Crown, claiming the revenues of the abbacy during the vacancy. We have seen also that an assumption which might be safely made at the present day would not hold good at an earlier period: it would not follow that the fine was high because the rent was low. It would rather appear that before the Reformation, and probably for some time afterwards, fines retained their original character of casual irregular payments, too irregular, if not too insignificant in amount, to be entered in the yearly accounts or treated as an ordinary source of revenue. This is, perhaps, a reason why in the surveys of church property made in the reign of Henry VIII. fines are never mentioned, so far as I know. The case is the same even where the nicest precision was aimed at, as in the schemes prepared for the endowment of the new sees and collegiate churches, in which the amount of all possible out-goings (including the stipends and allowances of the new dignitaries, repairs, law charges, &c.) is calculated to the fraction of a penny on one side, and the revenues assigned to make up the proposed endowment are set down with equal minuteness on the other. It seems a natural, if not a just, inference that by those who framed and adopted these schemes fines were either not contemplated at all, or were regarded as too inconsiderable, as well as too variable, to be worth taking into account.

Under the Act 37 Hen. VIII. c. 4, "for dissolucion " of Colleges," surveys were taken of the possessions of the Colleges of Cambridge. These surveys are given in Cooper's *Annals of Cambridge*, pp. 431–8, and in all of them the expenses exceed the revenues by proportions varying from one half to twenty or thirty per cent. A summary of these surveys was engrossed on vellum, and taken by the Commissioners to the King at Hampton Court. Dr. Parker's narrative of what took place on the occasion (quoted in Cooper, p. 430 c) is as follows:—

" In the ende the said commyssioners resorted up to " Hampton courte to present to the king a brief summary " wryten in a fayr shete of vellem (which very book is yet " reserved in the college of Corpus Christi) describing the " revenews, the repryses, the allowances, and nombre and " stipend of every colleage, which boke the king diligently " perused, and in a certen admiration saide to certen of " his lords which stode by that he thought he had not " in his realme so many persons so honestly maynteyned " in lyvyng bi so little lond and rent: and wher he asked " of us what it ment that the most part of colleges shulde " seame to expend yerly more than ther revenues amounted " to, we answered that yt rose partly of fynes for leases " and indentures of the fermours renewing ther leasys, " partly of wood salys; whereupon he sayd to the lords " that petye it wer these londes shuld be altered to make " them worse, at which wordes som wer grieved for that " they disapoynted *lupos quosdam hiantes*. In fine we " sued to the kinges Majestie to be so gracious lorde, that " he wolde favour us in the contynuance of our posses- " sions such as thei were, and that no man bi his grace's " letters shulde require to permute with us to gyve us " worse, he made answer and smiled, that he could " not but wryght for hys servantes and others doyng the " service for the realm in warys and other affayres, but he " sayd he wold put us to our choyce wether we shulde " gratifie them or no, and bad us hold our owne, for aftyer " his wryting he wolde force us no furder. With which " wordes we were wel armyd, and so departed."

The Statutes of Eton College, like those of Winchester, on which they were founded, make no mention of fines, but they direct in the most comprehensive terms that the bursars shall receive and account for " exitus, redditus, " firmas, proventus, beneficiorum maneriorum, terrarum, " possessionum et reddituum, bona et res, ipsius collegii, " vel alias qualitercunque ac undecunque provenientes seu " provenientia, et ad dictum collegium spectantia" (Stat. xiii.); and that " singulis annis, oneribus collegii juxta " ordinaciones et statuta ejusdem convenienter suppor- " tatis, quod residuum fuerit de fructibus, redditibus, et " proventibus collegii ad utilitatem et commodum ejus- " dem integraliter conservetur." (Stat. xxxv.) We should naturally infer either that fines were not contemplated at all, or that they were to be received and accounted for as part of the general revenue of the College.

The Statutes framed for the Cathedrals founded by Henry VIII. appeared to have been modelled in a great degree after those of Winchester and Eton; and I believe that they make no mention of fines. This is generally true also of the Statutes of the Colleges in the two Universities, in many of which the Statute " de bonis collegii non alien- " andis," is repeated, with slight variations, from those of Winchester and Eton.

In the Statutes framed for Westminster Abbey in the reign of Elizabeth fines are mentioned; but they appear to be contemplated in the case only of houses and land situate in towns, which are permitted to be leased for long terms. A third part of the fines so received is directed to be applied in providing commons, &c., in the same manner with a third of the reserved rents as directed by the Act of 18 Eliz. c. 6.

There can be little doubt that in the reign of Elizabeth fines were taken and were divided by some at least of the Cathedral bodies. The Statutes of Durham Cathedral, given by Queen Mary, do not mention them; but Hutchinson, in his *History of Durham* (ii. 125), gives the following " correction or addition" made to those Statutes Dec. 30th, 1556, " by what authority is not known."

" If any money is received from the tenant on a demise " or lease besides seal fees, all such money and other casual " profits arising from the premises which are not specially " ordered by the Statutes to be otherwise applied shall go " to the common use of the Church, in support of the " ordinary expenses, and shall not be converted to the " private benefit of the Dean and Chapter, or any of them."

Archbishop Parker's injunctions to the Dean and Chapter of Canterbury (7th Oct. 1573) contain the following passage:—

" Item quoniam magnæ semper contentiones et contro- " versiæ inter Decanum atque Præbendarios, dum, suum " privatum commodum affectantes, maneria, rectorias, " terras, et tenementa quamplurima dictæ Ecclesiæ inter se " ad firmam dimitterent atque locarent, necnon fines, quos " in cista communi reponi æquius fuit, inter se partirentur " ac dividerent, excitatæ sunt, sub pœna et sententia sus- " pensionis prohibemus ejusmodi captatorias dimissiones " et finium dividentias deinceps in quovis fieri, donec " nostri aut successorum nostrorum judicio Ecclesiæ " prædicta magis pinguescat et quiescat in eadem contentio."

From this it appears that the practice of dividing fines existed; that it was not established, and was a source of dispute; that, in Parker's opinion, it was inequitable, and that whether it should be permitted or not was a question depending on the state of the general funds of the Cathedral.

A remarkable instance, which may be added to the foregoing, is afforded by the history of the " New Dotation" at Windsor. The New Dotation, as it is called, consists of certain rectories and portions of tithes which were conveyed to the Dean and Chapter of Windsor by the Crown in the reign of Edward VI., partly as an equivalent for lands (valued at about 160*l.* a year), which had been extorted from the Chapter by Henry VIII., and partly to provide for a variety of newly created charges, which, with the 160*l.*, very nearly exhausted the estimated income. The Dean and Chapter were, by the terms of the conveyance, bound to account annually for the profits of the New Dotation to the Crown. They continued, in fact, to render yearly accounts down to the reign, I believe, of Charles II.; but in these accounts no notice is taken of the fines. The Chapter even complained in 1630 that, though they had been " enforced to raise the rents of some of the par- " sonages which were sufficient to bear it," the charges on the income were excessive; and they alleged that the lands they had surrendered to Henry VIII. were " exceed- " ing finable demised and soe rated whereby they passed at

"very low old rents, whereas these parsonages, especially "after they were improved, were lett at allmost the utmost "extended value." Yet for the three years ending with 1854, whilst the rents and annual profits of the New Dotation amounted to 3,982*l.* 12*s.* 4¼*d.* only, the fines received from the same source, and divided by the Dean and Chapter, were 12,975*l.* 8*s.* 9*d.*

I do not know whether there are any data showing the general rate at which fines have increased, or what cathedral and collegiate bodies have, and what have not, been in the habit of entering them in their general accounts. At one College in Oxford, and I believe at only one, they were, until the changes made by the late Oxford Commission, divided among a limited number of the senior fellows, to the exclusion of the rest of the College, a practice for which there was no warrant whatever in the Statutes. Whatever they may have been formerly, it is quite clear that they are now just as much a part of the ordinary profits of the lands in respect of which they are paid as the reserved rents themselves: they are paid at stated periods; they are calculated on a strict valuation, and upon tables framed by actuaries, and they thus represent somewhat more than the whole increase in the value of land since those "old rents" were first fixed that are now by a fiction supposed to represent an income to which, in fact, they bear no real relation. It follows that the diversion of these receipts to purposes other than those to which the "reddi-"tus et proventus" are by the Statutes directed to be applied, is contrary to the Founder's intention, as evidenced by the Statutes.

The increase of fines received by Eton College during the last 20 years is as follows:—

The yearly average was—	£
1841 to 1845 inclusive	5,751
1846 to 1850 „	5,904
1851 to 1855 „	6,903
1856 to 1860 „	6,980

The rents and copyhold fines increased during the same period from 8,133*l.* 16*s.* 6½*d.* to 10,990*l.* 15*s.* 0½*d.*

The fines taken by the Dean and Chapter of Westminster rose from 17,742*l.* 7*s.* 4*d.* in 1855 to 38,407*l.* 2*s.* 5*d.* in 1861.

On the Constitution of Collegiate Bodies.

The "College" of Eton, like those of Winchester and of St. Peter's, Westminster, embraced (taking the word in its original and more extensive sense), many classes of persons, some clothed with duties and authorities, some with duties only, others merely entitled to receive stipends or emoluments, and these of various kinds and in various degrees of subordination.

An officer who was *conductitius et remotivus* would nevertheless be a member of the College in this sense, while his connexion with it lasted, provided the Statutes assigned him a definite position in it; and he would be entitled, in common with the rest, to appeal to the Visitor if his rights were infringed.

In every case there were certain principal members—a Provost or Warden and Fellows, a Dean and Canons, or the like—in whom all the property of the College was vested, who had certain powers of government, and who alone were empowered to do all legal acts in the name of the College. This body of persons constituted the College" in its narrower sense. They were the Co..ege in the eye of the law, being legally invested with all its proprietary rights and powers.

But though this governing body were and are the legal owners of the College property, they held and now hold it subject to such duties as the Statutes impose on them with respect to it, and to the claims on it which the Statutes give to other members of the foundation. They are absolute owners, subject to these statutory duties and claims.

The duty of the governing body to administer the property according to the Statutes is not a "trust," in the technical sense of that word, that is to say, it is not a trust the execution of which can be enforced by a court of equity. It is not a trust, but it is a duty in the nature of a trust. This, and no more, was decided in the case of "Whiston "*v.* The Dean and Canons of Rochester," 7 Hare, 532. See also, "Attorney-General *v.* Magdalen College, Oxford," 10 Beav., 402.

The power of enforcing the due performance of this duty, and therefore of determining the statutory rights of the different members of the foundation, belongs exclusively to the Visitor, who may be compelled to act by *mandamus*, but from whose judgment there is no appeal.

The statutory claims of the various members of the foundation may, or may not, be confined to the particular sums allotted to them by the Statutes. They may be entitled to these sums only, or to increased emoluments, in proportion to the increase of the College property, or in some other proportion. The only criterion is the intention of the founder, expressed in the Statutes, or fairly deducible from them. And that distribution is the most conformable to law which most effectually carries out that intention.

*On the Emoluments of the Fellows and Scholars at Eton and Winchester.**

The allowance for commons of a Fellow of Winchester College (founded 1387), when wheat was at its then average price, was 12*d.* a week. His stipend was 5*l.* a year. His livery was eight yards of cloth, at 1*s.* 9*d.* a yard. His whole emoluments, therefore, if he resided the entire year, were—

	£	*s.*	*d.*
Commons	2	12	0
Stipend	5	0	0
Livery	0	14	0
	£8	6	0

The total emoluments of the Head Master (Magister Informator) were, 13*l.* 6*s.*, his stipend being 10*l.* instead of 5*l.*

A scholar at Winchester had for commons 8*d.* a week, and for livery a piece of cloth (at about 1*s.* 4¾*d.* a yard) enough to make a gown with a hood. Taking this at four yards, his yearly emoluments would be equivalent to—

	£	*s.*	*d.*
Commons	1	14	8
Livery	0	5	7
	£2	0	3

A Fellow of Eton, (founded 1441,) was to have for commons 18*d.* a week in good years, for stipend 10*l.*, and for livery six yards of cloth, at 3*s.* 4*d.* a yard—

	£	*s.*	*d.*
Commons	3	18	0
Stipend	10	0	0
Livery	1	0	0
	£14	18	0

The Head Master's emoluments, his stipend being 24 marks (16*l.*) were 20*l.* 18*s.*

A scholar at Eton had for commons 10*d.* a week, for livery cloth enough for a gown at 2*s.* 6*d.* a yard, and an allowance for clothes, bedding, and other necessaries equal to [$\frac{1}{8\,6}$ of 100 marks] about 15*s.*

	£	*s.*	*d.*
Commons	2	3	4
Livery, about	0	10	0
Other necessaries	0	15	0
	£3	8	4

A scholar at Westminster (1560) was to have 11*s.* 4*d.* for livery, and 3*l.* 0*s.* 10*d.* a year for commons, altogether 3*l.* 14*s.* 2*d.* The income allotted in Henry the Eighth's reign, when the value of money had fallen about one-third lower than it was in 1441, to the Canons of the cathedrals of Worcester, Ely, Norwich, Bristol, Rochester, Gloucester, and Peterborough, was 20*l.* The stipend assigned to the five Regius Professorships founded at Oxford in 1525, and to the five founded at Cambridge in 1540, was 40*l.* a piece. A Fellow of Eton, if he had been endowed in Henry the Eighth's reign with an income equivalent to his endowment in Henry the Sixth's, would have had nearly as much as a Canon, and not quite half as much as a Regius Professor.

The maximum wages of a ploughman were fixed by Act of Parliament in 1388 at 7*s.* a year, with food and clothing, and in 1444 at 15*s.*, with 3*s.* 4*d.* for clothing. The stipend, therefore, of a Fellow of Winchester was about fourteen times the wages allowed to a ploughman, who was also clothed and fed by his master, and in the case of a Fellow of Eton the rates were nearly the same.

The emoluments of a scholar at Winchester and Eton were not quite one-fourth of those of a Fellow. The commons of a Fellow or scholar of All Souls, Oxford (date of Statutes, 1443), was 1*s.* weekly as long as wheat was below 10*s.* a quarter, and the price of the cloth assigned to him for his gown (lest he should blush to be seen by the other scholars of the University on account of the shabbiness of his attire) was 1*s.* 1*d.* a yard. The Commons of a Fellow of Lincoln (Statutes, 1473) were 1*s.* 4*d.* Those of a Fellow of Magdalen (1479) were the same as at All Souls, and those of a demy at the same College only 6*d.* a week.

* On the value of money in the reigns of Henry VI., Henry VIII., and Elizabeth, see Professor Rogers's Paper, *infra*.

A.

The same livery and commons as by the Eton Statutes are assigned to an Eton scholar were afterwards, if Mr. Whiston (*Cathedral Trusts and their Fulfilment*) is correct, assigned by the Statutes of the cathedrals of Canterbury, Durham, Worcester, Ely, Rochester, Peterborough, and Chester, to the foundation scholars in the grammar schools of those cathedrals. The livery of a scholar of Trinity College, Cambridge (founded 1546), was 13*s.* 4*d.*, his stipend 13*s.* 4*d.*, and his weekly commons 1*s.*, the value of money, however, having considerably fallen.

By the sumptuary laws of Edward III. (1363) esquires, and all manner of gentlemen under the degree of a knight, who had not lands or rents to the value of 100*l.* a year, were not to wear for their clothing or hosing cloth of a higher price than within four marks and a half (3*l.*) the whole cloth (the statutory measure of a piece of cloth was 28 or 26 yards, according to the material). Clerks having less than 200 marks a year were allowed the same cloth as esquires of 100*l.* a year. For handicraftsmen and yeomen, it was not to exceed 40*s.* the whole cloth. Carters, ploughmen, and all who had not 40*s.* of goods, were not to wear any manner of cloth, but blanket or russet wool of 12*d.* A Fellow of Winchester's gown was to be made of cloth costing not more than 42*s.* the piece of 24 yards; a scholar's, of cloth at 33*s.* 4*d.* the piece, or less. In 1463 (22 years after the foundation of Eton) husbandry servants and artificers in the country were allowed to wear cloth not costing above 2*s.* a yard.

The commons probably furnished two meals a day only, which were taken in hall. For two or three centuries after the Norman Conquest, it is said to have been the common practice to take only two meals a day, and it continued to be the nominal practice after they had increased, with the upper classes, to three or four. In monasteries two meals were, and I believe still are, a usual allowance. It certainly is so in the Carthusian houses abroad. (The *jentaculum* of the scholars at Eton, and that of the younger scholars at Winchester *diebus et horis consuetis*, was to be taken *de communis prædictis*). Hüber (*History of the English Universities*, i. 197) quotes a MSS. written by a scholar of St. John's College, Cambridge, describing a scholar's life at the beginning of the 16th century. They rose between four and five; attended prayers and studied till ten; then dined, "at "which four scholars are content with a small portion of "beef bought for one penny and a sup of pottage made of "the gravy of the meat, salt, and oaten flour. From the "time of this moderate meal to five in the evening they "either learn or teach, and then go to their supper, which "is scarcely more plentiful than the dinner. Afterwards "problems are discussed and other studies pursued until "nine or ten o'clock; and then about half an hour is spent "in walking or running about (for they have no hearth or "stove) in order to warm their feet before going to bed." At the time of the Reformation, the scholars of Winchester rose at five, breakfasted at nine on bread and beer, dined at noon on beef and beer (the former served on square pieces of wood which are still retained, the latter in leathern jacks), and supped in the evening on a small allowance of mutton. (Walcott, *William of Wykeham and his Colleges*, p. 202). Eightpence a week in 1387, and tenpence in 1441, would probably provide pretty well for boys between 12 and 18, especially if we take into account the fact that the life of a scholar away from home was always an exceptionally hard one, and the reasons that would make it so. In times when provisions were plentiful, but money scarce, it was comparatively easy to keep a boy at home, and difficult to keep him at school; even respectable families, says Hüber (i. 170), grudgingly contributed anything to the maintenance of a son at the University. Hence, to be a scholar seems to have been almost synonymous with being "pauper et indi-"gens," the class to which the families of the clergy are now the chief contributors being then mainly supplied by yeomen, tradesmen, and the smaller gentry. To a yeoman who, like Latimer's father, lived comfortably on a farm of 4*l.* or 5*l.* a year, it must have been some sacrifice to put his son to school.

That 10*d.* a week was not too little to provide victuals for a boy in 1441, we may gather from an entry in the books of Winchester College, quoted by Mackenzie Walcott (*William of Wykeham and his Colleges*, p. 149), by which it appears that a commoner "scolarizans infra "collegium" in that year paid 1*l.* 11*s.* 8*d.* for commons during 38 weeks, or 10*d.* a week. In 1607 it was ordered that "commoners" should pay 4*s.* a week for commons.

The words "commensalis" at Eton, "commoner" at Winchester, and "pensionarius" at Westminster, appear to be synonymous, and to have meant one who was admitted to receive commons with the foundationers on the condition of paying for it, not being himself on the foundation. The present use of the words "commoner" at Oxford and "pensioner" at Cambridge had evidently the same origin.

There is still extant, copied from a contemporary MSS., and published in the Retrospective Review, 2nd series, vol. ii. p. 149, an account of the expenses of two boys of good family, sons of Sir William Cavendish, who went to Eton in Oct. 1550, aged ten and nine years respectively, and appear, after boarding for a month in the town, to have been admitted, together with their man servant, to board in the college; they belonged, therefore, apparently to the class of "commensales." That this was a considerable advantage is evident, for, whilst their board out of college cost for themselves and their servant 13*s.* 4*d.* a week, or 2*l.* 13*s.* 4*d.* a month, besides firing, their payments for board to the bursars of the College amounted monthly to only 1*l.* 4*s.* Probably they paid nothing for lodging. The gown of black frieze seems to have been then worn by all the boys, oppidans as well as collegers; for gowns taking each four yards of frieze were made for them four days after their arrival, as well as "fryseado" coats, fustian doublets, and kersey hose. Their frieze cost twenty pence a yard. The breakfast given on their entrance "for the cumpanye of "formes in the scole according to the use of the scole" cost sixpence. The books they had to procure were King Edward the Sixth's Grammar, Cicero de Officiis, Cicero Ep. ad Atticum, and Æsop's Fables. In Walcott, p. 166, there is a similar bill for a son of Archbishop Hutton, who was received into Winchester College early in the seventeenth century, after lodging six weeks in the town. Young Hutton paid "for his dyet at Mr. Philips'," 5*s.* a week, as each of the young Cavendishes did at "my oste Hyll's." His gown, however, was 16*s.* 9*d.* instead of 7*s.* 2*d.*, and most of the articles bought for him are dearer. The books purchased for him were "a sett of Ovids," Cicero de Officiis, Cicero's Tusculans, Lucan, Terence, a Psalter, a Greek Testament, Nowell's Catechism, and a Grammar.

A. b.

b.

Paper by the Rev. James E. Thorold Rogers, M.A., Professor of Political Economy in the University of Oxford, and Professor of Economic Science and Statistics at King's College, London.

On, 1. The Value of Money at certain specified periods.

2. The Practice of taking Fines.

My Lords and Gentlemen, August 15, 1862.

In a letter received from your Secretary on July 9th, I was asked whether I could supply any information for your use on the following points:—

I. What ratio does the value of money at the present time bear to its value in the reigns of Henry VI., Henry VIII., and Elizabeth?

The question was accompanied by an explanation to the effect that by the expression "value of money" was meant; first, what was the purchasing power of a given sum; and, secondly, by a comparison between the states of society designated by these periods and our own, what is the equitable interpretation of an allowance fixed at each of these chronological points in money of the present time.

II. Have you any particular knowledge as to the growth of the practice of taking fines on leases?

I told the Secretary that I should be willing to supply the Commissioners with all the information which I had at my disposal on these points. I understood from him that you wished me to put what I had to communicate in as succinct a form as possible, and, as the subject was necessarily a very wide one, to state no more by way of data than appeared to me necessary for supporting the inferences which I have the honour to lay before you. I have endeavoured, therefore, to be as exact and concise as possible, though, if any other data are needed, I shall be willing to supply them in greater quantity.

I. The interpretation of the expression "value of money" must needs be twofold. The one is numerical, and is derived from the comparison of averages taken over a definite time, and is most safely inferred from the price of articles in continuous demand, similar quality, and uniform quantity. Such an article is corn, and under this head especially wheat and oats. Many other commodities may be selected, which, as supplementary to the above, are exceedingly suggestive. But the ordinary market price of all articles in demand is ultimately measured by the ease or difficulty with which primary necessaries are procured. The price of wheat determines the rate at which human labour can be procured; that of oats, the price at which animal labour intended to increase and economize human labour can be made available. Wheaten bread was the customary food of the English labourer from the earliest periods.

The other interpretation is equitable. What comparative conveniencies can be procured in different social conditions

by allowances intended to secure special advantages to the persons benefited?

I think that I have it in my power to submit to you certain facts which will enable me to determine the numerical ratio with tolerable exactness. You are aware that researches have been made on these points, and that they were first instituted with a purpose similar to that which I presume is before you; to determine, that is to say, when an ancient statute has declared that a beneficiary interest in some charitable foundation becomes void by reason of the possessing a definite amount of private income, what is the amount in an age of altered nominal values which is an equitable equivalent *in foro conscientiæ*.

I will not trouble you with the economical reasons which led me to distrust the prices of commodities given by Fleetwood, Eden, and Macpherson. I should not allude to them, except to assure you that the results which I put before you are extracted from records of actual transactions, and are averages from very numerous entries. Most of them are derived from the private accounts of corporations, collegiate and monastic; some from those of regal expenditure (though I have accepted these with great caution, and trust them only when confirmed by external testimony); a few from the domestic expenditure of particular families. The first source is the most copious, minute, and trustworthy. One can rely on prices when the entries particularize halves of farthings.

For the first of the periods, I have taken the years 1440–1449 inclusive. 18-28, H. 6.

For the second, 1515–1524 inclusive. 7–17, H. 8.

For the third, 1559–1568 inclusive. 1–10, Eliz.

I may, perhaps, have taken the decade of Henry the Eighth's reign a little earlier than was intended. But for the purposes of inference it is equally good with a later date, and is more to be depended on critically. In 1527 Henry degraded the currency, and in 1543 debased it. Up to 1527, no change had been made either in the nominal weight of the integer, or in the fineness of the standard, since the degradation of 1464 (4 Edward IV.). One of the first acts of Elizabeth was the restoration of the standard, though the nominal weight of Henry's penny was retained. The penny, therefore, of Henry VI. represents virtually one amount of currency, that of the earlier years of Henry VIII. another, that of Elizabeth a third quantity, and these quantities are important. The nominal weight of the silver penny in the first decade was 16 grains, in the second 12, in the third 8. The unit, therefore, at these several periods may be represented by the numbers 100, 75, 50.

Besides wheat and oats, 12 other objects of market value have been selected in the accompanying table. It would have been possible to submit a far larger series, but I believe that these items are abundantly sufficient for a general inference. The price of *candles* is virtually the price of meat. *Wax* was consumed in very large quantities before the Reformation for lights in churches, and its price rises and falls with the goodness or badness of the season. The price of *wine* is that of a foreign produce, and it doubled during the French wars of Edward the Third and the Lancastrian kings. The price of *sheep* is more suggestive than that of oxen, as the latter were largely employed in husbandry. *Cloth* was purchased to supply livery, and *linen* for the person and the table was generally given out of the funds of charitable endowments. *Pewter* was the material of most vessels employed in domestic use, and was, therefore, a commodity in steady demand. The price of *agricultural labour* is derived from a very large average, that of *mechanical labour* is very uniform, whether it be that of a carpenter, a mason, a smith, a glazier, or a tailor. The prices of *lime* and *charcoal* are suggestive of the cost of transferring a common raw material of universal demand into a manufactured utility, and that of the hire of *carriages* is indicative of the market value of certain services in very constant requisition. I should say that the price of wheat in the last period is reduced from that of flour. I have trustworthy accounts of the latter, but the royal accounts of the price of wheat, which are all that I have discovered during this time, are manifestly fictitious.

Averages of 14 Articles of Necessity and Convenience.

——	1440–1449.			1515–1524.			1559–1568.		
	£	s.	d.	£	s.	d.	£	s.	d.
Wheat, qr. -	0	4	6	0	6	9½	0	15	0
Oats, qr. -	0	1	8	0	2	4¾	0	6	0
Candles, dozen lb. - -	0	1	6	0	1	1½	0	3	6
Wax, lb. -	0	0	6	0	0	8	0	0	8
Wine, gallon -	0	0	7	0	0	8	0	0	8½
Sheep, each -	0	1	2	0	1	6	0	4	0
*Cloth, piece 24 yds. -	2	2	0	2	8	0	9	12	0
Linen, ell -	0	0	6	0	0	6	0	1	2
Pewter, lb. -	0	0	3	0	0	5	0	0	8
Labour, agricultural -	0	0	3	0	0	4	0	0	5
Labour, mechanical -	0	0	6	0	0	6	0	0	10
Lime, qr. -	0	1	4	0	1	2	0	2	10
Charcoal, qr. -	0	0	10	0	0	9	0	1	2
Hire of cart and 2 horses a day - -	0	1	4	0	1	4	0	1	6

I should conclude, then, that the purchasing power of the currency in the first period was equal to about 12 times what it would be at present; in the second to about eight times, and in the third to about four times; if these articles are measured by what are the present prices of the necessaries of life. Of course the price of the luxuries, or comparative luxuries, contained in the table given above varies partly by the greater or less demand for them, and by the steadiness with which that demand is maintained, and partly by increased facilities in production. Thus for a time the price of wine remained stationary, from the fact of diminished consumption, and then rose to far above its comparative value. That of wax remained stationary from the cessation of a demand after the Reformation; that of cloth felt the full effects of the change in values for a considerable time, while linen became comparatively cheaper in consequence of an increase in the production of the raw material, and a greater facility of manufacture.

I have, then, little hesitation in assigning these ratios of 12, 8, and 4 as indicating the multiplier of allowances at the periods designated in the secretary's letter. But, though it is comparatively easy from such data to determine the numerical, it is not easy to interpret the equitable ratio at the present time. I cannot take upon myself to decide this question, but I will venture on pointing out some few facts, which would weigh largely with me if I were compelled to deliver a judgment on the issue.

In the first place, the rent of land (I argue by a comparison of rents derived from the same parcels) has risen fully forty times above that at which it stood in the first period. I do not mention this with the purpose of inferring that the recipients of a fixed allowance are equitably entitled to a numerically equal share of the whole increase, but to point out how wholly altered society must be when so marked a difference in the value of the *locus standi* of production has been effected in the course of time, as contrasted with the rise in other values.

In the periods to which you refer there was little difference in the diet, the habits, and the accommodation of the middle and lower classes of society. House rent was almost nominal, furniture was plain and scanty, clothing was coarse but durable (the price of the servant's cloth was but little less than that of the master's), and except, perhaps, in its abundance, the food of the yeoman, the fellow of a college, and the country parson, was the same as that of the day-labourer or mechanic, who, indeed, often dined with his employers at the same table and on the same viands. Hence an allowance of 5*l.* a year was a plentiful provision for the parson of a parish in the first two periods, particularly if, as was generally the case, he procured his livery from some monastery or some patron.

The same inferences are gathered from the facts of aggregate expenditure. The whole charges of building the tower at Merton College chapel in Oxford, direct and indirect, were a little under 143*l.*, a structure which could not, I have been told, be built at present for less than between 5,000*l.* and 6,000*l.* The date of this structure is at the commencement of the first period.

Certain articles of consumption, which are now, comparatively speaking, luxuries, were in the periods referred to exceedingly plentiful and cheap. Poultry was sold at a very low price. Rabbits, which would be very numerous in so partially cultivated a country, were very cheap. Meat was almost always about one-fourth of the price of suet, or, what is in effect the same thing, of candles. In point of fact, most persons were in some degree agricultural producers in these times. Servants were often paid in part by an agreement with their employer as to a certain quantity of stock to be kept on his land.

Again, incomes were, comparatively speaking, liable to

* The cloth is home made, and generally manufactured or sold in London, Winchester, and Stourbridge (Cambridgeshire).

A.

scarce any taxation direct or indirect. It is well known that the revenues of the Crown were never so low as in the time of Henry VI. Henry VIII. derived very little from general taxation, and the caution with which Elizabeth pressed her fiscal necessities on Parliament was a characteristic part of her policy.

I cannot help thinking, then, that the vast difference in the price of land, the absence of any marked distinction between the habits of the middle and lower classes, the greater plenty of animal food, and the facilities for raising and keeping it, the absence of taxation, and the contrast between the modern price of production in commodities which demand an equal amount of labour at present, with what was expended on them in these earlier periods, are reasons why the numerical ratio will not correspond with the equitable, and why it would, I think, be found necessary to increase allowances in proportion, not only to necessaries, but to those habitual conveniences which are in certain social states practically necessaries.

II. The practice of taking fines on the grant or re-grant of leases is very ancient, and derived, I imagine, from the custom of copyholds. But the practice of levying a large fine on renewal and reserving a comparatively scanty rent, was not, as far as I have been able to find, (and I have read many hundred accounts of corporate receipts and expenditure), general before the last years of Henry VIII. Corporations before 1st Elizabeth could grant long leases, which were good at common law, and I see no reason to doubt the statement that is ordinarily made, to the effect that many monastic bodies, foreseeing the dissolution, did grant long leases of a beneficial character for some immediately valuable consideration. But I have seen no trace of such practices in the accounts of colleges, whether they be calendars of receipts, or balance sheets, so to speak, of income and expenditure.

But the custom of levying large or unusual fines was developed rapidly after the statute 18 Elizabeth, which directed that one-third of the old rents should be reserved in corn. The reserved rent expanded with the price of corn, the old rent remaining stationary. To make the old rent correspond with the increasing value of the land, a large sum, supposed to equal the purchase of the difference between the remaining two-thirds at rack-rent and the old rent, was levied by way of fine. The statute, by distinguishing between the fixed old, and the varying reserved rent, appeared to encourage this practice, and corporations during the sixteenth, seventeenth, and eighteenth centuries were not acutely alive to any obligations towards their successors. At any rate, fines form a notable part of corporate income after this time, though they are not always inserted in the accounts.

I have the honor to be,
My Lords and Gentlemen,
Your obedient Servant,
(Signed) JAMES E. THOROLD ROGERS.
To the Public Schools Commissioners.

B.

APPENDIX B.

CORRESPONDENCE with HEAD MASTERS respecting proposed EXAMINATION of BOYS at the several SCHOOLS.

Letter addressed by the Secretary to the Head Master of each School.

Public Schools Commission,
DEAR SIR, 2, Victoria Street, S.W., 21 Nov. 1862.

I AM desired by the Commissioners to invite the expression of your opinion respecting a plan which is now under their consideration, for completing one portion of their inquiry, and to ask your co-operation in it, unless you should think it open to insuperable objections.

It appears to the Commissioners highly desirable for the satisfactory completion of that part of their inquiry which relates to the teaching of the Public Schools, that they should be enabled to form an opinion of the general results of that teaching upon the boys to whom it has been applied. The honours gained at the Universities by a few of the most distinguished pupils afford no test of the education of the great mass, who either do not go to the Universities at all, or who do not, when there, offer themselves as candidates for University distinctions. The most direct, and, in the judgment of the Commissioners, the most effectual mode of ascertaining these general results would be an examination by men of acknowledged competence and great experience, not of all the boys, but of those who have attained a certain standing, the standing at which they may be presumed to have had in great measure the benefit of the system, and at which a large proportion of them leave school. The object of such an examination being to ascertain the general proficiency of the boys in the chief subjects studied at each school, it would be of a simple kind, and confined (with the single exception mentioned hereafter) to those subjects. And the Commissioners would think it right that no examiner should be appointed for any school respecting whom the Head Master had not been previously consulted.

The Commissioners forbear for the present to enter minutely into the details of the proposed examination; but they suggest for your consideration the following outline, on which they would be glad to have your opinion.

The examination should not occupy more than six days, and should comprise papers on these subjects:—

Translation from Latin Prose into English;
Translation from Latin Poetry into English;
Translation from English into Latin;
Translation from Greek Prose into English;
Translation from Greek Poetry into English;
Translation from { French / German } into English;
Translation from English Prose into { French; / German;
Ancient and English History;
Arithmetic and Algebra;
Geometry;
Physical Sciences (if taught in the school);
Translation from English into Greek (if desired);
Greek Testament.

The papers containing passages for translation into English might comprise also some questions on grammar, history, and geography. The passages selected and the questions asked should be of not more than average difficulty.

Except history, the boys should be examined in no branch of study in which they had not received instruction in the school. The boys to be examined should be the senior boys constituting about one-fifth of each school.

The time for holding the examination should be the earliest that can be fixed without inconvenience to the schools. The Commissioners propose for this purpose the last week of January, or the first week of February, next.

Such in its general outline is the plan which has presented itself to the Commissioners. If you see no insurmountable objection to the course proposed, you would oblige them by furnishing any suggestions calculated in your judgment to make the examination a more effective test, and more convenient to the boys examined, and to prevent it from interfering unnecessarily with the regular work of the school.

A letter in the same terms as this has been addressed to the Head Master of each of the other schools.

I am, dear Sir,
Yours very faithfully,
MOUNTAGUE BERNARD.

ETON.

MY DEAR SIR, Eton, Nov. 21, 1862.

I BEG to acknowledge the receipt of a letter this morning, sent by the desire of the Commissioners, proposing an examination of my boys.

I will give the subject my best consideration.

I am, dear Sir,
Yours faithfully,
M. Bernard, Esq. EDWARD BALSTON.

DEAR SIR, Eton, Nov. 25, 1862.

I SHOULD be glad, as far as possible, to meet the wishes of the Commissioners in any proposal which they considered necessary for the completion of their inquiry. And I would beg to remind them that we have been ready to give all the information they have desired; we have furnished them with reports of the details of all the work done, and have also forwarded copies of the examination papers set to boys in different parts of the school.

I should hope the Commissioners, upon consideration, will not think it necessary to examine the boys themselves, or any portion of them, in the manner proposed. Such an

examination, it appears to me, must needs be unsatisfactory in itself, as a test of the general results of the education at Eton, while the interference with the authority and responsibility of the Head Master is calculated to produce serious evil.

I am, dear Sir,
Yours faithfully,
Mountague Bernard, Esq. EDWARD BALSTON.

Public Schools Commission,
DEAR SIR, 2, Victoria Street, S.W. 27th Nov. 1862.

I HAVE to acknowledge the receipt of your letter of the 25th instant, and will lose no time in laying it before the Commissioners.

It would, I think, assist them in coming to a conclusion on the subject now under their consideration, if you would add a few words of explanation on the two points of objection urged in your letter, and particularly if you would explain why you are of opinion that the proposed examination would be an unsatisfactory test.

The Commissioners, I need hardly say, would not have thought of proposing it had they not felt satisfied that, undertaken with the Head Master's sanction, and conducted in the manner suggested in my letter of the 21st, it would involve no interference with his authority or responsibility, an interference which they would be most anxious to avoid.

I am, dear Sir,
Yours very faithfully,
The Rev. the Head Master, MOUNTAGUE BERNARD.
Eton College.

[To this letter no answer was received.]

WINCHESTER.

The College, Winchester,
MY DEAR SIR, 22nd Nov. 1862.

I HAVE the honour to acknowledge your letter, informing me of the wish of the Public School Commissioners to hold an examination of my boys, and desiring my opinion of the desirableness of so doing.

I strongly deprecate any such measure.

We have abundant examinations already; some of them conducted by examiners sent to us from the University.

We have our own ways, traditions, and ideas; and while we most willingly offer our boys to all the legitimate competitions and examinations which follow after leaving school, and take our chance of the credit or discredit that may attach to them in after-life, I think it very undesirable that an extrinsic authority should examine our work while it is in progress.

Strongly as I should object to periodical Government examinations, I think that a single one would be, if possible, still more objectionable. It would have the effect of pitting the Public Schools against one another for one casual short trial in a single generation; and I hardly know whether it would do more harm by giving a very favourable, or a very unfavourable judgment as the result. We should be little exhilarated by being told that we had passed a good examination in so isolated a trial, and we should be deeply and very unnecessarily wounded by having it put upon record that we had passed a bad one.

I have the honour to be,
My dear Sir,
Yours very faithfully,
The Secretary of the GEORGE MOBERLY.
Public School Commission.

Public Schools Commission,
DEAR SIR, 2, Victoria Street, S.W., 27th Nov. 1862.

I HAVE to acknowledge the receipt of your letter of the 22nd instant (received this morning), which will receive the attentive consideration of the Commissioners.

When I shall have taken their further instructions on the subject to which it relates, I will lose no time in writing to you again.

I am, dear Sir,
Yours very faithfully,
The Rev. the Head Master, MOUNTAGUE BERNARD.*
Winchester College.

WESTMINSTER.

DEAR SIR, 19, Dean's Yard, Nov. 22, 1862.

THE proposal which your letter of yesterday's date conveys to me is one which I could not reply to without first consulting the Dean, to whom I am responsible in a that relates to the Queen's scholars.

I will therefore beg to be allowed to defer for the present doing more than acknowledging its receipt.

Believe me, dear Sir,
Very faithfully yours,
Professor Bernard, CHAS. B. SCOTT.
Public Schools Commission.

19, Dean's Yard, Westminster, S.W.,
DEAR SIR, Nov. 29, 1862.

I HAVE studied to furnish the Commissioners with full information upon all points connected with the position or system of the School, including the average proficiency of boys educated there.

You are aware, also, that we have annual examinations of the elder boys, conducted by examiners from both Universities, whose evidence the Commission may easily obtain if they desire it.

But that the School, or the upper forms in it, should be examined in the manner suggested in your letter of the 21st inst., appears to me so seriously objectionable, that I must beg permission respectfully to decline to entertain the proposal.

I am authorized to say that the Dean of Westminster concurs with me in this view.

I have the honour to be, dear Sir,
Very faithfully yours,
Professor Bernard, CHAS. B. SCOTT.
Public Schools Commission.

CHARTERHOUSE.

Charterhouse, Nov. 29, 1862.

MY LORDS AND GENTLEMEN,

I HAVE very carefully considered the question to which the letter received by me from the Commissioners on the 21st instant refers, and I trust that I may be excused for respectfully expressing my objections to the proposal for examining a portion of the School by special examiners appointed by the Commissioners.

It appears to me that such an examination would practically be an examination of the schoolmasters rather than of the boys, and, as such, would place the former in a very anomalous and difficult position. I have been, and am, most willing to furnish the Commissioners with any information which they may desire as to the nature of the instruction given in our School, the time devoted to each subject, the methods adopted for testing the boys' proficiency, &c.; and from the answers supplied by the other masters of the School, as well as by myself, I cannot but think that as accurate a notion of the system of education which here prevails may be derived as would be attained by a single examination of a certain number of boys in the School. Examinations of the School by competent examiners are periodically held; and those examinations ought, I think, for the interests of the School, to render unnecessary any examination by another set of extraneous examiners. I must also add that I have no power to sanction any such examination, so far as regards the Foundation Scholars, without the authority of the Governors of the School.

But even if the principle of such an examination, to which I very strongly, though respectfully object, were to be conceded, I think that the difficulties of carrying it out would be exceedingly great.

In the first place, it appears to me to be indispensable, that the same examiners should examine all the Public Schools, as otherwise no average or standard could be satisfactorily attained.

Secondly, I think that boys of average ability should be examined in the work which they have actually done in the School, and this condition would necessarily involve a great variety of papers; nor would it be fair that the papers which are set to the boys in the sixth form, for instance, should be also given to those in a lower form.

Thirdly, within the limits of a fifth part of the School there would be included many boys of 16, and some even of 15 years of age; and I do not think that it would be fair to judge of the benefits which they have derived from their education here at a period of three or even four years preceding the time at which they will leave the School.

Fourthly, I think that it would not be right to expect a knowledge of all parts of history from many of the boys who would be thus examined. History is with us an important subject, systematic instruction is given in it, and it always forms one of the subjects of examination both in the upper and lower parts of the School; and I think that our system of doing certain portions carefully each year is more conducive to an intelligent study of the subject, than any attempt to teach the whole of so vast a subject would be.

* The succeeding letters, the replies to which do not appear, were similarly acknowledged.

B.

For these and other reasons, with which I need not weary the Commissioners, I must venture to express respectfully my decided opinion that the plan which has been proposed for examining a portion of the School is objectionable both in principle and in details; though I very much regret that I should differ in my opinion upon so important a matter from the Commissioners.

I am, my Lords and Gentlemen,
Your obedient and respectful servant,
RICHARD ELWYN,
Head Master of Charterhouse School.

To the Commissioners of Public Schools.

ST. PAUL'S.

MY DEAR SIR, St. Paul's School, Nov. 27, 1862.

NOTWITHSTANDING my hearty desire to put the Commissioners in full possession of all particulars relative to the system of management and the details of the working of St. Paul's School, and to meet their wishes in every respect, I regret that I cannot approve their proposal of sending an examiner to examine a certain portion of the upper boys, with a view of ascertaining the average amount of proficiency in those whose destination does not point to the Universities, or who, if proceeding thither, are unlikely to confer in the degree or other examinations any amount of distinction upon the School.

In common with most of my brother Head Masters, I consider the scheme objectionable on the grounds that it would be an apparent, if not actual, infringement of our own independent rights of management, or those of our Governors, who have mostly annual examiners of their own appointment; that it would be setting school against school, however unequally matched in respect of numbers, or other circumstances more or less disadvantageous or otherwise to the competing foundations; and that without exhibiting any reliable results to the Commissioners themselves, it would materially interrupt the studies and discipline of our schools.

To these considerations I would respectfully desire to add, in our own particular case, that we have our apposition examiners, as familiarly known to our boys almost as the masters themselves, by whose award the appointment to University exhibitions and the promotion from class to class are in great measure decided. It seems to me, therefore, that an examination so barren of results to the boys themselves, conducted by a stranger, unsympathising as well as unacquainted with the boys, such as is now proposed, would fail to elicit the full amount of proficiency acquired by the inferior boys, while those of a higher order would be excluded by the restrictions suggested from much of the work which gives them an advantage in the ordinary competition of the School.

I beg to submit these considerations to Her Majesty's Commissioners, in reply to your courteous invitation that I would consider what objections might be entertained to their proposal, together with the assurance of my high respect.

I am, my dear Sir,
Yours very faithfully,
HERBERT KYNASTON, D.D.,
Mountague Bernard, Esq. High Master.

MERCHANT TAYLORS'.

Merchant Taylors' School,
DEAR MR. SECRETARY, Nov. 28, 1862.

I BEG to acknowledge the receipt of your letter, dated Nov. 21, in which, by the desire of the Public Schools' Commissioners, you invite the expression of my opinion respecting a plan for the examination of the scholars of Merchant Taylors' School by persons whom they shall appoint, and ask my co-operation in it, unless I think it open to insuperable objections.

I regret to be obliged to say that I cannot enter into the views of the Commissioners, as expressed in your letter, or offer to co-operate in carrying them out.

I have had much pleasure in affording the Commissioners full opportunities of becoming acquainted with the circumstances of Merchant Taylors' School, and with its system, and the minutest details of its organization and working.

More I cannot do. As for examination of the scholars, we have our own examiners already. These gentlemen are appointed by the Governors, and their reports, for the seventeen years and a half during which I have presided over the School, have been of a most satisfactory character.

I feel, however, bound to add, that in my opinion, the introduction of an examiner or examiners from without is not merely unnecessary, but would be, as a fact and as a precedent, positively injurious. Not to mention other objections which weigh with me very strongly, I am convinced that it would impair our discipline and materially compromise our position as an independent public school.

Objecting thus, *in toto*, to the proposal of the Commissioners, I forbear to criticize the details of their scheme. But I cannot help adding that, granting for argument sake, that the proposal is a good one, and such as I could, consistently with my duty, fall in with, I should find fault with many of its subordinate features.

With great respect for the Commissioners, and esteem for yourself,

I remain, dear Mr. Secretary,
Yours very faithfully,
J. A. HESSEY, D.C.L.
Head Master of Merchant Taylors' School.

To Mountague Bernard, Esq., B.C.L.,
Secretary to the Public Schools Commissioners.

HARROW.

DEAR SIR, Harrow, December 12, 1862.

I NEED hardly assure you that I have given my most careful consideration to the important letter which you addressed to me on the 21st of November.

I regret to say that with every desire to aid the Commissioners in their inquiry, and with a strong disinclination to take any step calculated to impair its thoroughness, I am nevertheless unable to view favourably the proposal which they have now submitted.

I can see many objections in detail more or less serious; but I will not shrink from frankly admitting that I object to the scheme as a whole.

The intrinsic value of the proposed examination would not be greater than that of the ordinary examinations which we hold three times in every year. On the other hand, from its result being published as an appendix to the report of the Commissioners, it would assume in the eyes of the public an importance derived from their names and their office. It would be regarded as the expression of their judgment, and would thus obtain from their authority a weight which would be accidental rather than deserved.

Should it contain statements which my colleagues or I saw reason to impugn, the task would be a very invidious one, and we should be placed at an unfair disadvantage when opposed, as it would fallaciously appear, to the deliberate judgment and authority of the Commissioners.

I am unwilling to place my colleagues or myself in a position which might thus prove embarrassing, convinced as I am that it is impossible to form from a single examination by strangers, however ably conducted, an accurate estimate of the attainments of young boys.

I acknowledge with pleasure the courteous and considerate tone with which you have conveyed to me the proposal of the Commissioners, but believing that its results would be deficient in thoroughness, and would almost necessarily lead to misunderstanding, I must respectfully decline to act on its suggestions.

I remain, dear Sir,
Very faithfully yours,
H. MONTAGU BUTLER.

To the Secretary to the
Public Schools Commission.

RUGBY.

SIR, Rugby, 27th Nov. 1862.

I SHOULD certainly have much preferred that if the Commissioners thought fit to send examiners to the public schools, they should have sent gentlemen to take a part in one of the ordinary examinations, and have instructed them to look to the whole school and not to a part of it.

The proposed plan will obviously favour the small schools at the expense of the larger, since in the smaller schools the fifth, which it is proposed to examine, will much more nearly coincide with the form or forms under the immediate instruction of the Head Master.

Moreover, the giving of a week to this examination is a considerable interference with the ordinary teaching.

I think it right to state these objections. But having done so, I do not desire to press them, if the Commissioners are still of opinion that their plan is the best.

But I must object to the time selected. We do not meet till the 12th February. If the examination is to take place then the other schools will have had a fortnight's preparation and we shall have had none. It will be quite im-

possible to avoid comparisons, and yet no comparison under such circumstances would be just.

I think the end of March would be a better time.

Yours faithfully,

The Secretary, F. Temple.
Public Schools Commission.

All Souls' College, Oxford,
Dear Sir, 29th Nov. 1862.

I have to acknowledge the receipt of your letter of the 27th inst., and to thank you for the manner in which you have received the Commissioners' proposal.

The objections which you suggest will be duly considered by the Commissioners. You will permit me, however, to make one observation upon that to which I understand you to attach the greatest importance. It is undoubtedly true that in a comparatively small school a larger proportion of boys are under the direct teaching of the Head Master. But it is also true that in a large school all the boys, and especially those in the higher forms, have advantages of their own, amongst which are instruction by a staff of teachers far more highly paid, and private tuition—advantages which appear to neutralize, wholly or in a very great degree, the inequality to which you refer.

In fixing a time for the proposed examination the Commissioners will consult, as far as possible, the convenience of Rugby as well as of the other schools. But I do not think that they would be able to postpone it to so late a period as the end of March.

I am, dear Sir,
Yours very faithfully,

The Rev. Dr. Temple. Mountague Bernard.

Shrewsbury.

Dear Sir, Shrewsbury, Nov. 21, 1862.

I have the honour to acknowledge your letter acquainting me with the desire of the Commissioners to hold an examination in this School at the beginning of next year. I request to be allowed a few days to consider my reply.

I had been led to suppose that an examination of the entire School would have been the measure proposed; and to this I must own that I did see some very grave objections, which it is now needless to mention.

Under the limitations specified in your letter, I do not *primâ facie* feel disposed to offer any obstacle to the wishes of the Commissioners; but in another letter I propose to express my thoughts upon the subject more definitely.

I am, dear Sir,
Your faithful servant,

Mountague Bernard, Esq. Benj. H. Kennedy.

Dear Sir, Shrewsbury, Dec. 1, 1862.

In reference to the examination proposed by Her Majesty's Commissioners, I am prepared to acquiesce in it, but not without regret.

I urge no abstract objection, but this practical one only, that the results of a single examination held at a particular time can afford no fair test of the character of the School.

As regards this School, the Commissioners will learn nothing from the examination but what they have already heard, or what they might hear from my statements; namely, that this School has not been supplied with boys in sufficient numbers, or, on the average sufficiently well prepared, to enable me to maintain the scholarship of the sixth form at its proper standard. The examiner will probably find, say, half a dozen boys who are fair scholars, and tolerably well trained, and the rest young recruits, more or less promising for future contests, but whose true place would be the fifth form, not the sixth, if the School were adequately supported. In proof, however, that all has been done up to this time for boys here that I have had the power of doing, I wish to state that of 22 boys who proceeded to the Universities in October 1861 and 1862, nine went to Colleges in which they had already gained a place on the foundation by open competition at Oxford or Cambridge, and one of these was named by the examiners as *proxime accessit* to the Hertford University Scholarship. I do not, however, see how any of the old Foundation Schools, except the few which have fashion and great connexion in their favour, can hold their ground in these days against the tide of joint stock education. And I must frankly add that at my age, after 35 years of scholastic and literary labour here and elsewhere, I cannot expect that my own exertions will be as effective as in past years.

I have only to add, that this School will not meet after Christmas before the 12th of February, and that an examination cannot, therefore, be held before, say, the 16th of that month.

I remain, dear Sir,
Your very faithful Servant,

Mountague Bernard, Esq. Benj. H. Kennedy.

Dear Sir, All Souls, 3rd Dec. 1862.

I have to acknowledge the receipt of your letter of the 1st inst., and to thank you for the manner in which you have received the Commissioners' proposal.

The objection which you suggest will receive their attentive consideration. When I shall have taken their further instructions on the subject I will write to you again.

I am, dear Sir,
Yours very faithfully,

The Rev. Dr. Kennedy. Mountague Bernard.

P.S.—Should the examination be undertaken, the Commissioners will endeavour, in fixing the time, to consult the convenience of Shrewsbury as well as of the other Schools.

The following letter was subsequently sent to the Head Master of each School.

Public Schools Commission,
Dear Sir, 2, Victoria Street, S.W., 19th Dec. 1862.

The Commissioners have considered the representations which have been made to them by yourself and by the Head Masters of the other Schools respecting the proposal conveyed in my letter of the 21st November.

They are very sensible of the readiness which has been shown by the authorities of all the Schools to afford information on every subject to which the inquiries of the Commission have been directed. Their object in proposing an examination was to supply an inevitable deficiency in that information.

They are aware that at all the Schools there are periodical examinations, which serve, to the Masters, as a test of the progress of the boys under their charge, and to the boys themselves as an incentive to work. But these examinations, useful as they doubtless are for the foregoing purposes, do not, as you will see, meet the object which the Commissioners have in view.

They feel, however, that such an examination as they have proposed could not be satisfactorily carried into effect without the willing concurrence and co-operation of the several Head Masters. They find that this general concurrence cannot be obtained, and they have therefore decided on pursuing the subject no further.

I am, dear Sir,
Yours very faithfully,
Mountague Bernard.

APPENDIX C. C.

Letter addressed to Professors, Tutors, and others, at the Universities of Oxford and Cambridge, and Answers received.

Public Schools Commission,
2, Victoria Street, S.W.
Sir, December 1862.

You would greatly oblige the Public Schools Commissioners by answering the subjoined questions, or such of them as your observation and experience have enabled you to form an opinion upon. Some of them perhaps may not be within your province; but with respect to the others, any remarks that you may have to make, would, the Commissioners are assured, be a valuable help to them in the prosecution of their inquiry.

I am, &c.
Mountague Bernard, Secretary.

C.

I. The Commissioners would be glad to know how far, in your opinion, the education given at the schools (taken in the aggregate) from which your University is fed, fulfils satisfactorily one of its main purposes, that of preparing boys for the University course, by grounding them in those studies which they are to pursue at the University, and by giving instruction in subjects (if any such there be) not studied there, but of which a young man entering upon the University course should not, in your judgment, be ignorant.

II. If you think that this purpose is fulfilled imperfectly, and that the mass of young men come ill prepared, does this, in your opinion, affect the University course itself, as regards either its width or its depth; does it prevent it from being so broad and elastic, or so profound, as it ought to be? Are you of opinion that the teaching given at your University is, to any considerable extent, such as ought to have been given at school?

III. Can you state generally what proportion of young men coming up for matriculation are able to—

Construe with tolerable correctness a new passage from an easy { Latin / Greek } author?

Translate a piece of easy English prose into tolerable Latin?

Answer correctly simple grammatical and etymological questions in Latin and Greek?

And can you state particularly what acquaintance they are found to possess with Arithmetic and Mathematics, and generally with Ancient and English History, with Geography, and with Religious Knowledge?

IV. Does scholarship, and particularly the writing of Latin prose and verse, and of Greek verse, the power of translating elegantly into English, and the grammatical and critical knowledge of the two classical languages, appear to have advanced or declined within the period over which your observation extends?

V. Does the knowledge of Mathematics, of History and Geography, of Modern Languages, of English Literature, appear to have advanced or declined within the same period?

VI. Does it appear to you that where attention has been given to these latter subjects, or any of them, it has tended to injure scholarship?

VII. If you have turned your attention to natural science, and have had opportunities of observing what proportion of young men have acquired any knowledge of it, or spent profitably any time upon it, will you state the results of your observation in this respect? Will you also state your opinion, if you have formed one, on the practicability of usefully studying any branch or branches of natural science at school, and on the best methods of the study?

VIII. In any of the foregoing points do you observe any marked differences between different schools or classes of schools, or between public-school boys generally and boys from other schools, or educated at home, or by private tutors?

IX. Have your observations suggested to you any conclusions which you think it useful to state respecting different methods of teaching or systems of education?

X. It having been suggested that the great prominence given to classics and mathematics, as opening the only roads to high University distinctions, tends to limit the studies of the Public Schools to those two branches of education, and to render difficult the successful prosecution of other subjects which it is desirable to introduce, your opinion is requested as to the correctness of this view. If the Universities act thus upon the Public Schools, do the Public Schools in their turn react upon the Universities? Do you think that the earnest prosecution at the Public Schools of what are called modern subjects would tend to give a higher value at the Universities to honours taken in those subjects? Or are there any suggestions which it occurs to you to make for giving to those subjects greater prominence in our system of education?

XI. Have you anything to remark respecting the moral training and character of the young men who have come to your University from Public Schools, or otherwise educated? Has there been an improvement in this respect, or a deterioration, within your remembrance?

XII. Do any points occur to you, not already mentioned, in which you think that the Universities or their colleges might usefully influence the Schools? Do you think, for example, that good would be done by increasing the stringency or range of the ordinary matriculation examinations, or by instituting a public examination to be passed by every student before he is allowed to reside?

From some of the gentlemen to whom the foregoing letter was sent no answers were received; others replied that they had no observations to make on the points indicated which they thought likely to be useful to the Commissioners; the majority returned answers, which are subjoined.

OXFORD.

Rev. Charles Waldegrave Sandford, M.A., Senior Censor of Christ Church.

Of the questions sent me I shall attempt to answer those only on which I can speak from personal experience. My remarks do not apply to Rugby or Marlborough. Few boys from these schools matriculate at Christ Church.

I. The great schools appear to me to fulfil very imperfectly the task of preparing boys for the University course. I speak of the average boys. Such show themselves at matriculation to be very badly grounded in the studies which they are to pursue here. Consequently the work of tutors consists in a great measure in teaching the mere rudiments of Latin and Greek. In fact, they have to teach what ought to have been taught in the lower forms at school. Geography, ancient and English history, arithmetic, Euclid, and algebra are subjects of which young men entering upon the University course ought not to be ignorant; yet if these subjects have been taught in the schools, they have been learnt imperfectly; for very little is known of them by the mass of men who are resident here. The majority of the men who enter the University appear to have few intellectual tastes. It is not, as some assert, that they are prevented, by being compelled to study the classics, from following their natural bent, but that all intellectual effort is irksome to them.

II. The University course is, doubtless, affected by the unsatisfactory manner in which the great schools prepare their boys for matriculation. If the mass of young men on entering the University have everything to learn, and little desire to learn anything, it cannot be expected that the knowledge acquired in three years should be very broad or profound. The head boys, however, come well prepared from school. The standard in our class examinations in classics is, consequently, high. This is not affected by the state in which the average boys come to the University. The other studies may suffer in some degree. If, for example, boys came from school with their intellectual tastes cultivated, with a greater knowledge of modern history, or of some branch of physical science, a larger number might be expected to pursue those studies on entering the University, the lecturers would be able to penetrate more deeply into their subjects, and the examiners in awarding honours would be able to fix a higher standard.

III. Some 50 or 60 young men matriculate at Christ Church in the course of each year. Of these, perhaps, 10 will read for honours in classics. Such men would be able "to construe with tolerable correctness a new passage from "any Latin and Greek author, translate a piece of easy "English prose into tolerable Latin, and answer correctly "simple grammatical and etymological questions in Latin "and Greek." The other 40 or 50 would not. In fact very few of those who are merely candidates for matriculation can construe with accuracy a piece from an author whom they profess to have read. We never try them in an unseen passage. It would be useless to do so. They are usually examined in Virg. Æn. I.–V. and Homer Il. I.–V. But if they have not read Homer or Virgil, we examine them in whatever authors they have read last. What we require is, that they should satisfy us that they are likely to pass the first University examination after one term's study. We do not test their knowledge of ancient or modern history or of geography at matriculation. We examine them in arithmetic, but not in Euclid or algebra. Their answers to the questions in arithmetic do not encourage us to examine them in Euclid or algebra. Of those whom we reject, some are rejected finally, others are allowed another trial. We require the latter to read with a tutor for six months or a year; and if after this interval they show sufficient improvement to warrant us in believing that they will pass the University examinations, we admit them. This plan usually succeeds. Hence we may conclude that had more regard been paid to the requirements of the University at the close of their school career, we should not have found it necessary to reject them in the first instance. We do not examine the candidates in religious knowledge. But at the end of every term the junior members of the House are examined in some portion of the New Testament. The answers written by the mass of the men are not better than what we might expect from the upper classes of our parochial schools. Very few have that knowledge of the Bible that a Christian gentleman should have. Nor do many show a desire to increase their knowledge. Of the 150 men who attend

divinity lectures, 20 will show that they have been well taught before entering the University. However, more in this matter depends on home education than on what is taught at school.

IV. Since the establishment in 1852 of the first public examination, scholarship has improved in this, that a larger number of men apply themselves to the study of it. The composition of Greek prose and Greek verse has certainly improved, owing in part to the institution of the Gaisford prizes. Latin writing is said to have declined. The power of translating *vivâ voce* into elegant English has certainly declined within my own memory. Very rarely is anyone heard in the public examinations to translate fluently into good English. This is, no doubt, owing partly to the universal use of translations, partly to the little weight attached by the examiners to this faculty. If the examiners are found to assign little importance to the power of translating aloud into good English, it cannot be expected that the examinees will spend much time in trying to acquire it. I believe that it would be for the advantage both of the examiners and the examinees that the *vivâ voce* should be restored to the place that it formerly held in our examinations. The composition of Greek prose and Greek verse is a poor substitute for the faculty of translating such authors as Pindar and Thucydides fluently into elegant English.

V., VI. During the years that I was at Rugby, from 1841 to 1847, the knowledge of mathematics and modern languages advanced. Special masters were appointed to teach those subjects. Scholarship during the same time advanced. Mathematics, history and geography, and modern languages should certainly be taught at school. Nor need scholarship suffer. The study of modern languages would tend to improve, not to injure scholarship.

VIII. I can only speak of Harrow, Eton, and Westminster. It is from these schools that the mass of the undergraduates at Christ Church come. We do not, however, get the *élite* from Eton or Harrow. Between the average boys educated at Eton and Harrow I do not observe any marked difference. The former, perhaps, exhibit greater ignorance of the rudiments of Latin and Greek grammar. We have had, however, to reject young men from the sixth forms of other schools for their ignorance of grammar. If boys educated at Eton have less learning to show, they are generally more intelligent than the young men from other schools. This greater intelligence I attribute to their higher parentage, and to the advantages which higher birth gives, in the way of better society, and opportunities of hearing intellectual topics and public matters discussed. I believe it to be the case that the great prizes are not won now by Eton, but by such schools as Rugby and Marlborough. It will be found on comparing the class lists of former days with those of the present time, that whereas formerly the first class was filled by men from Eton and Westminster, now men from schools of more recent origin obtain the highest honours. It must be remembered, however, that Eton has difficulties to contend against from which the other schools are free. The parents of the boys at Eton are richer; their sons have not their own fortunes to make. In fact it has the same difficulties to cope with as we have at Christ Church. It may be said that eldest sons come to Christ Church, and younger sons go to other colleges. The boys at the other schools, on the contrary, know that if they are to succeed they must work. The real advantage derived from Eton is less intellectual than social education. Eton is expected to make a boy a gentleman, and this expectation it fulfils. It may be added that many boys are sent to Eton not to learn, but to form connexions.

Christ Church has the *élite* from Westminster. Though the attainments of the Westminster students are greater than they were 10 or 15 years ago, they still fall short of what they should be. The last first class in classics won by a Westminster student was in 1837: the last first class in mathematics was in 1834. However, since the institution of the first public examination in 1852, eight Westminster students have been placed by the Moderators in the first class in classics, and one in the first class in mathematics. Little improvement can be anticipated in the character of the school until its numbers be increased, and no large increase in its numbers can be expected unless it be removed from London. It cannot be urged that it would be an injustice to the London clergy and other residents in town to remove the school; for, as it is, they do not send their sons there.

XI. I do not believe that any distinction in moral character can be drawn between boys privately educated and boys educated at public schools. It is often said that boys privately educated are more often led astray than boys from our public schools. This we might naturally expect. Boys privately educated on entering the University would be more amenable to evil influences from their never having been their own masters before, and, it may be in some cases, from their having been kept from harm in spite of themselves. A public school allows more liberty; it reveals a boy's character; the worst boys are found out, and it may be are not sent to the University. Boys privately educated are, perhaps, more often guilty of foolish acts than boys from public schools. I do not think that we can with truth assert that they are more often guilty of immoral acts. The morals of the young men generally, whether they come from public schools or from places of private education, have, I believe, improved within the last 15 years. This improvement may be due in some measure to the closer personal relations that exist between tutors and pupils both at school and college. It is difficult, however, for me to judge in this matter. Evils which I knew to exist in my undergraduate days may exist to the same extent now. I may fancy that there is an improvement, when really there is none. Less wine, certainly, is drunk than formerly; undergraduates are less noisy; there are fewer instances of scandalous extravagance. The increased number of the examinations, though a doubtful gain to reading men, has diminished idleness among passmen and all such as will not read except under the stimulus of an impending examination. The senior Head of a House is reported to have said that the improvement in the morals of the members of the University since the beginning of the century is not to be called a reformation but a revolution.

XII. The immediate result of making the ordinary matriculation examination more stringent would be to diminish the number of undergraduates in the University, and to increase the number of literates admitted to Holy Orders. Were the range of an ordinary matriculation examination increased, and a knowledge of modern history, or of some branch of physical science, accepted in compensation for a lower standard in classics, the result would be, unless we altered our whole system, that we should matriculate men who would be unable to pass the classical examinations. A public matriculation examination would press hard on those colleges which are filled by young men educated privately or in the smaller schools. Such often enter the University knowing little of our system, and would fail from ignorance of what the University requires. To Christ Church the institution of a public matriculation examination would be eventually a gain. The disgrace of having their pupils thrown back on their hands would force the masters of the great public schools to accommodate their teaching to the requirements of the University, and to ground their pupils more thoroughly in those subjects in which they would have to be examined. I doubt, however, the desirability of introducing such an examination, until there is a greater demand in the country for an University education. But though we should not be justified in establishing a public matriculation examination at present, we may hope to see one introduced, when the advantages afforded by the University are better appreciated.

CHARLES WALDEGRAVE SANDFORD.

6th January 1863.

Rev. G. W. KITCHIN, M.A., Junior Censor of Christ Church.

I. THE average men bring up but small results of the training to which they have been subjected for years. There is a general want of accuracy in their work; even the rudimentary knowledge of grammar and Latin prose writing is far less than it ought to be. I fear that the elementary schools send the little boys up to the public schools in a very unprepared state, and that the public schools, to a great extent, assume that the boys are fairly grounded, when it is not the case.

The only subjects which are professed at school, and do not form part of our system of work, are such rudimentary matters as English composition, spelling, arithmetic, &c. In these there seems to be considerable deficiency.

II. The University course of teaching is much hampered by the crude state of the men subjected to it, and by the necessity of supplementing the shortcomings of school education. Our system becomes, for average men, both narrow and vague.

We feel that the most we can do for men who come up deficient in knowledge of grammar, history, language, &c., is to provide something for them to do; the time for real progress seems, in many cases, to be absolutely past.

Men, whose abilities lead them towards other than classical studies are much hindered from their proper

C.

pursuits, and sometimes stopped altogether, by that want of early accurate training, which shows itself at every step we take in educating our men.

Consequently, it appears to me that the University is obliged to spend much of her energies on matters which do not properly belong to her. If one is of opinion that eight to ten years spent chiefly on the elements of Latin and Greek ought to have been enough to secure a fair knowledge of grammar, then one cannot help regretting the weight which presses on us. But I am aware that many think otherwise, consider such a repetition of rudiments good, and call it a general education. As a matter of fact, a couple of plays of Euripides, a little Virgil, two books of Euclid, or the like, form the occupation of a large part of our men during their first university year; and I cannot consider this a satisfactory state of things, especially as not a few fail in passing their examination in these subjects.

III. It should be remembered that the best men, who go in for scholarships, are taken without the ordinary matriculation examination. So that in answering this question I shall have to put the average lower than it should be.

Of the ordinary men a quarter might possibly steer their way through an unseen passage in Greek with fair success. Rather a larger number might manage an ordinary piece of Latin.

"Tolerable Latin prose" is very rare. Perhaps one piece in four is free from bad blunders. A good style is scarcely ever seen.

The answers we get to simple grammar questions are very inaccurate.

In arithmetic they have improved, as it is now understood that they cannot pass responsions without it.

We do not examine for matriculation in any of the other subjects mentioned.

With a matriculation examination, whose standard is very low, and solely intended to prove that men have a fair chance of afterwards passing responsions, and with every wish to admit men, we have still been obliged this year to reject about one-third of the whole number who have presented themselves.

IV. Far more prizes are now offered to pure scholarship at Oxford than was formerly the case, so that the picked men come up decidedly better scholars than of old. Critical studies used to be almost unknown to us a few years ago. This is especially true of Greek; only partly so of Latin, in which the decay of Latin prose must be set off against the improvement which has otherwise taken place.

As to average men, their exact knowledge of grammar, &c., is now tested by us, whereas, a few years ago, it was almost taken for granted. This makes me diffident in expressing an opinion about its improvement or decay. On the whole, I am inclined to think it has gone backwards, for I can easily imagine it better; it would be hard to conceive it much worse. The remedy for this lies first in the improvement of the elementary schools, and then in the introduction of a greater love for sound work at the public schools. The prevalent use of translations, the ease with which boys evade their tasks, even the improvements in dictionaries, &c., and the attempt to teach grammar on rational principles, have all tended to make the elementary work unsound and unsatisfactory.

V. The study of mathematics is confined, with us, to a few, and those not usually public-school boys. Young men who come from such places of education as Cheltenham, King's College, &c., are usually those who do best in mathematics. The study has certainly made considerable advance.

History and geography. In these there has been marked improvement, thanks to the Law and History School. A large number of men now study these subjects, who formerly left Oxford without the slightest knowledge of them; and though the passmen do not go deeply into the matter, and the classmen are accused of being too much given to cram, still we may fairly note a very decided gain.

Modern languages are rather more familiar to the men than they were. This is, of course, due to the greater communication with the Continent.

But as to English literature, I fear that the youth of this age is so distracted from standard works by the light reading offered to them, that a tolerable acquaintance with English authors is very rare.

VI. No. As an almost invariable rule, the men who do best in outlying subjects also do best in scholarship. Men of great intelligence will naturally be greedy of all learning; and there is something, too, in the awakening of a boy's mind, even if he is not of high ability, which far more than pays for the outlay of time and energy

VII. As to the main part of this question, I cannot say anything; but with reference to the study of physics at the schools, I have some small experience of my own to offer.

I found it would be quite impossible, in the case of young boys, to work physics as a regular part of a school system. To have incorporated a thorough training in those subjects would have been to have perplexed the boys' minds with the rudiments of many subjects at once (my boys were all under 15). But I found it most useful to them to have each half year a series of simple lectures on different subjects. We took at different times geology, botany, the human frame, and so on. The effect of these lectures on the minds of my boys was very marked. Without overloading them, they seemed to open out new conceptions to their minds, and to give them new interests. We also had (as a part of the school work) elementary lessons on mechanics.

Boys of a somewhat more mature age might, with advantage, be put through one or two courses of physical lectures. If they learnt the principles of mechanical science, or the simpler analyses of chemistry, the effect on their minds could not fail to be good. They would gain by becoming conversant with different methods; their minds could not fail to be enlarged by work quite new to them, and by facts which would connect their work with the world around them. It is in this that an exclusively classical or mathematical education is deficient. Boys often cannot discern in it its real relation to their daily life; whereas the analysis of water, or the like, instantly appeals to matters with which they are familiar, and in which they must take a personal interest.

If physics were kept distinct from classical studies, in a separate department at public schools, class-jealousies would inevitably arise, and each class would grow narrower.

On the other hand, a thorough course of physics incorporated into the body of public-school work would demand too much time, and would require arrangements which must prove very complicated and difficult to work.

VIII. The lower public schools (if I may use the term), and the better grammar schools send us the best prepared men. Boys from the larger proprietary schools are sometimes very good; but we only see the best of these. The main reason for this lies in the class of society from which these schools are fed. The boys at them are exactly those whose parents can afford them a good education, and are also obliged to stimulate them at their work. Whereas, a large proportion of the Eton and Harrow boys do not feel that anything depends on their exertions.

On the whole, the Marlborough boys appear to me to be sent up in the best condition. The better grammar schools also take great pains with their boys.

We rarely see the results of home education. Nor would it be fair to draw any conclusions about this class of young men, for they have usually suffered from weak health, or from nervousness, inherited from over-anxious parents.

We have many men from private tutors. They are usually those who have been obliged from idleness or other causes to leave the public schools in the forlorn hope of recovering themselves. The private-tutor system is, therefore, not fairly represented with us; for these boys have usually lost their valuable years before they go to their tutors, who can only hope to cram them for special examinations, &c. This is the worst class of young men who present themselves for matriculation.

X. I cannot think that the Universities really dictate to the public schools as to their course of studies. At any rate there is no sign of such pressure in the case of mathematics. Nor can I conceive that the public schools would be willing to modify their course of work, unless some overwhelming reason influenced them. Nor does it seem clear that such premiums as the Universities can offer to "modern subjects" have much effect on the men sent up to us. The stationary condition of the entries at Oxford indicates that we are not gaining ground. The two Universities scarcely number as many students as there are boys at the six chief public schools; and as we draw a large part of our men from these schools, it leaves a very small number to be distributed among the other places of education in the kingdom. If it were really thought that our system of teaching was, as the phrase is, "in harmony "with the demands of the age," and if the expenses of University life were not on the public-school scale, we should probably see a large increase of numbers, and a vigorous prosecution of subjects which now languish for want of students. As it is, there is in places of final education such a strong division and demarcation of subjects, that it must be most difficult for us to make some of our modern schools work well. The men who now come to Oxford see the use of the Law and History School, and consequently that school has considerable life in it. But natural philosophy is not in their way, and so it lies in the hands of a very few, and those chiefly amateurs. It is,

of course, impossible to expect that parents who design their sons for the medical profession, or for any line of life for which physical studies are necessary, should send them to us so long as we prolong our "general education" for the three best years of University life, and so compel men to pass their 20th or even 21st year before they can really devote themselves to their proper work. It is a great evil that this class of men should be unable to enjoy the general advantages of University life. Great as are the benefits of a thorough general education, and high as men who are so fortunate as to obtain it must ever rank, still the average work done at Oxford is scarcely worthy of that name; and we should act wisely, both for the University and the men, were we to give a freer scope, and allow some part of the work done here to bear practically on each man's special line of life.

It ought never to be forgotten that the length and cost of education have been steadily growing for a long time. In the reign of Elizabeth the Universities were to education what the grammar schools now are, and from that time to the present the average age of the men at matriculation has been continually advancing. The scholarship prizes offered to the head boys of schools have a tendency to tempt masters to keep their promising pupils as long as possible. And while youths of the age of 18 (our average age at matriculation) have in other institutions already chosen their course in life, and are beginning to prepare for it, our men have the duty of making such a choice almost concealed from them, certainly never insisted on by the University course of studies, nor do they enjoy the stimulus of knowing that what they are doing will directly affect their future career. They work to pass certain examinations; they pass, and in a short time forget the cram, it is often little else, on which their indifferent minds have been employed.

XI. We have a vast number of young men from the upper forms of the public schools, especially from Eton. On the whole their conduct is very satisfactory, and I can imagine no men so pleasant to deal with, had they had fair play in respect of their learning. As it is, they come to us with very unawakened minds, and habits of mental indolence and inaccuracy.

The general moral state of the men is a subject on which I am inclined to dwell with great satisfaction, I resigned my tutorship at Christ Church in 1855, and returned to Oxford in 1862, and have had the opportunity of noticing the state of the same class of men after an interval of seven years. They are decidedly improved, and show the effect of the great step which has been taken forward by the schools. I observe also a strong wish to practise economy; the men are more careful of their money than they used to be. Athletics have exerted a salutary influence on their moral condition; though there is, especially on the part of the public-school men, a tendency to concentrate on sports and amusements that energy which ought to be given to work.

They are less attentive to small matters of discipline than they were; but still I am inclined to believe that in essentials there is as strong a sense of reverence and right as there has ever been.

XII. It would be a good thing if the colleges could put their matriculations a year earlier. By increasing (to any large extent) the stringency and range of our matriculation examination, we should punish ourselves for the shortcomings of the schools, and cease to affect the ordinary men by deterring them altogether from an University life.

Some persons have wished to place responsions before or at matriculation. There would be very grave objections to such substitution of an University for a college test at the outset, and though it would be convenient for the better men to be rid of an examination which is to them only a nuisance, it would be a great evil to the average men, to whom the stimulus of responsions is of much use during their first term or two of residence.

Our physical studentships seem to attract considerable attention, but not at the public schools; but we have not found that the men who have won them hitherto have been encouraged by them to continue the study of physics. They have made them the end, not the beginning of their natural science studies.

3rd January 1863. G. W. Kitchin.

Rev. G. Rawlinson, M.A., Camden Professor of Ancient History, formerly Fellow and Tutor of Exeter College.

I. I think that the education given at the schools from which Oxford is fed does, in the main, satisfactorily fulfil the purpose of preparing boys for the University course, both in respect of the studies which they are expected to pursue at the University, and of the subjects not studied here, of which a young man entering upon the University course should not be ignorant. (For an important exception, see answer to Question VIII.)

II. I do not think that the University course is injuriously affected by the deficient preparation of those who enter upon it. I think the preparation is, generally speaking, as good as can reasonably be expected, considering that the mass of boys are neither very clever nor very industrious. The teaching given at the University is, no doubt, to a considerable extent such as not only ought to be, but is, given at the schools. But this implies no defect in the schools. It arises from the want of ability, or industry, or both, in many of the boys, who at 18 or 19 years of age are still low down in the schools; I mean, below the fifth form.

III. I have no *present* experience on the points raised in this question. When I was tutor at my college (from 1842 to 1846) I should say about two-thirds of those who presented themselves for matriculation came up to the requirements specified in the first part of the question, which correspond closely with those of our matriculation examination at that time. Religious knowledge was generally fair. We did not examine on arithmetic, mathematics, ancient or English history.

IV., V., VI. I think there has been, on the whole, a slight decline in classical scholarship, and particularly in composition, within the period over which my academical experience extends. I think this decline is mainly owing to the enlargement in the sphere of our studies. The attention of students, both at the universities and at the schools, is now given to a great variety of subjects, instead of being concentrated upon the classics; and classical scholarship suffers in consequence. At the same time, I do not think the decline is nearly so great as it is often represented; and I think it is fully compensated by an increased knowledge of mathematics, history, geography, modern languages, English literature, comparative philology, and other subjects, of which formerly our students were very ignorant.

VII. I cannot say that I have turned my attention specially to natural science; but I entertain very great doubt as to the practicability of usefully studying any branch or branches of natural science at school. This doubt rests in part on grounds of reason; in part on my experience of the working of the Oxford Local Examinations during the last five years.

VIII. I have observed a great difference in the state of preparation of boys from different schools, and (I think) a still greater difference between boys from schools and boys educated at home or by private tutors. The best prepared of our students are, undoubtedly, boys from the upper classes of the public schools; and I think upon the whole the great public schools, with respect to their upper classes, may be said to be nearly upon a par. Sometimes one, sometimes another, takes the lead; but all in turn bear away their fair share of our honours. The case, however, is very different when we descend a little, and come to a lower grade of boys—boys from forms below the sixth and fifth. From some schools these boys come up thoroughly well taught up to the point to which they have attained; from others, they come up miserably ill taught, or scarcely taught at all. And here the line of demarcation is not identical with that which separates the public from the private school. On the contrary, of the boys who come up to us from schools, the worst taught, the most absolutely ignorant, are those who come up from the lower classes of the largest of our public schools. In manner often all that one could wish, in knowledge, they are absolute ignoramuses. They have never been made to learn anything; and they have informed me that in the large classes at their school, classes of 40, 50 or 60 boys, they have not been called on to construe more than once or twice in the half-year. I think there can be no doubt that this state of things might be completely remedied by classes of a smaller size together with a much larger staff of masters at the school in question. As ill-taught as these last—with perhaps the difference that they have been wrongly taught, instead of being not taught at all—are the bulk of those who come up to us from home teaching or from private tutors. Such boys are among the most hopeless of our students, intellectually speaking; and they furnish a large per-centage of our ill-conditioned and ill-conducted young men.

IX. On the large subject proposed in this question, I will only say that I think the method introduced into Rugby school by Dr. Arnold, and since his time adopted more or less into most of our public schools—the method of combining attention to subjects (such as history, political philosophy, &c.) with scholarship, or knowledge of the two

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classical languages—is the best, as the foundation for the University course. A good deal of mathematics and of modern languages may be combined under this system with the chief branches of study; and the result, as seen in the best public-school boys, is (I think) exceedingly good. I doubt if there can be much improvement upon it. When scholarship is made all in all, as in the chief public schools before Arnold's time and as at Cheltenham College till recently, the result is not, I think, satisfactory. There is a want of solidity, of acquaintance with mankind, and so of practical power, which makes the finished scholar often an inefficient and useless man. The most valuable men for almost all purposes seem to me to be formed by the full classical system of our existing public schools and Universities, or by that system combined with a certain amount —not a very high amount—of mathematics.

X. I have no doubt that the prominence given to classics and mathematics at the Universities tends to give those subjects a more decided prominence than they would otherwise have at the public schools. But I do not think that it limits the studies of the public schools to those two branches of education, or prevents the prosecution of other studies to as great an extent as is desirable. Very good progress in modern languages and in English literature and history is made at the best of our public schools; and there are no subjects at present excluded which I would wish to introduce into them. Neither would I give to modern languages, English literature, or English history any greater prominence than they at present possess in our system of education. I think that in education their right position is one of subordination, since they are far less fitted to improve the powers of the mind—which is the true (intellectual) end of education—than the two great subjects of classics and mathematics.

XI. I think that there has been a considerable improvement in the moral training and character of our young men from public, and even from private, schools within the period over which my experience extends, The change dates from the time when Arnold's pupils began to come up to Oxford, which was just about the time when I myself entered the University. It gradually progressed for some 15 or 20 years, as school after school passed into fresh hands. I doubt, however, if there has been any improvement recently; and I think great watchfulness is needed at all the public and other large schools to prevent a deterioration in this important respect.

XII. I see no way in which the universities or the colleges can usefully influence the schools, further than they do now influence them, except by the establishment of a University matriculation examination, the want of which I regard as an evil and as a disgrace. Increased stringency in the existing collegiate examinations would be almost futile unless it were universal; and if it were universal and uniform, there could be no reason for maintaining a multitude of private examinations instead of one public one. I see, however, no prospect either of stringency being generally introduced into the existing examinations by colleges, or of the University establishing a public matriculation examination. Private interests are too strong, and public virtue is too weak, to make it probable that a change of either kind will be introduced in our generation.

29th December 1862. GEORGE RAWLINSON.

Rev. G. RIDDING, M.A., Tutor of Exeter College.

THE experience on which my remarks are based is derived from ten years' tutor's work at Exeter College, which has, during that time, varied from 130 to 170 undergraduates, and the standard of which may be regarded as intermediate in its requirements between the highest and lowest. I have also been master of the schools and classical moderator. I have also examined several of the principal schools.

I. Examinations for scholarships and at the schools show that the best boys get a very considerable amount of knowledge in classics, mathematics, and history, and they come very well prepared for the University course; on the other hand, the responsions examinations certainly show that with a very low standard there yet is a large proportion of failures, one-fifth on an average. But I think the mass of these are either clearly cases of idleness, or else men who are so difficult to get up to the mark at the University, even with the limited special work to prepare, that I do not think the schools are to blame. It sometimes certainly happens that a clever boy shows signs of having been badly taught, and it often happens that boys who have known the elementary work once have forgotten it in their more advanced studies. This last case is, perhaps, what we at Oxford most commonly find fault with schools about; still there must be boys at all schools who cannot or will not take instruction in classes; it lies with their parents to determine whether their want of more individual instruction is compensated by the other advantages of school education. The proportion of men at my own college who have been removed from school to private tutors to prepare them for the University is not large. Speaking generally, I do not think the University has much cause to complain of the way in which schools prepare men for its course. Of other subjects it is certainly the case that most schools pay much more attention to what are classed as modern subjects than was paid some time ago.

II. I think the University course is in its nature very independent of the schools, though the maximum and minimum expected is no doubt regulated by what experience shows can be got from the men they send.

With respect to the best men, the arrangements are made in regard to what is thought best in itself, and what limitations have been made to the width of subjects have arisen from the feeling in the University in favour of them, not from existing corresponding limitations in the schools. In discussions on such arrangements we never hear it said, we cannot have this because the schools do not teach it; on the contrary, if it was settled a thing should be done, we have no doubt it would be so.

The work for responsions is the only exception to this in the case of classmen, and that elementary work is no practical hindrance to their main studies, except in exceptional cases of mathematical incapacity.

The passwork is measured not by what is best, but by what can be got from the worst men, and the greatest part is not beyond what ought to be done, and indeed is done, by boys at school. This is mainly due to men coming to the University who cannot do more than our minimum, for whom it is reduced to its low level; partly to the inefficiency of our working system at the University in the case of the intermediate mass of men. Still all men cannot be classmen, and it would be a great loss to limit the University to such as could, and I do not suppose that the mass of passmen could do their University work at school, though it be only such as future classmen could.

III. At Exeter College we fix books for matriculation, and I cannot tell therefore accurately what proportion of men could translate new passages. The answer to this question depends on what standard is fixed for tolerable correctness; scholars will pitch their standard high often. Looking over our list of undergraduates, I imagine that one-fourth could do *well* the three things inquired about, one-half "with tolerable correctness," the remainder sufficiently to give reasonable hopes of passing responsions with no great delay. I believe that the proportion of those who come to us for matriculation that fail is not one-fifth.

IV. Translating into English has very considerably advanced, the composition of the best men is as good, and there are more men that do respectable composition and have good knowledge of higher critical questions.

V. The knowledge of the best men in mathematics is as high, if not higher now; as many men come to us knowing something of the subject; but the number of examinations now existing at Oxford makes some give them up soon after they reside. We have more men who know something of history and modern languages.

VI. With most men it is found necessary for their distinguishing themselves in any branch that they should not divide their attention between several. It is rare in our scholarship examinations to find the best scholarship combined with the best mathematics or history.

VII. We have two or three men at a time who turn their attention to physical science, most commonly with a view to future professional use, and who do so with advantage. A few also pass in that school as the easiest, or from liking it. Unless a man had a personal liking for that branch of study we should not turn him from others to it, though it has been part of our college system for some time to provide facilities for those who wish to follow it, and to try if men who have no particular taste will not adopt it.

It is so much less possible to consult several idiosyncracies at school, that I do not believe it would be possible to make natural science a main branch of education in schools without an entire revolution, except in those which are large enough to make a distinct department for it. The cases in which it could be more than an amusement are so few, that to make it compulsory would be much more harm to the many, to whom it would be no education, than gain to the few.

VIII. The mass of scholarship, especially of good composition, comes from the public schools and those on their model. The smaller schools send up here and there a single boy equal to any. Sometimes a home-educated boy is excellent. Occasionally the highest result is produced by a boy going from a school to be finished by a private

tutor; but the large schools are the main sources of scholarship.

In other subjects the case is perhaps reversed, and the smaller schools and home education produce more general knowledge of the subjects referred to in question V.

The majority of those sent to private tutors are sent there because they cannot get on in other ways, and so as a class they are of course markedly inferior.

X. I have no doubt that the Universities do thus act on the schools. The schools would not react so directly on the Universities, but they would in a degree, as men came up interested in other subjects, and so raised the standard of them in the University and gradually brought them into greater prominence. Colleges too, in the wish to get the best men, would make their scholarship examinations test the points which would show the men best, which must be those in which they have been educated; and so a genera. change in studies at the schools would, though perhaps not directly, act on the Universities. But single schools which began such a change would, during the process, be likely to suffer so much in University position, that it would be unreasonable to expect it of them.

XI. The combination of manly freedom and independence of character and ease of manner with steadiness of conduct and goodness of principle is, I think, found in markedly greater proportion among those who come from the great schools than among those educated in other ways. Other systems send very quiet men often; they send also the men who are guilty of the greatest follies and extravagancies; other men, too, show commonly a much greater helplessness in their work, as well as want of *savoir faire* in other things, than men from the great schools. It is, I think, rare to find a leading man in a college who has not come from one of the great schools.

XII. I do not think that any general matriculation examination could be instituted which would not necessarily sink to the minimum standard and thereby interfere with colleges ever insisting on a higher standard for their men. The responsions practically act as such a general examination in great measure. Less than the standard of responsions could not be fixed without loss, and that standard could not be maintained to bar men from coming to reside.

The *stringency* of matriculation examinations may very well be left to colleges to increase as they find it practicable, as there is no greater gain to a college than to have its standard for matriculation a high one.

The *range* of the examination could no doubt be increased as readily as it was when the new subjects required by the present responsions were introduced. I do not think that we think it desirable.

26th December 1862. GEORGE RIDDING.

Rev. R. SCOTT, D.D., Master of Balliol College.

SIR,—In replying to the first and second of the questions which you have sent me, I ought to say, in the first place, that, from the particular circumstances of my own college, I am scarcely able to speak generally. But I do not think that I am mistaken in expressing the opinion that, on the average, the "grounding" of candidates for matriculation "in those studies which they are to pursue at "the University," is imperfect. Cases are not rare in which young men of vigorous mind, extensive reading, and elegant scholarship, are found to be very inaccurate in the elements of Greek and Latin. I am afraid that boys in the upper forms of schools are sometimes allowed to forget what has been taught them in the lower forms; and the result is that, when about to enter college, they have to learn the rudiments again at great disadvantage and some sacrifice of time.

It would be well if the modest but peremptory standard of "Responsions" was more constantly set before boys while yet at school. This examination may be passed in the first term of residence; and many colleges try to enforce this on their undergraduates. If it is postponed from want of due preparation at school, a young man loses many advantages. The University course, properly so called, begins *after* the "Responsions." These are really a test of school-work; and, if this work is not complete, the University teaching must be, *pro tanto*, that which ought to have been given at school.

Yet (to connect this with the subject of question XII.) I do not think that it would be expedient to establish another University examination to be undergone previously to matriculation. First, we are already suffering from a congestion of examinations; and to be under examination ought not to be the normal state of the student. Secondly, in proportion as it becomes customary to pass the Responsions in the first term of residence, these are calculated to supply all that is really desirable in this direction. Subject to this general test, it is well that different colleges and halls should have different standards for admission. But it is very important that the masters of schools should have the means of knowing accurately what is the standard of any particular college to which they may send their pupils.

On the subject of question IV. I feel great hesitation in pronouncing any judgment founded on a comparison between the earlier and the later years of my Oxford experience. Even those who have had the opportunity of continuous observation cannot adhere firmly to one standard. They become more fastidious; they are in danger of forgetting that the difference between their own age and that of their pupils is continually increasing: and their own studies must, year by year, increase the difficulty. But in my own case there is, besides this, a gap of 14 years' absence from Oxford, to make the comparison more difficult.

Yet I will venture to say that the average of "scholarship," as described in question IV., has declined within my memory, among both candidates for honours and ordinary students. I say "as described in question IV.," because I think that the difference indicated is not so much in degree as in kind. It is one phase of a change in the general habits of study. Minute accuracy and the mastery of a particular field of study is slighted in comparison with more comprehensive, more ambitious, and sometimes, perhaps, more hazy views of things in general. The study of *the minute* was, perhaps, formerly pushed too far. Now, I fear, it is too much neglected as a mental discipline. Yet it must come when a man throws himself into professional studies: and the later it comes, the more difficult it will be.

Another consideration is, that attention is now more than formerly withdrawn from the study of an author's language, to be directed to the matter of his writings. The advantages of this are sufficiently obvious: but the loss of the study of language, as an instrument of education and æsthetic training, is less fully appreciated.

The knowledge of the subjects mentioned in question V. has certainly advanced, though not so generally as might have been anticipated from the greater attention bestowed on them at some schools. This suggests a danger that "scholarship" (strictly so called) may have suffered (question VI.). But I have not observed any such difference between the pupils of different schools, as can be explained in this way.

Home or private education (question VIII.) seems to me not to be generally so successful as that of "public schools," or at least, schools which adopt the "public school" system. It seems to require some peculiarity of character, of talent, or of health, for its full success. In these cases the results are sometimes very admirable. Ordinary boys, I am persuaded, are better trained for life at a public school.

A short period of study with a private tutor between school and college is often valuable. But it is seldom advantageous to withdraw a boy from a public school in the middle of his course, and to place him with a private tutor. He loses the greatest advantages of the school system.

(X.) Whenever it is the general opinion of the University that honours in the schools of history and natural science are an equal evidence of mental power and acquirements with those in classics and mathematics, the study of these subjects will be proportionally stimulated at Oxford, and probably (as a consequence) at schools.

But this time has not yet arrived. It is generally thought that the highest honours in these schools are attainable at a cost of less time and labour: and they are, at present, less valued. When the balance in this respect is more even (if it ever becomes so), I believe that the more solid rewards of University study will be more equally distributed among the several branches of the public examinations; and this will act on all schools which feed the University.

The independent study of modern languages at the University is not likely to be powerfully influenced by any amount of compulsory study of them at school; because (however valuable their acquirement) I believe that no one can think them equal to the classical languages as instruments of education.

No doubt schools act on the Universities as well as the Universities on schools in the matter of education, but, probably, not to the same extent. It appears to me that the influence of schools is rather felt in raising or lowering the standard in the several departments according to the amount and quality of preparation, than in altering the relative importance assigned to this and that department of study.

In conclusion (question XI.), I have the very great satisfaction of expressing my conviction that a very marked

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improvement has taken place in the moral training and character of the young men who have come to the University, within the period of my remembrance. In this respect I make no distinction between public schools and other modes of education: but my opportunities of observation have been more extensive in reference to pupils of public schools.

I have, &c.

9th January 1863. ROBERT SCOTT.

Rev. JAMES RIDDELL, M.A., Fellow and Tutor of Balliol College.

I. I WILL take the liberty of answering the last part of the question first.

As to subjects not included in the University course, some deficiencies are very observable. Five-sixths of the pupil-teachers in schools receiving aid from Government are better *readers* than five-sixths of the men who come to the University. Again, in one of the examinations in Literis Humanioribus in which I was an examiner, nearly half of the passmen who came under my notice were imperfect *spellers*.

As to the first part of the question. Taking the University course to mean no more than the minimum required of passmen, the number of those who come up unprepared to follow it may amount, perhaps, to one-fourth of the whole. (This would about answer to the number made up of those who are plucked at Responsions and of those who have to wait some time before they pass.) Deducting from this fraction those who are plucked from simple carelessness, and the extremely obtuse, and those who come to the University late from other professions, and those who have been educated by private tutors, the residue for which the schools are responsible will still be considerable.

If the University course be taken on the level of the preparation for honours, the number who fail to follow it is of course much larger. But more than half of these are certainly men who do not come up insufficiently prepared to take advantage of it, but simply do not give their time to study after their arrival at the University. In the case of these men, much knowledge is actually lost during their University residence. A small portion of the others are men who have no ability to spare. For the remainder the schools are responsible; they are persons who were allowed, as boys, to carry their idleness with them from form to form, to work below their powers, and merely to move with the crowd; they are men of whom something might have been made, but now it is too late; they are grossly ignorant, and have contracted slovenly habits of mind. The general defect of permitted idleness operates, therefore, to the extent indicated, in the way of sending boys up to the University unprepared to avail themselves of the University course of study.

II. The University course comprises various levels, from the pass level to the first-class level. I do not think that the first-class level could be raised beneficially, for it affords full scope at present for well-prepared men of the best ability. Nor do I think that the pass level could be raised, in justice to the lowest degree of ability which it is desirable to let pass. But, for this course to be made fully useful, every man should be started on the highest level to which his abilities are equal. Moreover, upon each level a fair number of learners is indispensable for making the teaching of any subject efficient. If the learners are scanty, they will want the spur of emulation, or the encouragement of joint study; there will even be danger of different orders of students being lumped unsuitably together,—a danger increased to certainty in a University subdivided into colleges. So far, then, as students come up damaged by permitted idleness at school (and I have indicated the extent of this mischief), so far the efficiency of University education is affected by a cause which it is in the power of the schools to remove: its good is lost, in the first place, upon the men themselves, and, secondarily, is impaired as to other men from the increased scantiness of *bonâ fide* students.

III. On this question I speak rather vaguely, but I should think that perhaps one-half could construe at sight a passage from an easy Greek or Latin author. Still fewer could translate a simple piece of English into tolerable Latin. Grammatical knowledge has, I imagine, improved of late years, and I should expect a larger proportion than one-half to be up to the mark here. The same may be said of arithmetic; knowledge of mathematics, beyond arithmetic and a book or two of Euclid, is exceptional. I should think that any good teaching in history is rare in schools, speaking as to quality and not quantity. Knowledge of geography varies much with schools; religious knowledge still more.

IV. I see no reason for thinking that scholarship has declined in the last 20 years. On the contrary, in most of its branches I think it has advanced. Within this period good teaching in scholarship has extended to many more schools. Perhaps the knack of doing some one kind of composition quickly and well is less frequently possessed, but I by no means think composition as a whole has fallen off. On the other hand, appreciation of the niceties of language, knowledge of syntax, and philological information have decidedly advanced.

IX. It is perhaps not foreign to the drift of this question to remark that as regards the schools of the upper classes, masters are intrusted with the office of teaching without any initiation in the art of teaching. They are left to form the art for themselves. Those of them who have a natural aptitude for teaching doubtless find out the way to teach at some cost of time and pains; others go on to the last with imperfect and inefficient methods.

It is of course true that to do justice to boys of the upper classes requires less teaching power than is needed with the children of uneducated parents, but it by no means follows that no time would be gained and no better result produced in the former case also by a teacher who had a distinct method and principle of teaching, than by one dropped suddenly into the midst of a large form and left to hammer out his methods for himself.

JAMES RIDDELL.

Rev. W. HEDLEY, M.A., late Fellow and Tutor of University College, and Public Examiner.

GENTLEMEN,—I shall be happy to answer your questions as far as I can; on some points I speak with much diffidence, being fully aware of the difficulties of the subject and of the different views that may be held as to the best mode of dealing with them.

I. I think that the education given at the schools does not sufficiently prepare boys for the University course. The boys are not well grounded in the subjects to which most of their time has been given, and on other points less strictly academical their ignorance is sometimes surprising. In fact, I am sorry to say that many boys come to the University from school knowing next to nothing. These general remarks, of course, admit of very many exceptions, both as regards schools and individuals. For some years past I have recommended that boys who were not likely to distinguish themselves in the subjects usually studied at the University, should come there at least a year sooner than they now do, thinking that the schools, if pressed, could easily prepare them as at present much sooner, and that the boys could thus enter upon their professional studies at an earlier age. I have had no experience to test this, but I could not help feeling that a valuable year or two was wasted at school.

II. The University course is much affected by the ill-prepared state in which the majority of the students come, and instead of making progress, a few years ago the University had to make its course commence with more elementary teaching, and to insist on the rudiments of arithmetic, and a more precise acquaintance with the elements of grammar. Tutors felt that it was degrading both to themselves and the University to descend to such preliminary instruction, but the necessity of the case compelled them. Had reading and spelling been included in the reforms of that day it would have been not without benefit to many members of the University. I have sometimes had to remind my brother examiners and myself in the final examination for B.A. that we were not at liberty to pluck for bad spelling, bad English, or worse writing. If more of such elementary teaching were done at school the University course might be both deepened and widened. The better students, who had taste for the usual University subjects, classics and mathematics, might be excused from this "preliminary" examination, which is to them vexatious rather than beneficial, and the University would then feel less reluctance in allowing others to devote themselves to studies more professional and more in accordance with their taste. Hitherto it has seemed useless for the University to enlarge her course to suit the tastes of men whose minds have never been formed at all by any methodical teaching, and who really cannot be said to have any tastes.

III. It is difficult to say what proportion of candidates for matriculation can translate a new passage of a Latin or Greek author. At my own college we consider such a test much too severe, the college would be left half empty if it were insisted on. The usual plan is to select a passage from some book which they have recently read. Perhaps eight out of 20 candidates could translate a new passage from an easy author. (Of course I am speaking of the ordinary

students, not of candidates for scholarships.) Rather more than this proportion, perhaps 12 out of 20, would write a piece of tolerable Latin prose and do a fair grammar paper. Of arithmetic and mathematics few of them know anything more than the amount insisted on by the University, and many of them barely that, the extent of their knowledge does not reach beyond vulgar fractions and decimals. And here I think that the schools are greatly to be blamed. If a boy is coming to Oxford he is allowed to think that he need not trouble himself with mathematics; both master and scholar thus get rid of much dry work. But such a mistake is unjust to the boy and to the University. Many a boy who would have proved a good mathematician is thus lost, for he does not find out that he is naturally gifted for the study until he has been urged and assisted to make a certain degree of progress, and if the master allows the study to be regarded as optional, no wonder that the boy declines a subject at first sight uninviting. The University also suffers; it is too late to urge a boy to commence the study after leaving school, and though both the University and the colleges offer rewards for distinction in mathematics, the number who compete for them is very small. I think that this is greatly owing to insufficient encouragement of the study at school. Their acquaintance with history is very meagre, and so exceptional, that where it does exist I should be inclined to attribute it more to domestic training and individual taste than to the systematic teaching of school. Much the same may be said of geography, though we require a certain acquaintance with the subject at matriculation, but we are compelled to be satisfied with a very scanty amount. The acquaintance with religious knowledge is very unequal: sometimes very creditable, sometimes next to nothing; I think that schools vary much on this point, but the chief cause of the variety I attribute to home influence and teaching. The remarks on this question III. apply mainly to the ordinary students, not to candidates for honours.

IV. I think that scholarship has not advanced during the last 20 years: for instance, at University College we give prizes for Latin and English verse and essays; the number of those who compete for them, though never large, is less than it used to be; indeed, sometimes no Latin compositions are sent in at all, and I think that if the boys had attained to any proficiency in such studies at school they would have continued it at college for a time. Indeed, considering the advantages which boys now have in the way of excellent books on scholarship, compared with those 20 years ago, the advance has by no means been proportionate.

V. On the subject of mathematics I have already made some remarks. I do not think that the number of those who study them has materially increased of late years, but I am convinced that they might be more encouraged at school. Many boys on coming to college have told me that they neither disliked the subject nor found it peculiarly difficult, but they had made so little progress in it that I could not strongly urge their continuing it. On this subject, as also on history and geography, the superior educational books daily issuing from the press have, in my opinion, not borne the fruit which might have been expected.

VI. I think that scholarship has not been injured by attention to other subjects. In examinations for scholarships I have seldom found that boys distinguished in scholarship were inferior to the rest in other subjects, except, perhaps, in mathematics. I have never had reason to think that attention to mathematics has prevented a boy from becoming a good scholar. My experience would lead me to a very different opinion.

VIII. There is a marked difference between schools. I have often thought that I could detect the school in the boy's work. One public school (Shrewsbury) sends out good scholars, but, as a rule, the boys know nothing more. In another (Rugby), the training is more general and the range somewhat extensive. In another, of great eminence (Eton), the mass of boys sent out are very ignorant indeed: those who distinguish themselves owe it, I fancy, very much to their natural ability and to teaching of a very special kind. The best scholars come from public schools; very rarely from other schools or private tutors. Good mathematicians quite as often, perhaps oftener, come from other schools. The public-school boy has a great advantage over others in the way of producing and making the most of his knowledge; his training is superior, not merely from the fact that, as a general rule, his masters have been superior, but from the society and traditions of the school.

IX. I think that one great mistake in schools is that they are allowed to grow too large. The boys do not receive sufficient individual attention. Unless a boy forces himself into notice by his ability he is apt to be overlooked. Whereas the large proportion of boys want encouragement, and with considerate attention at the hands of a judicious observer might be worked up into excellent if not brilliant characters.

X. I am not in favour of putting "modern subjects" on a level with the classics and mathematics in the University, at present. I think that classics or mathematics, or rather both, form the best possible foundation for all subsequent study. But I think that the point which is now reached by boys at the age of 20 ought to be reached at 17, and then the greater part of the time spent at the University might be devoted to special or modern subjects. Such subjects would soon force themselves into notice and importance, and receive a fair share of University emoluments.

XI. I think there has been a great improvement in the moral training and character of the young men who have come to the University of late years. The schools deserve much of the credit for it, though there is a great difference in schools in this respect; much of the change is due, no doubt, to the influence of public opinion.

XII. I am opposed to a public matriculation examination. I would leave the action of the colleges unfettered in this respect. Probably before long the University will somewhat modify its course of education, if so I should suppose that the ordinary matriculation examination will be altered in its range, and I should hope in its stringency, and this will improve the schools.

I have, &c.

13th January 1863. WILLIAM HEDLEY.

Rev. D. P. CHASE, M.A., Principal of St. Mary Hall, and Tutor of Oriel College.

I. and II. To about three-fourths of Oxford undergraduates "the University course" consists of a small amount of logic and mathematics, portions of three Greek and three Latin authors (including some acquaintance with the matter of two in each language), the grammars of each language, translation from English into Latin prose. To this each candidate must add either some mathematics, or a slight amount of natural science, or a little law or political economy with modern history.

In my opinion, the previous education given to the mass of those who enter the University does not fulfil satisfactorily the purpose of grounding in the classical studies which they are required to pursue.

The result is that the minimum of attainment necessary for the B.A. degree is far below what it might and ought to be, while the difficulty which the majority of passmen have in producing even that minimum necessarily restricts and narrows the course. Much of the teaching given at the University is such as ought to have been given at school. This, while it tends to weary and disgust those who have been better taught, precludes any higher teaching of those who must be kept to schoolboy work.

III. A very small proportion. Consequently for matriculation it is usual to examine candidates only in authors which they have got up for the purpose. The answers to easy grammatical papers are commonly very imperfect. The Latin prose composition rarely such as would be accepted even at responsions (little-go). Deficiency in arithmetic, Euclid, and algebra, frequently causes postponement of admission, and in most cases necessitates very elementary teaching afterwards.

Neither history (ancient or modern) nor religious knowledge usually form part of a matriculation examination. Elementary teaching in religious knowledge is generally necessary after admission, and in my own college and hall (I suppose also in others) is regularly provided.

IV. Certainly to have declined. In respect to Latin and Greek verse I am not entitled to speak with confidence; but Latin prose composition is certainly worse. Even at fellowship examinations it is often indifferent, rarely very good. The power of translating at once accurately and with elegance is also rare. Where accuracy is attained, I infer grammatical and critical knowledge of the original language. Elegance in translating depends on other conditions.

V. I can offer no opinion worth stating.

VI. In the case of ordinary passmen I think not; indeed it was scarcely possible. In the case of classical-honour men, scholarship has certainly declined.

This, however, I attribute to a change introduced into the final school of Literæ Humaniores, by which encouragement has been given to attainment in metaphysics, moral philosophy, history of philosophy, philosophy of history, &c., &c., acquired otherwise than by the accurate study of the Latin and Greek authors. The examinations (and to some extent the examiners) regulate the demand, and that, of course, regulates the supply.

VII. On the first part of this question I am not competent to offer an opinion.

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With regard to the latter portion, I see no reason why boys should not, without detriment to their classical studies, be led to take interest in or made to learn the ascertained facts of any branch of natural science, say for instance, mineralogy and geology. The power of appreciating or testing conclusions from or theories based upon these facts belongs, of course, to a more advanced stage of mental growth, and implies more of mental discipline. To be accustomed early to accept them without question is calculated to dwarf the mind.

VIII. In regard to the staple studies of the University, I think that public-school boys, when they are good, are better than any others. They have a readiness in producing what they know, and a polish in their productions which are rarely found in others. When they are bad, they are generally very bad.

This seems to me to prove that the public schools have the power of giving the very best instruction, while their circumstances are in themselves an education; that all boys have there an opportunity of being well taught, but that on no boy is imposed the necessity of learning.

Writing necessarily from vague recollections, I believe I state correctly that the Balliol scholarships (which during almost the whole of my experience have been the great arena of schoolboys) have very frequently been gained by Rugby boys, and by boys from large schools recently established. Cheltenham College, for instance, was at one time very successful in this respect. This result must, I think, be attributed to several causes. Among them I would suggest,—

First, that Rugby and (still more, of course,) the large schools recently established, have had a *prestige* to create instead of inheriting it.

Next, that they are, more than the older public schools, fed from a class who are stimulated to exertion by the knowledge of its necessity to those who have their own way to make in life.

Again, proprietary schools are more directly influenced by the commercial principle; success is to them an essential of existence; there is no hereditary prepossession in their favour. They are judged, and that solely, by their results.

IX. I am inclined to think that at the older public schools the staff is first numerically inadequate; next, not altogether well chosen. Numerically inadequate it must be if the supposition be well founded that idle or dull boys are commonly neglected. Adequate no doubt for the careful cultivation of choice specimens, not adequate to a similar cultivation of the average crop. Could a return be obtained of failures at our ordinary (pass) classical examinations, distinguishing the schools from which the victims came, it would be a fair complement to the question issued some time ago by your Commission in regard to prizes and other academical distinctions. I apprehend that to work a large school efficiently, is required a supply, not only of first-rate men, but also of those who are not merely qualified for, (which first-rate men eminently are) but who also are not above condescending to, the drudgery of elementary teaching. The sculptor models, and gives the finishing touches, but the hard labour is done by mechanical stonemasons. The habit, which I find now so general, of translating *vivâ voce* in place of construing, leads, I think, to inaccuracy and unsoundness. A fair translation may be the result of recollection either of good oral teaching or of a printed translation; but accurate construing is strong evidence of knowledge of the structure of the language from which the version is made. I regret on this account the tendency, now for some time apparent, to diminish the amount of the *vivâ voce* element in our University examinations, and to trust more to written papers. At the same time, the habit of accurate translation into something that shall read like English does not seem to me to be sufficiently cultivated either at school or at the University.

X. I have no doubt that the view here stated is correct. Demand must regulate supply. Whether or not our demand should be varied is an old controversy, upon which one is tempted to think that the arguments on both sides have been exhausted. I may however be allowed to say that, in my opinion, classics and mathematics have established their right to prominence as instruments of education, that is, as means of training and developing the powers of the mind. And that until it can be shown that, for the large mass of minds, there is any other of equal efficacy, they must open the only roads to high University distinctions. When the mind has been trained and disciplined, then, but not before, special subjects can be prosecuted with success. The University, I think, should (as far as it is permitted) encourage, above all special knowledge, the highest development of the mental powers. I say "as far as it is permitted," because there is in (I believe all) the new ordinances of the University Commissioners a provision which may be construed as requiring that fellowships (the ultimate object in most cases of competition at the University) shall from time to time be awarded to men with "specialities." I think that in this matter the Universities must continue to act upon the schools—that the schools cannot, to any appreciable extent, act upon the Universities. It is, in my opinion, probable that compulsory attention to modern subjects in our schools, and rewards held out to their successful cultivation (to the point which I have indicated under Answer VII.) will often do good—by awakening tastes and indicating capacities which otherwise, from the aversion to work natural in most healthy boys, might be wholly dormant or unsuspected by their possessors.

Modern languages stand on rather a different footing. Their value in practical life has long been rising, and therefore they will be studied, even at school, without reference to the Universities. The study of Latin grammar facilitates the acquisition of the grammar of any modern language; and there is every reason why this fact should be made use of while the memory is most easily and enduringly impressible. But I do not think that the Universities can in any considerable degree stimulate such studies.

XI. I am happy to say that I believe there has been, within my experience, a great improvement in the moral character of the average undergraduate.

Among the causes I would suggest,—

1. The earnest character of the religious training in the public schools, including the large schools more recently established.
2. The multiplication of University examinations for passmen. Each man may now pass the first of them at the end of his first term, and no man has now a twelvemonth of permitted idleness.
3. The introduction (chiefly due to the public schools) of new athletic amusements. Cricket has much increased. Fives and racquet courts have been established, and "athletic sports" have been introduced. An excellent gymnasium is largely supported. Hunting is much rarer, mere idle driving and riding have very much decreased. The result has been to discourage expensive habits and to remove temptations to immorality of various shades.
4. The Universities always reflect in some measure the habits of the upper middle and the upper classes. The 14*d.* income tax and the wholesome stimulus of the Crimean war appeared to me at the time to make a marked difference for the better, and I am inclined to think that the improvement has been maintained.
5. The opening of so many new paths to honest industry, by the substitution of competitive examinations for mere patronage, has unquestionably done the Universities much good.

Against all this there is a set off.

Manners, in the popular sense of the term, have not improved. There is an ostentatious disregard of minor regulations, and a corresponding (I think consequent) falling off in the small courtesies which distinguish the gentleman.

I am inclined to think also that the habit has grown of estimating the value of honours by a commercial standard. Colleges, in consequence, now advertise their scholarships with particular reference to their pecuniary value. I remember when a Balliol scholarship of 30*l.* per annum was valued above anything elsewhere, whatever the amount of pecuniary advantage.

I remark also a growing tendency to undervalue religious knowledge. A classman who can escape with the minimum is admired rather than condemned. Should the absence of the minimum prove fatal to him (as by our statutes it ought to do), the system is visited with censure, the delinquent pitied, his failure being such as would disgrace a national schoolboy. This however is chargeable rather upon our junior graduates, and perhaps in both the points last adverted to the University does but reflect a general change in public opinion.

XII. There is hardly such a thing as "ordinary matriculation examinations;" that is to say, there is no standard. Colleges differ materially, not only from one another but from themselves at different times. Where numbers are the object the standard falls, where quality it rises. Those colleges which can command a constant inflow of the best instructed can raise it at pleasure, but the rest of the men must go somewhere, and the standard consequently sinks, through all gradations, to zero.

Nevertheless, I do not advocate the "instituting a public examination to be passed by every student before he is allowed to reside." Nothing is stronger than its weakest point. An University matriculation examination could not, I believe, rise higher than the present minimum for responsions, and the best colleges would not accept this,

and yet could hardly profess to demand more. The recent change, by which men are allowed to pass the responsions in the first term from matriculation enables those colleges who wish it to make this in fact their matriculation examination.

How little, viewed intellectually, a B.A. degree is worth it would not be wise to press upon the general public, unless one could at the same time get them to recognize its real value in other respects. That value for the generality of men consists, in my opinion, in the three years' or rather 12 terms') residence under a wise discipline, and in contact with others under the same discipline; the result being, in almost all cases, something not easily definable but still something, not to be procured elsewhere.

The fact, however, remains that after more than 50 years' endeavour, the minimum required for the B.A. degree remains extremely low.

It must be remembered that Universities are everywhere filled, to a considerable extent, by compulsion. Our English Universities are mainly, though by no means exclusively, places of preparation for the ministry of the Established Church; that is, for a profession for which great abilities are not requisite, and, on the ordinary motives of men, cannot be commanded.

Setting aside the small amount of ability yearly imported there remain two classes of men. The smaller consists of those who come to the University "to while away the "awkward interval from childhood to 21 in a calm, middle "state of mental and moral inactivity". (Blackstone, introductory lecture); but who in the main do profit morally even by this, and leave us with characters strengthened. The far larger comprises those who come to gain a general preparation for public life, and those who come because only through the portal of the B.A. degree can they enter the clerical profession. Doubtless of both classes the worst prepared might be made to prepare themselves better. But it is improbable that those of the first class would take the trouble, and it is better for society that they should have the moral training, though with "small Latin "and less Greek," than (as they probably would have) even less learning without the moral training.

In regard to those of the second class, my personal experience (which has been chiefly though not exclusively with the weaker portion of it) proves that men unable to pass a moderate matriculation examination can nevertheless with steady application satisfy the University in four examinations within the three years of their residence. To require that all should, before being permitted to reside, pass an University matriculation examination, would either bring such examination to a level too low to be of any use, or it would probably exclude men of the class first named, while it would in the case of the second class add materially to the expense of the B.A. degree.

26th December 1862. D. P. Chase.

Rev. S. W. Wayte, M.A., Fellow and Tutor of Trinity College.

I. I am most familiar with the results of the education given at Rugby and Marlborough, and I believe that the education given there grounds boys well in the studies which they are to pursue at the University. I think that boys have the opportunity there, and at other public schools, of learning well the subjects they would pursue if they come to Oxford. Many, doubtless, come from the public schools with far less knowledge of that which has been their supposed work than could be suspected before observation, but the cause I believe to lie in the disposition and circumstances of such boys rather than in the system of the school.

II. There are, therefore, many boys who come to the University, and for whom much that is really school work has still to be done, and I suppose that if colleges universally raised their standard for matriculation, an improvement would soon be visible in the candidates for it.

III. Somewhat over half the young men coming up for matriculation are able to translate English prose into tolerable Latin, and to answer grammatical questions in Latin and Greek. They seldom have acquaintance with more than arithmetic and the two first books of Euclid. They have a knowledge, usually general and inaccurate, of scripture history.

XI. My observation leads me to think that there has not been a deterioration in the moral training and character of the young men who have come from the public schools within my remembrance.

XII. Such an examination as the present Responsions at Oxford, if required before any one could matriculate, would certainly exclude, at least temporarily, many who matriculate at present. And yet such an examination would avail little towards making it possible to raise the usual standard of college lectures, for it would not ensure in those who passed it their being possessed of a capacity for class work. Hence it is not likely that all colleges would be content with this University examination; some would require a further examination of their own to be passed. For an University examination, stringent enough to satisfy a high college standard, would diminish the number entering the University so much that there is probably no chance of the objections which would be felt against it being overcome.

S. W. Wayte.

6th January 1863.

Rev. Henry Furneaux, M.A., Fellow and Tutor of Corpus Christi College.

I. My knowledge of the state of classical and mathematical groundwork in the University generally is derived chiefly from experience as a classical moderator in 1856, and as a master of the schools in 1857 and 1858. The responsions are more fairly a case in point than moderations, as being more distinctly an examination in groundwork. The examination includes arithmetic, Euclid, B. I. and II. (or algebra to simple equations), an easy piece of English for translation into Latin prose, a paper of very elementary questions in Greek and Latin grammar, and the construing and parsing of a portion of a Greek and Latin author (chosen by the candidate), such, for instance, as two Greek plays, and Virgil's Georgics. The standard of quality in all these subjects is not high, and great inaccuracies are allowed to pass; yet, to the best of my recollection, the usual number of those who either failed to pass, or withdrew their names during the course of the examination, was not less than 25 per cent. of those who presented themselves. Nor does it follow that the 75 per cent. who passed had all been sufficiently grounded at school. On the contrary, it is notorious that a very large number of those who pass their responsions without failure have only been made fit to do so by one or two terms of hard work and diligent teaching at this place. It may, therefore, be fairly maintained that the schools from which the University is fed, either have not sufficiently grounded in classics and mathematics a large number of those whom they send us, or, as is very commonly the case, have allowed them to forget in the higher forms the groundwork which was taught in the lower. I have not sufficient information to be able to answer the latter part of the question.

II. It will be gathered from what has been said above, that much of the teaching given at the University is, at least till the responsions are passed, and often till the moderations are passed, such as fairly might be given at school, and considerably below the work of the higher forms of a good school. This is apt to affect the University course in two ways:—

(1.) Some (but probably not a large number) might be able to learn higher scholarship at the University, if they had learnt the groundwork more thoroughly at school.

(2.) A much larger number, if they had been more thoroughly grounded in classics, might be able to get through their classical passwork here more quickly and easily, and thus have more time to spend on the other subjects in which the University offers honours; such as mathematics, natural science, or law and modern history.

III. Our matriculation examination answers nearly to that suggested in the question, except that we do not examine candidates in ancient or English history and geography, and that we allow them to choose the Greek and Latin book in which they are to be examined. I think that about one-third of the candidates fail to pass, and that the most common cause of failure is inability to translate easy English prose into tolerable Latin, and that inaccuracy in the construing and parsing of the books is the next most common cause, but on these points I have to trust to memory without sufficient memoranda to enable me to speak with precision. The number of commoners taken at this college is very small, averaging not more than seven or eight in the year, some of whom are usually obtained by selection from the unsuccessful candidates for our scholarships. We are thus able to require a somewhat higher standard in our ordinary matriculation examinations than such as would be possible if we had to

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take a larger number. Still, we have never, to the best of my knowledge, rejected on such an examination as this any person whose performance was on every point plainly up to the responsions standard, and we have frequently taken those who were in some respects below it, provided that the deficiency was neither so general nor so radical as to prevent our believing that the candidate would pass responsions with tolerable ease and certainty at the end of his first term of residence. The religious knowledge of persons entering this college is generally fair.

IV. I have been engaged in teaching during rather more than 10 years. Within this time—

(1.) As regards the writing of Latin prose and verse, and of Greek verse,

(*a*) I do not feel sure that the quality of the best composition has been improved or deteriorated.

(*b*) Nor that the number of those capable of doing first-rate composition has been increased or diminished.

(*c*) I think a decided increase has taken place in the number of those capable of doing fair composition; but I could not say certainly whether the improvement is due to better training at the schools, or to the additional stimulus given at the University itself, since the institution of moderation honours and professorial lectures on composition.

(2.) The power of translating elegantly into English has decidedly advanced in all respects, and I believe that the improvement is due to more careful training both at schools and at the University.

(3.) The same may probably be said of the higher (though not of the elementary) critical and grammatical knowledge of the two classical languages.

V. (Omitted.)

VI. It is certainly most commonly the case that the best mathematicians, historians, &c., are not the best classical scholars; but it would probably be more true to say that a want of aptitude for scholarship had led them to give their mind to other subjects, than to say that their attention to these subjects had made them bad scholars.

VII. (Omitted.)

VIII. Although it frequently happens that individual scholars of great ability are sent up from the smaller grammar schools, the great supply of well-trained scholars is drawn either from the old public schools, such as those about which the Commissioners are inquiring, or from large modern schools of the same type, such as Marlborough and Cheltenham. The most able mathematicians are not usually sent up from these schools, but from others, where the chief stress is laid on mathematics. It is also usually found that those who come direct from school do better in most subjects than those who have been trained by private tuition; but this does not reflect any discredit upon the private tutors as a class, but arises partly from want of the stimulus of competition, partly from the fact that the boys sent to a private tutor to be prepared for the University are most commonly such as have been unable to get on at school, through ill health, dullness, or idleness.

IX. (Omitted.)

X. It does not seem practicable for the same school to teach all subjects equally well. The subject on which stress is laid, usually aborbs the energy of its best pupils, and while the system of this University continues as at present, it seems necessary that classics and mathematics, and especially the former, should have the stress laid on them at the schools from which we are mainly supplied.

XI. I think a great improvement in this respect has taken place within my remembrance, not that the best men now are better than the best of 10 years ago, but that we have among our students a much larger proportion of steady and industrious men now than then.

XII. I believe it would be a great gain to the University if our present responsions were converted into an examination to be passed before residence. This examination is already passed by most men at the end of their first term of residence, but still (as is shown in the answers to questions I., II., and III.) the duty of preparing for it is not yet sufficiently recognized as belonging to the school rather than the college. The chief objection to such a change is, that it is generally felt that it would not be well to lessen the number of those who enter the University, and that, if such an examination as responsions were to be passed before residing, it would prevent many men from coming here. I believe that it would delay rather than prevent them, and that such delay would be for their gain as well as ours. The first thing men have to do when they come here is to pass responsions: till they have done so, they can do nothing else, and have not really begun their University education. Those who cannot be taught to pass have been sufferers, rather than gainers, by admission here; and those who are taught to pass, by the tuition given here, might at least as well have been taught elsewhere, at places where the cost of education was less, and the means of enforcing work more stringent. The University is probably not the best, certainly not the cheapest place, to learn arithmetic and elementary classics in. I believe that the schoolmasters would prepare men for such an examination heartily and effectually, provided fair notice was given of the change, and the requirements of such an examination were distinctly made known to them; and that the University would thus be enabled either to reduce the time required for its course, or to teach more valuable knowledge in the same time.

15th December 1862. HENRY FURNEAUX.

Rev. JOHN R. T. EATON, FeHow and Tutor of Merton College.

Question I.—It has long been held among college tutors, that the late age (18-19) up to which young men are retained at our public schools before quitting them for the Universities, is counterbalanced by no corresponding increase in the amount of knowledge gained. In this, as in other points, the many are sacrificed to the few. While the really persevering and intelligent youth is gaining fresh stores of information, improving his powers of taste and composition, and grounding himself in his knowledge with a view to competing for scholarships at the University, the bulk of young men at a public school are going back, not progressing. They have reached an age when the stricter discipline fitted to boys, is losing its hold; they have no adequate motive to engage their diligence. It is thus continually found necessary by parents to withdraw their sons from the schools and to send them to private tutors, who may prepare them direct for the college at which they are to matriculate. But even this course often fails of effect. The private tutor chosen at random, or on imperfect recommendation (generally a curate or country rector, whose duties interfere with that undivided interest which is essential to successful teaching), cannot do much with his charge: and when the pupil finally appears for matriculation, the college tutors wonder how so many years can have been spent on studies which have borne so little fruit. The evil indicated is one which it would not be easy for schools to remedy, without a very large increase of teachers and much alteration in the details of their class-teaching. A simpler remedy would lie in the combined action of heads of colleges to call men into residence at an earlier age. I should say that for one undergraduate commoner taken direct from school we have two or more who come from private tutors, educated, however, previously at public schools. It is well known that at some schools there are periodical clearances of the backward elder boys, who are sent off to complete their education by the aid of private tuition. This system tends to continue itself into the University course. College lectures are looked on in the light of class-lessons; and the private tutor is once more called in to complete the education of the student, where his own efforts, with proper reliance on his college tutor, ought to have ensured success. I have seldom found among freshmen much information or interest on subjects not connected with the bare *curriculum* of academic study. Exceptions of course occasionally occur, not only among the more highly-gifted, but also among men of a humble order of mind. But these are rare; and it cannot be set down to any *system* of instruction pursued at the schools. On the whole, I am so little satisfied with the amount of preparation for the University course shown by candidates for an ordinary matriculation, that I am convinced either that the system of teaching at the schools is radically faulty; or (what is more probable) that little more can be done in the matter of Latin and Greek than is done; and that therefore some new direction should be given to the studies pursued in schools.

Question II. That the teaching of the Universities (I speak of Oxford) is to some extent at least such as ought to have been given at school, is evident from the fact of a growing tendency for some years past to place Responsions (the earliest examination in Latin and Greek) nearer and nearer to the term of matriculation. It is felt that this examination at least, if not Moderations (which is passed at two years standing) is one which any schoolboy proceeding to a classical University may fairly be expected to achieve. But the same considerations apply largely to the second (or Moderations) examination also. Here the subject matter is not much varied upon Responsions. One Greek or Latin orator and poet form the bulk of the work taken in. Logic is not compulsory. The little additional knowledge of Euclid and Algebra required at this stage is hardly in advance of the

amount which might be expected from the upper forms of any good school. It is evident, therefore, that half at least (and more) of the University course presents no advance on the requirements to be fairly expected from the schools. It is no unusual observation in the mouth of a Head Master of a Grammar School, "that A. B. (proceeding to the University) is quite fit to pass his Moderations." Yet this result cannot (by reason of University regulations) be achieved under nearly two years from matriculation, and after an expense to the parent of some 300*l*, or 400*l*. It is not easy perhaps to estimate how far the average intellect of our commoners could be worked upon at a higher pressure, or the minimum standard for a common degree improved. But it is certain that if more had been done before reaching the University, more might be learnt when there of a special and professional character—or, at the least, by coming up earlier, more time might be gained; and thus one, at any rate, of the obstacles now existing to the increase of the numbers in our Universities would be removed.

Question III. The college to which I belong may be conveniently treated as divided nearly evenly between scholars and commoners. The former I may at once state to be able, without exception, at matriculation to construe with tolerable correctness a new passage from an average Latin or Greek author; also to translate English prose into tolerable Latin, sometimes into Greek, and to answer with correctness questions of grammar and etymology in Greek and Latin. As much cannot be asserted of the commoners, who are, at the least, equally divided as to the above qualifications. I should say further that a classical scholar has seldom more than a rudimentary acquaintance with arithmetic and mathematics; a very slender knowledge of English history, and only, at the most, a respectable smattering of ancient history, geography, and religious knowledge. This being the case with the scholars a large reduction must still be made in estimating the attainments of a commoner. The latter (as a rule) has been so occupied with mastering the subjects necessary to a bare matriculation, that (unless in exceptional cases) he has nothing to show beyond.

Question VI. If this question relates to my observation of freshmen, *i.e.*, of undergraduates when fresh from the schools, it must be replied that there are no sufficient tests within the University for ascertaining the advance or decline of knowledge in mathematics, history, and geography, of modern languages, and English literature, except in the scholarships for these several subjects to be found in colleges or in the University. Mathematics, as a study, have certainly advanced during the period over which my observation extends. Merton College has annually an election to a Mathematical Postmastership. The number of candidates and the maximum of their qualifications are on the increase. I am unable to assert any general advance in the knowledge of the other subjects named above. I am clear, however, that if any such exists, it has not tended to injure scholarship. At no period have the candidates for the University classical scholarships been more numerous, or a higher standard exacted than now.

Question XII. I am certainly of opinion that one general matriculation examination might be required with advantage by the University from all alike. The effect of this would be to put a pressure upon the schools and private tutors, and it would still be competent to colleges to maintain their own individual standards of necessary proficiency. I have already indicated that an earlier age at matriculation is desirable, and might be enforced by the University, or at least by the colleges. No doubt also something might be done both by colleges and the University to influence the subject matter of teaching in the schools by means of prizes within the University for newer and more special branches of knowledge. Mathematics, modern history, physical science, thus encouraged, would be studied more largely prior to the time of matriculation. They would be more and more studied in proportion as scholarships or fellowships are founded within the University in connexion with these important subjects. The very fact of a scholarship or fellowship being awarded for proficiency in a special subject tends to create a supply of candidates, provided that the conditions of standing are sufficiently wide and unencumbered by regulations, which too often only defeat the object desired. It is the Universities which, in this manner, must work on the Public Schools, not the Schools on the Universities. The examinations for degree, but especially the College and University prizes, operate, to some extent, as a check upon the schools in the same way as the Local Examinations on the schools of a middle class. But this result is obtained only in a roundabout, partial, and unsatisfactory manner. It is much to be desired that some more regular and immediate means of testing the efficiency of our Public Schools should be set on foot. Much of the idleness, ignorance, and extravagance at present laid to the account of the Universities would be traced to its true source. It is not apparent how the encouragement of special studies at the schools would (alone and by itself) be made to re-act on the Universities. To one kind of influence indeed the Universities are no doubt becoming more and more amenable. Public opinion and professional requirements, together with the steadily increasing demands for practical knowledge, are making themselves heard within the precincts of classical study. The Muses are not exiled, nor their graces disparaged. But *silent inter arma:* the struggle of contending sciences in their onward march has already invaded the shades of Academe.

March 1863. JOHN R. T. EATON.

Rev. ARTHUR FABER, M.A., Fellow and Tutor of New College.

Question I. As regards the sufficient grounding of boys intended for the University.—Given the present University standard of examination, I think the system pursued at public schools satisfactory. The standard is undoubtedly a low one, and might be raised with advantage to the University; whether it *could* be so raised is a question by itself; but given the present standard, my opinion is as above. I think the public school education tends to qualify for a University residence *the great majority* of boys. There are those who, from idiosyncracies of their own, take advantage of a public-school system to neglect fair opportunities of instruction; but the great majority are qualified, at the end of the public-school curriculum, to pass the University examinations with credit. As regards the giving instruction in other subjects not taken into account at an University, I am strongly of opinion, as will appear more fully below, that other subjects might be more recognized at public schools than they are now.

Question II. I think the University course is affected in its depth, not in its width, by the present system pursued at public schools. It is affected in its *depth*, because the system of school education regarding only the present University system, educates with a view to that system only, and so prevents that system from going deeper in its inquiry into the results of education than it does at present. The University system has to regard the minimum of creditable education; the school system, recognizing that fact, educates for the minimum only—but educates for that minimum, in my opinion, sufficiently. It does not affect the *width* of the University system, because, as regards width, the University system examines only with a view to opportunities presented during residence in the University, and with no other view.

Question III. The narrowness of the area presented by my own college prevents my giving any opinion on this question which would be of value.

Question IV. I should not be of opinion that, in regard of the points specified in this question, University education has made either progress or regress. If there has been any movement in either direction, I should be disposed to refer it to local and fluctuating causes existing in the University, not to any movement or tendency to be noticed in schools.

Question V. Of the points specified in this question, I should think that there has been a general tendency to advance in the knowledge of history and English literature. For other subjects I cannot speak. I should be disposed to refer the advance, which I have noticed in these, not to causes existing in the school system, but to such independent causes as the institution of the History Schools in Oxford, and the throwing open to general competition the Civil Service Examination for India.

Question VI. I should not be disposed to trace in the progress made in these studies any necessary tendency to injure scholarship.

Question VII. I can give no opinion on this subject.

Question VIII. My observation would suggest that in more recognized subjects of education, *e. g.*, scholarship and mathematics, the public-school system has a marked superiority over that of other schools. This, of course, *exceptis excipiendis*, owing to idiosyncracies of boys, or the very superior talents of particular masters. In other points, *e. g.*, the knowledge of divinity, the fondness for natural science studies, the taste for English literature, and the like, I should say the public-school system is superior to the private-school system, but is at a disadvantage compared with the system of private training at home.

Question IX. I think that, though the narrowness of the public-school system does not affect so as to injure the width of the University system, yet it is absolutely open to much improvement. Other studies might be introduced, as παρεργα, with advantage to boys. One public school within

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my knowledge offers a yearly prize for the best collection of wild flowers. Advantage should be taken of this hint, so as to widen the area of possible pursuits and tastes. Geology and natural history generally, or, again, modern history generally, might be suggested to boys as lines in which their (possible) natural bents might be directed advantageously. So again with music and other natural accomplishments. This, not with reference to the widening the University system, but solely with a view to the general cultivation of the youthful mind at an age when it is particularly impressible and ductile. The same of course, in regard to modern languages, &c.

Question X. If the above opinions are well founded, it follows that the public-school system is not affected, in respect of these deficiencies, by the system pursued at an University, but rather from its not being sufficiently recognized that the public schools may contemplate many *πάρεργα* for themselves without neglecting the usual *ἔργα* necessary for a future University curriculum. The public schools may well satisfy the requisitions of the University, and yet leave a *margin* to be filled up by themselves as above. Supposing the margin thus filled up, I should not wish the system of the Universities to be therefore modified accordingly. I should desire the University system to act upon the school system in such a way as to define the *minimum* of the results of the latter, but should not at present desire any corresponding modification in the University course in consequence of a modification in the other. I think the more earnest prosecution of modern subjects in the public schools would *not* tend to affect the value set on such subjects here. Nor, in my opinion, would it be desirable that it should. At an University such subjects cannot, as things go at present, have more than a small and fixed value set on them; nor would I desire to increase that value here, unless better assured than I have cause to be that such an alteration of value would not affect the prosecution of the usual studies of an University.

Question XI. I should not be disposed to offer any opinion on this head; as I have before remarked, the area of this college is a small one, and any generalisation on these subjects would be hasty and premature.

Question XII. I think decidedly that the examination for matriculation is already stringent and wide enough. The stringency and width could not be increased without injuring the University in a way which could only be met by an entire reorganization of the system, not at present desirable. Practically, the suggestion of a public examination to be passed by every intending resident is already provided for by the alteration lately passed, which enables (and, in most colleges, compels) residents to pass their earliest public examination, called Responsions, in their first term of residence.

ARTHUR FABER.

J. CONINGTON, Esq., M.A., Professor of the Latin Language and Literature, Fellow of Corpus Christi College.

THE only question of those submitted to me on which, as it seems to me, my experience has enabled me to pronounce independently, with a sufficient degree of confidence, is that numbered IV. "Does scholarship, and particularly the "writing of Latin prose and verse, and of Greek verse, the "power of translating elegantly into English, and the "grammatical and critical knowledge of the two classical "languages, appear to have advanced or declined within the "period over which your observation extends?"

My observation extends over a period of 19 years, more or less, during which I have been, almost uninterruptedly, resident in the University of Oxford. From 1847 to 1850, and again from 1851 to the middle of 1854, I was a private tutor in what is technically called scholarship; since then I have held my present place of Latin professor, of which I am the first occupant. As private tutor I had chiefly to do with a small number of the more promising men; as professor, I have had a more varied experience, embracing most of those who aim at any honours in scholarship, a class of men considerably increased during the last 10 years by the institution of the examination known as moderations. Since 1854, though teaching only Latin, I have had opportunities of observing the state of Greek scholarship, having examined four times for the Ireland scholarship and twice for the Craven, and having had private and personal knowledge of the studies of some of the abler undergraduates.

The general conclusion I have formed is that the standard of composition is on the whole somewhat declining in Oxford, but that translation and critical knowledge are decidedly improving.

(1.) In composition, my chief experience has been of Latin verse, in which I have given lectures (extending however only to Latin verse translation) since the latter part of 1855. I do not know that Latin verse has declined during that time; there have been slight fluctuations, but on the whole I should say its condition had been stationary. It is when I try to recall things as they were when I came into residence as an undergraduate that I seem to see some difference. I think there were then more who did good Latin verse, more, that is, whose Latin verse would really help them in a competitive examination. The number of first-rate composers in a generation was small even in those days, but I think it is now smaller. To take an instance, in 1846 a book of Latin verse was published, called "Anthologia Oxoni-"ensis;" if a second edition were called for, I should not expect the composers of the last 15 years to make as important a contribution as that furnished by those of the 15 years previous. Of original Latin verse I have seen something, having been from 1856 an official examiner for the Chancellor's yearly prize. My general report on that subject would not be very favourable; the successful poem has in all cases been one of considerable merit, but in several cases, if it had not been there, no prize could have been given, and in one case no prize was given. I would not lay any particular stress on the last-named fact, as the same thing occurred in 1853, before I was examiner, and had already occurred in 1842, before I came into residence; but from what I remember of the poems of my own contemporaries, I cannot but think that the competition must then have been somewhat greater than I now find it. Of Latin prose I cannot say much as professor, not having lectured in it since 1857, when I found the labour entailed on me too great; but I can speak as moderator, as examiner for scholarships, and as examiner for the Chancellor's prize. I do not know that I can there make any comparison between present and past times, but I have been much struck by the fact, that while hardly any, even of the ablest undergraduates, write Latin really well, the compositions sent in for the Latin essay, which is written for by bachelors of arts, are on the whole very good. Much of this apparent improvement is doubtless attributable to the greater ease of writing idiomatically when the composition is original, undergraduates' exercises being almost wholly confined to translation; but something, I think, is also due to the nature of the composition itself, which would seem to depend to a considerable extent on those powers of the mind which are latest developed. Without disparaging verse composition, of the value of which, even in after-life, to those who are qualified to excel in it and can afford the time for it, I entertain a high opinion, I believe it is a thing which falls much more within the range of a clever boy's capacity; the points which distinguish a good verse from a bad one are perceived and appropriated with comparative ease at an age when the framing of a sentence is still a mystery, a mystery all the greater because it seems at first sight so simple. I am somewhat wandering from the question proposed, but the digression is, I hope, a natural one, and the point which I have been considering one which falls within the view of the Commissioners. In Greek verse my means of observation have been fewer, but the general result would, I think, agree with what I have said about Latin verse. I would only add, that I think our scholarship suffers somewhat in this respect from the encouragement given to a great variety of forms of composition—to Homeric and Theocritean hexameters and Aristophanic trimeters as well as to the Greek tragic iambic. Had our students time for all, it would doubtless be well that they should excel in all; but time for such things is limited, and I cannot doubt that the practice of Cambridge, where scholarship is more studied than with us, and consequently better understood, is wise in this particular, and that the tragic iambic, the thorough understanding of which may be said to have been historically one of the peculiar achievements of English scholarship, will repay labour much more than other metres, which have never been practised and understood to anything like the same extent, and cannot be so without infinitely more time than it would be possible or desirable to devote to them. I will venture a word on Greek prose, though this form of composition is not specified in the question. In this I believe there is a real improvement—a real improvement on past times, and a real improvement in the case of individuals, who acquire at Oxford a power which they did not bring from school. Beside the general cause I have mentioned in speaking of Latin prose, which would operate in the case of individuals, I have no doubt that the result is due to the labours of the present indefatigable Greek professor, to the pains he takes with the composition of his pupils, and to the study of Plato, which he does so much to encourage.

On the whole, then, as I have said, I believe the standard

of composition to be somewhat on the decline, the only marked exception being that which I have just mentioned, Greek prose. The result is just what I should have expected from the apparent tendency of our present education. It is not merely that other studies are cultivated besides the classics; it is that the classics themselves are differently studied. Scholarship bears a wider sense than it did 50 or 100 years ago; less time and thought are accordingly given to composition, and men are naturally esteemed good scholars who are not necessarily good composers. These men become masters in classical schools, and they teach best what they know best. The institution of composition masters in our great schools is doubtless a good thing for composition, but it witnesses to the fact that ordinary masters are no longer fully competent to superintend the composition of their pupils. The fact is no reproach to any one; it is simply part of a general tendency, which, I trust, is of no ill omen to education in the large sense, and which, even as regards scholarship, perhaps produces more good than it sacrifices.

I will only say further on this head that while the amount of really good composition produced is less than it was, it is possible that the amount of tolerable composition produced may be greater. About this I cannot speak positively, as it is only my experience during the last seven years that would give me any means of doing so, and I find it difficult here, as in other matters, to estimate what that portion of my experience has been. But I know there are some who think that there has been an improvement in this respect, more men of tolerable aptitude being induced to cultivate composition; and it is what I should expect to be the result of our moderation examination, which has in general had a beneficial effect on scholarship *extensively*, though not *intensively*, and where the writing of verses, though not absolutely required for the highest honours, is certainly favoured.

I have written at greater length on this head than I at all intended. On the two remaining heads I hope to be briefer.

(2.) I have had opportunities of judging of translation partly as examiner, partly as private tutor and professor, having recently given from time to time a practical lecture on translation. The thing is one in which I am much interested, and the cultivation of which I have in various ways endeavoured to promote. As I have said, I believe the improvement here to be real and increasing. The relative places nominally occupied in an examination by translation and composition respectively are generally the same; but the examination value of a subject is not to be estimated by the number of marks offered, but by the number of marks gained, and generally by the impression produced. The subject which is done best by the ablest men is really that which is of most importance. In this way I believe translation is gradually gaining ground on composition. Perhaps the chief thing which our present system of education in Oxford tends to cultivate is literary dexterity; and literary dexterity goes far to make a good translator. When I endeavour to improve a pupil's power of composition, I feel on the whole that I am working against the grain; when I try to help him in translation, I feel that any improvement which his mind is deriving in other ways is sure to second what I am doing. It is true that at present the best scholars are not always the best translators. I receive occasionally very good and spirited translations from pupils who do not compete for the highest rewards given to scholarship in Oxford. It may be that the public schools as yet have not taken the lead in encouraging translation. The best translator will sometimes be a boy from a comparatively undistinguished school, or one who did not attain the highest distinctions at a public school. But I believe that in this respect experience is becoming more and more uniform, and that a study which is rising in importance will gradually attract to itself more and more of otherwise recognized ability.

(3.) About critical knowledge I have nearly the same to say as about translation. The improvement here is still greater, and more unequivocal. The number of important works bearing on the subject that have been published during the last 20 years is very considerable, even in England; and most of these have been made available by teachers, at least in their general results. The public schools encourage the study to a considerable extent; other schools encourage it also; and the students of the Scotch Universities who come up to Oxford are frequently men either possessing, or capable of acquiring, great critical knowledge. Critical papers are set in our University scholarship examinations, and also in moderations, and the standard of them is, I believe, continually rising; more subjects are included, and those previously included are examined in more thoroughly. Here, as in other things, perhaps there is a tendency in new studies to supplant old; general questions about language and questions involving a general knowledge of philology are more readily answered than special questions about grammar: but, on the whole, I believe that critical knowledge is increasing in width and variety without any real decrease in depth.

Much as I have written, I could easily have gone further into detail. I fear I have somewhat mixed up facts and theories; but I have been in the habit of considering the two together, while endeavouring to estimate the prospects of studies in which I am interested. A report of minute observation extending over a limited time is perhaps liable to be untrustworthy, as it is certainly difficult.

JOHN CONINGTON.

Rev. BARTHOLOMEW PRICE, M.A., F.R.S., F.R.A.S., Fellow of Pembroke College, and Sedleian Professor of Natural Philosophy.

MY LORDS AND GENTLEMEN,—In reply to the invitation which I have had the honour of receiving from your secretary, I beg leave to submit the following remarks to your consideration.

My observations shall be brief, and for the most part confined to mathematics and to the standard of mathematical instruction and attainments in Oxford, so far as Oxford and the public schools mutually act on each other. They are founded on an experience of more than 20 years, during which my chief employment has been teaching these subjects in college, and as a private tutor; and during the last 10 years as a public professor. I have also frequently been examiner at our public examinations and mathematical scholarships, as well as at schools. I have had opportunities of forming definite opinions on these subjects, and many reasons for so doing; and I venture to put them before you in the order most convenient to myself.

In query VIII. of your paper you ask whether I have observed any marked difference between different schools or classes of schools, or between public-school boys generally and boys from other schools. Although your question is very broad, yet I will take it in a limited sense. I do observe a very marked difference between young men coming to this University from the great public schools and from other schools or from private tutors, as to their mathematical attainments. The young men from public schools are far worse prepared. Whatever time they may have given to the subject, it does not appear to me that they have given that study and attention to it which has generally been so profitably bestowed elsewhere. Assuming the ability of the young men to be equal, not only do I find the attainments of those from other schools to be greater, but I find them to be better grounded and to have learnt the elements more thoroughly and more carefully. Seldom do I meet with young men from the public schools who know more than the bare elements of mathematics; whereas others have gone through a sound course of geometry, which I take to be a most excellent disciplinary exercise, and have often well studied the principles of the modern analytical methods. This is frequently the case with young men who come from the Universities and schools of Scotland, and from schools in England of the class just below the large public schools. It has not come within my experience to observe that the ability of young men from public schools who study mathematics is lower, or that their taste for the subject is less than that of young men who come to us from other places; in many cases, as might have been expected, their abilities are greater and their tastes are stronger. I am referring to cases within my own experience of some of the cleverest young men from the public schools, who, through want of opportunity or of instruction, have come to us sadly deficient, but in their academical course have acquired valuable and extensive mathematical knowledge, and in the later University examinations have excelled others who were superior to them in the early part of their career. In proof of these statements I would call your attention to the circumstances of our mathematical scholarships. There are two annual scholarships which have been established for 19 years, and are open to the whole University. The junior scholarship, as it is called, is open for competition to young men up to nine terms' standing, and not afterwards. The senior scholarship is open to Bachelors of Arts until the 26th term from matriculation inclusive. Both are awarded for proficiency in mathematical attainments. As the junior scholarship comes early in the academical course of study, it is plain that the greater part of the knowledge which is the subject of examination for that prize must be acquired at school, whereas the knowledge which is necessary for the senior

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will be usually obtained at the University. Now the junior scholarship has never been gained by a young man from the great public schools. It has been several times gained by students from Merchant Taylors', from Christ's Hospital, from Cowbridge in South Wales, as well as from other schools; but not once, I believe, by a young man from the great public schools. The senior scholarship, on the other hand, has been gained three, if not four, times by Eton men, three times by Rugby men, as well as twice by young men from Christ's Hospital, and twice by young men from Cowbridge. It is, I presume, unnecessary to say more on this particular subject. I must, however, remark, that regrets have frequently been expressed to me by young men who have come from our great public schools, and who have afterwards excelled in the study of mathematics, that the subject should have been so much neglected at those schools; and I know a case of a distinguished member of this University, who obtained the highest honours in classics and mathematics, but who, through that neglect, was compelled to devote to the study of the latter time which ought otherwise to have been given to more advanced subjects. By these remarks it is not, of course, my intention to impute to the mathematical instructors in the public schools want of knowledge, or of power of teaching, or of zeal. The academical distinctions obtained by many of these gentlemen, no less than their universally acknowledged high character, preclude the thought of such a charge; but the system, under which they are, in most cases, I venture to think, impedes them in the efficient discharge of their work. Classics have been almost exclusively the staple of education in the public schools; the boys have been ranked, for the most part, according to their proficiency in classics, and the boys have adopted the standard which the masters and governors of the school have proposed. The mathematical masters have not always held in the school equal authority with the classical masters. The foundation scholarships, where such exist, which are the real prizes of a school, and are the objects of the keenest competition amongst the boys, have been awarded irrespectively of mathematics; and even the highest mathematical ability and proficiency has not been rewarded with them. The study of mathematics has been thought to be a kind of bywork, which may be done at inconvenient times; and has scarcely been considered a part of the ordinary work of the school. Thus mathematics have been held in low repute in most public schools; and the mathematical masters and pupils have been put at a great disadvantage relatively to other subjects: and the consequence is, the low standard and the small amount of mathematical knowledge which is found in young men who come to this University from the great public schools. It would be impertinent here to enlarge on the advantages of a mathematical training; but I venture to think that the comparative neglect of a study which is more valuable than any other in giving precision of thought and accuracy of expression is greatly to be regretted, and that the public schools will derive much benefit from its restoration to its proper place as an instrument of education, such as it exists elsewhere.

In query III. you ask whether I can state particularly what acquaintance young men are found to possess with arithmetic and mathematics?

My remarks in the preceding paragraphs, as you will have observed, refer chiefly to young men of more than ordinary intelligence and of promise of distinction. In this query I imagine that you refer generally to young men who come to this University as ordinary students. I cannot say that their knowledge appears to me to be such as it might and ought to be. Frequently arithmetic, one or two books of Euclid, and a little algebra, usually no farther than simple equations, is all that they profess to have learnt, and this amount is generally known very imperfectly. During the last four years I have become acquainted through the Oxford local examinations with the standard of knowledge of these subjects possessed by boys belonging to the middle class schools, and I find it for extent and accuracy far superior to that which is exhibited by the candidates for matriculation from public schools who come under my notice. These latter can in many cases scarcely apply the *rules* of arithmetic, and generally egregiously fail in questions which require a little independent thought and common sense.

In query V. you ask as to the progress and decline of mathematics in the few years which have come under my observation.

In the University, at least, the study has no doubt advanced, and probably, too, this advance has reacted on the schools. Arithmetic, and either two books of Euclid, or the early and easy parts of algebra, are required of all candidates in the first University examination (responsions). This indicates a slight progress, and the large number of students who offer themselves for the pass examination in the final mathematical schools, although the amount required is only either Euclid, I.–VI., or algebra, further corroborates my statement as to the advance. The number of those who read the high mathematics has not however increased to any great extent. It will thus be seen that my experience in these matters does not enable me to take that favourable view of the great pre-eminence given to mathematics which is alluded to in your 10th query. I cannot say that these subjects are studied in the great public schools, so far as they come under my observation, as efficiently as they deserve, or so far as, I venture to think, would conduce to the benefit of the school and the advantage of the pupils. More time might, I think, be allowed to the study; they might be taught with more system, and with greater patronage from the higher authorities of the school, and with the prospect of more substantial reward.

I have, &c.

11th February 1863. BARTHOLOMEW PRICE.

CAMBRIDGE.

Rev. EDWARD ATKINSON, D.D., Master of Clare College, and Vice-Chancellor of the University of Cambridge.

SIR,—I regret that my engagements have occasioned me so long to defer replying to your paper of Questions on the subject of Public Schools. I delayed in the hope of being able to give full answers to some of the questions. But on a careful consideration of the paper, I do not think that my experience has been such as to give any peculiar value to the conclusions I may have formed; and as I have many other pressing occupations, I think that I may fairly beg to be excused from entering upon the subject at any length. There is only one point on which I have formed so decided an opinion that I should be unwilling to lose this opportunity of expressing it. In reply to *Question* VIII., I cannot but state that I *have* observed a marked difference between public-school boys generally, and all other classes of boys. I think that the public-school boys as a class are decidedly superior to all others, not only in Greek and Latin scholarship, but in knowledge of history and geography, of modern languages, and of English literature as well; and that they possess in a far higher degree than the others that quality of readiness and self-possession in the face of unforeseen difficulties, intellectual and physical, which forms one of the most useful preparations for the duties of active life.

I have, &c.

22nd January 1863. EDWARD ATKINSON.

J. LEMPRIERE HAMMOND, Esq., M.A., Fellow and Tutor of Trinity College.

I. THE University course mentioned in Question I. may be taken to mean either the course of miscellaneous studies required in the ordinary University examinations, or the special subjects included under the several honour triposes.

The "subjects not studied at the University, but of "which a young man upon entering on the University "course should not be ignorant," I understand to be history, geography, modern languages, and English literature. It is not easy for one who deals rather with other subjects, to the exclusion of these last mentioned, to say very positively whether or not they are satisfactorily taught at the schools from which the University is fed. My impression is that they are all too much neglected. But, as a general rule, those students who have acquired an adequate knowledge of these subjects before coming to the University, are, at the same time, those who are best grounded in the subjects included in the University course. There are, however, exceptions to this rule; and moreover, it is impossible to say whether superior proficiency in these subjects is due to the education given at the schools, or to private reading.

If the University course be confined to the subjects required by the ordinary University examinations, then, *on the whole*, the education given at the schools fulfils with tolerable success the purpose of preparing boys for these examinations. But the standard of these examinations is not satisfactory, and at the same time some young men come up from the schools, especially from those patronized by the wealthier classes, very ignorant and ill prepared even in the special University subjects, and, so far as I have observed, equally ignorant of every other branch of education.

If the term "University course" be extended to refer to

the honour triposes, in this case I would say that the education given at the schools is satisfactorily fulfilling the object of preparing boys for the classical tripos. I consider also that some particular schools, especially those of modern date, prepare boys successfully for the mathematical tripos; but this is not true of the majority of schools, and especially of the ancient foundations.

I am not aware that any school has seriously attempted to prepare boys in the subjects required for the moral science tripos; and I do not consider it desirable that any school should attempt to do so, to the exclusion of classical and mathematical education.

I am not qualified to offer an opinion on the subject of the natural science tripos.

II. The ordinary University examinations are not in a satisfactory condition. Their standard is too low in consequence of the imperfect preparation of young men coming to the University, in some instances from public schools, but far more frequently from private tutors in the country. I consider that it is owing to this cause that a large portion of the teaching given by private tutors at the University is such as is ordinarily given in a comparatively low form at a public school. The college lectures are also injuriously affected, as it is necessary to adapt some of them to persons of low capacity and imperfect training.

The honour triposes, though in some respects, perhaps, capable of improvement, are not, in my opinion, at all affected by the state of education in the schools.

III. My own observations, derived from the entrance examination, and the Freshmen's Lecture Rooms at Trinity College, would lead me generally to expect, that about 60 per cent. would construe with tolerable correctness a new passage from an easy Latin author; about 40 per cent. would construe with tolerable correctness a new passage from an easy Greek author; about 25 to 30 per cent. would translate a piece of easy English prose into tolerable Latin (*i. e.*, grammatical not idiomatic); about 50 per cent. would answer correctly *very simple* grammatical and etymological questions on Latin and Greek.

I cannot state particularly what is the acquaintance of freshmen with ancient and English history, geography, or religious knowledge, but a large proportion, including many from large public schools, have but a small and inaccurate knowledge of arithmetic, Euclid, and elementary algebra. This, in fact, is the weakest point in the education given at the public schools, so far as it is tested by the ordinary University course; but the standard required from the worst "poll-men" is so low, that the schools, with the aid of subsequent private tuition at the University, contrive to satisfy it in some kind of fashion. They do, however, sometimes fail; and it is notorious that the most fatal subject in the Trinity entrance examination, and at the University previous examination, is invariably arithmetic.

IV. I do not consider that scholarship, and particularly the writing of Latin prose and verse, and of Greek verse (of a certain excellence), has declined during the last 12 years. Probably more students attempt to compose in the dead languages now than did formerly; and I am inclined to think that the best do it as well as ever it was done.

The power of translating elegantly into English prose has never, in my opinion, been very successfully imparted at schools; the almost universal practice of exacting (so-called) literal translation from advanced students had left little room for deterioration in this respect, but I do not observe any very marked improvement.

There has been an improvement in the critical knowledge of the classical languages, owing to the sounder and broader views adopted in modern grammars; but strict grammatical accuracy in the accidence and syntax appears to me to be rather on the decline.

V. During the last 12 years the knowledge of mathematics and of the modern languages has advanced. I cannot speak with certainty of the other subjects.

VI. Scholarship has been benefited by the more extensive study of the modern languages. The study of mathematics, though it could not directly benefit the study of the classical languages, has certainly not interfered injuriously with it. And with regard to the other subjects named, I draw the same conclusion from the fact, that, as a general rule, the best-trained scholars take the most interest in them, and have the soundest and widest acquaintance with them; whereas it is exceptional to find a really good scholar disgracefully ignorant of them, or a University student, who is entirely ignorant both of classics and mathematics, intimately acquainted with any of the subjects referred to.

VII. I cannot offer any opinion on these matters.

VIII. The influence of a distinguished master or body of masters upon the moral and intellectual character of the pupils from a particular school is almost always observable at the University; and at the same time it is always possible to trace the effect of circumstances and traditions peculiar to a school in the individual students themselves. But as the former influence is variable and temporary, and the latter effect is special in its nature, I will confine myself to a few general observations on the subject referred to in this question:—

(1.) Of all the young men who come to Trinity College, the most ignorant and the worst prepared, as a rule, are, in my opinion, those who, immediately before coming to the University, have been under the care of private tutors. These persons have a most depressing effect on the ordinary University examinations, which, so long as the standard is lowered for their benefit, are scarcely sufficiently formidable even for the idlest and most ignorant public-school men.

(2.) The large public schools, patronized by the wealthy, are represented at Trinity College by a very mixed collection of good, bad, and indifferent, apparently supplied from every form, and certainly with great diversities of character and capacity. They always furnish a fair and uniform number of good men, and a large number of average men; and even their worst, though probably the idlest, are not generally the most ignorant in college.

(3.) Proportionally to their numbers, the schools which are confined to persons of small or moderate means send up the best students, partly because they send up none but their best men, and partly because the men themselves, having generally no private fortune, are stimulated to work by the consciousness that their future prospects depend entirely on their present exertions.

IX. I consider that for all boys of fair ability the study of Latin and Greek at an early age forms the best basis of education; but if at the age of fourteen a boy is entirely ignorant of these languages, or utterly unable to master the first principles of the grammar, his attention should then be directed to other subjects, such as modern languages, history, and mathematics. For this purpose it would be desirable to have in every large public school a modern department from which Greek would be excluded, and in which the study of Latin (if admitted) would be confined within very narrow limits. I think that it is quite possible, and very desirable, that boys at an early age, while employed upon the first rudiments of Latin and Greek, should begin the study of at least one modern language and acquire some knowledge of English literature. Instruction in religious knowledge, geography, and English history, so long as it is confined to the main leading facts, is always in my opinion most successfully imparted at an early age, when the memory is still vigorous; and it need not interfere at all with the main business of Latin and Greek. I do not think it desirable to commence the study of mathematics, beyond simple arithmetic, until the purely reasoning faculty has begun to develope itself, which is seldom before the age of thirteen or fourteen. After that age it should proceed side by side with the study of the classical languages. When the memory becomes less active and the reasoning faculty is in full play, instruction in the classical languages should be no longer confined to the imparting and application of grammatical rules; but the habit of (so-called) literal translation should be given up, grammatical accuracy being thenceforward insured by the practice of composition in the dead languages. The writing of Latin and Greek verse should not be much encouraged in the case of boys who evidently will never attain great skill in composition, but it cannot wisely be dispensed with in the case of those who are likely to become good scholars. During the later years of a boy's school education, he should be required to translate ancient authors in the style of the best English writers; for which purpose he should be encouraged to study the whole range of standard English literature, and to compose original exercises in English as well as in Latin and Greek, original composition having of late years been unwisely superseded by the practice of translating English authors into Latin and Greek prose and verse; and, further, in reading classical authors his attention should be specially directed to standard modern writers on classical subjects, who have illustrated the subject matter of his authors; but a knowledge of modern authorities should never, in my opinion, be substituted, as a test of scholarship, for the knowledge of the languages and of the original authors themselves.

X. It is certainly true that the prosecution of the studies included in the moral and natural sciences' triposes is hindered by the fact that success in those studies is not generally rewarded with a fellowship. I do not think that any action on the part of the public schools would influence

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the University in this matter. The earnest prosecution at the public schools of what are called modern subjects would not, in my opinion, tend to give a higher value at the Universities to honours taken in those subjects. But I think that very eminent success in the studies included under the new triposes should be, and is now more likely to be, rewarded at Cambridge. Moderate success, however, such as would insure a middling or low place in the first class of these triposes, will not and, in my opinion, should not be rewarded to the same extent as a corresponding success in the old studies; for it does not represent equal intellectual ability or equal training. I can only suggest the formation of modern departments in public schools, and in this respect the University can render no assistance; for it cannot lower its standard so far as to confer an academical degree upon a person who cannot translate at least the Gospels in the Greek Testament, or who cannot pass an examination in the mathematical subjects now required for the previous University examination.

XI. I consider the moral character of the young men who come to Trinity College from public schools and elsewhere to be, on the whole, very high, when compared with that of other young men; such, for instance, as men in the army. There has been no deterioration, or, I should rather say, there has been an improvement in this respect within my remembrance: but I cannot help remarking that of late years the undergraduates, especially those who have been at some of the large public schools, seem to me to have become more expensive in their habits.

XII. Trinity College is, I believe, the only college in Cambridge which regularly requires all freshmen to pass an entrance examination. This examination is very advantageous to the college, and I should think equally useful to the schools; and I am of opinion that every college ought to hold some examination of the kind before presenting freshmen for matriculation. There are I think many objections to an University entrance examination; and all that is required would be more efficiently accomplished by an entrance examination held in every college according to its own regulations; but as, in general, the stringency of such an examination would vary inversely with its range, I would certainly confine it, in the case of every college, to a small number of the most important and elementary subjects.

J. Lempriere Hammond.

Rev. J. B. Mayor, M.A., Fellow and Tutor of St. John's College.

I. As far as I am able to judge, the great majority of undergraduates come up to the University from some school or other, and many of the undergraduates are badly prepared even in classics and mathematics, while the majority have very little knowledge indeed of subjects which are not included in the University course.

II. I do not know that any of the subjects introduced into University examinations are unfit for students between the ages of 18 and 22, but I think that the standard of University teaching and of the University degree is much lower than it should be, partly in consequence of the ignorance and backwardness of the men who come to us from the schools.

III. I have no exact data to go upon in answering this question, but my impression, after some years' experience as a lecturer and tutor at one of the largest colleges of the University, is that not more than two-thirds of those who come up for matriculation could construe an easy passage from a Latin author, and not more than one-third an easy passage from a Greek author which they had not seen before. Probably about the same proportion might be able to translate into Latin and answer (easy) philological questions. With regard to mathematics, I must leave it to others to give an opinion. In religious knowledge, I should think it would be a favourable estimate to say that two-thirds were fairly acquainted with the narrative portions of the Old and New Testament, and it is only a small minority who have carefully studied any portion of the Greek Testament; though nearly all would have read a gospel at school. Knowledge of Church history, of biblical criticism, of the history of the Prayer Book, of doctrinal theology, I should think would be very rarely met with. My impression is that more is known of ancient than of English history, but the majority are very ignorant of both, as well as of geography.

IV. I do not think that elegant scholarship has at all declined in Cambridge of late years. I believe that there have been among the first-class men of the last few years, as good composers and as accurate translators as Cambridge has ever turned out. Where there may have been a decline is, perhaps, in learning. I fancy the older scholars read more widely, and that the works of modern philologers, such as Hermann, Boeckh, Müller, &c., are less known than they used to be. This is to be partly attributed to the improvement in the common books of reference, grammars, dictionaries, &c., which, though greatly aiding the diffusion of sound classical knowledge, have a tendency to divert men from original research. The advance which has been made in comparative philology and the philosophy of language has had less influence than might have been wished upon classical study in the University. The number of classical students has increased very much since the relaxation of the regulations requiring all candidates for classical honours to have passed in the mathematical tripos.

V. I think of late years that a certain acquaintance with history and physical geography, as well as with French and German, has been more frequent in the case of persons coming up to the University; but I doubt whether these subjects are known so well as they used to be, and while a good many have read compendiums of English literature with a view to civil service or other examinations, I believe that there has been a diminution in the number of persons who have carefully read standard English works, whether of poetry, history, or philosophy. I account for this partly by the increasing popularity of periodicals and works of fiction, and partly by the inordinate encouragement given to games.

VI. It depends, of course, upon the time given. I have known cases in which a man was so engrossed by English reading as to neglect his classics altogether; but I think that a certain amount of English reading is almost essential in order that a man may learn to translate with spirit and elegance, and I should think that unless he had to make up for previous neglect, or was aiming at double honours, *e.g.*, classics and mathematics, he could spare two or three hours a day for English study, and I have known many instances of this being done.

VII. I have no special knowledge of natural sciences, but like other people I have formed an opinion as to the educational effect of this study. I do not think that it should be made the principal means of education unless in some very exceptional case, but it seems to me desirable as an accessory in order to rouse the mind and encourage habits of observation. I do not think that the successful prosecution of one of the natural sciences, so far as it can be shown in examination, is likely to be a satisfactory test of general ability, though I am very glad that the University, by establishing a tripos in the natural sciences, has offered an opportunity of distinction to those who were interested in the subject, and thus helped to turn a part of the trained intellect of the country into so fruitful and important a field of labour.

VIII. The boys who come from public schools are generally better classics than those who come from the private schools or from home. They have also their knowledge better in hand, and do themselves more justice in examinations; they have more common sense, more knowledge of the world, and are more safe not to go entirely wrong. On the other hand, from the fact that they come up with a large acquaintance ready formed, and with sufficient knowledge to make it a very easy matter for them to pass in the ordinary examinations, they are often extremely idle. They are also less open to the influence of the University, and have less growth in them than those who have never experienced the stimulus of wide competition and public life and high teaching at one of our great schools. Boys educated at home have sometimes other advantages. They may have been in more constant intercourse with a mature mind than it is possible for a boy to be at school; they are also saved from the common schoolboy temptation to think that everything is to yield to games, and thus they occasionally bring up to the University a higher standard of thought and wider and deeper knowledge than other men. As a rule, however, I should say that the reverse was the case. In comparing large schools with small schools it appears to me that the former are less dependent upon the character of the Head Master for the time being. The education at a small school under an inefficient master is entirely unsatisfactory, but it takes a long time to alter the tone of a public school worked by a large staff of masters. On the other hand the teaching at a small school under a good master is often most effective. All the work is carried on more immediately under his own eye, and he is more immediately responsible than the Head Master of a great school. I believe that a boy is generally better grounded, and that a boy of second-rate abilities is made more of, at a small than at a great school. In some rare cases it may be expedient for a boy of first-rate ability to continue at such a school

until he comes up to the University, if he has sufficient love of learning to dispense with the spur of competition, and if the master is disposed to make a friend of him.

In comparing large schools one with another, I should say that those which offered least social advantages were often most successful in turning out hard-working students. Boys coming up from such schools as Birmingham and the City of London are generally well prepared both in classics and mathematics, and for the most part distinguish themselves at the University. If it were not for the prospect of such distinction I imagine that in most cases they would not have been sent up at all. Schools of this kind are also frequently connected with modern or English schools, and thus the boys educated there have generally a fair acquaintance with modern subjects, and they are besides less exposed to the temptations of the playground, to which I have before alluded. Of all the great schools Shrewsbury sends up the best trained scholars to the University, but they are usually deficient in breadth. Eton and Harrow send up perhaps more elegant scholars, but being richer they are commonly less persevering than Shrewsbury men. As I am myself a Rugbeian, perhaps I shall not speak impartially of Rugby; but in my opinion those who come from Rugby, though usually inferior in exact scholarship to students from the last-mentioned schools, have more growth about them than any, and have often a wider acquaintance with modern languages and other extraneous subjects.

IX. As regards home and school education, this question has been partially answered above. It may be straying beyond the limits intended if I do more than allude to two ways in which I think our general system of education is capable of improvement. (1.) I should wish schools of different classes to be brought into more direct subordination to each other, so that a clever boy from the lowest (the national), school should be promoted with an exhibition to the middle school, and then again that the best boys in this should receive exhibitions to help them to one of the highest (the public) schools. I think many of the small grammar schools might with advantage be turned into middle schools. (2.) I wish to see the experiment of a purely modern education tried by a thoroughly good schoolmaster in a first-class school. Though fully believing in the advantage of classical training for the majority, I yet think that many who cannot or will not benefit by this might be very well trained by a course of English and German taught as the classics are now taught. Making this the basis, I think there would be no difficulty in adding so much of mathematics and of natural or moral sciences as would constitute an education more interesting, more wide, and more thorough than that of most educated men now.

X. The local examinations, which are likely I think greatly to extend the influence of the Universities, do afford opportunity for distinction in a great variety of subjects. Also, the new triposes at Cambridge, when they become better known, may lead to the increased study of the natural and moral sciences in schools. And it is possible that some modern languages and a larger amount of English may be introduced into the course for the ordinary degree, as suggested in the pamphlet which I take the liberty of enclosing. I think, however, that the maxim "non multa "sed multum" applies especially to schools. If classics and mathematics are to be the staple of a boy's education, he should not be compelled (though he might be encouraged) to learn any natural science or to work at any other subjects beyond a single modern language, geography, English, divinity, and logic. All boys should have the main facts of English history in their memory, and in every form I would have a book of Milton or a play of Shakespeare for the subject of a lesson, boys being required to scan the lines, and explain difficulties, and analyse the sentences as in Greek or Latin. I believe that in the more advanced classes a slight acquaintance with logic, as far as the meaning of terms and the simple rules of the syllogism, would be of great use. In divinity I do not know that much more is to be desired than a thorough knowledge of the facts of the Old and New Testament in the lower forms, and of parts of the Greek Testament in the higher below the sixth. In the sixth form, however, I think they should be taught carefully to analyse the argument of an Epistle, and that they might with advantage go through such a book as Paley's Evidences.

The public schools can react upon the University by infusing vigour into its system. Undergraduates neglect or improve the opportunities offered to them at the University according to the tastes they have imbibed in the schools. If a taste for any of the modern subjects has been formed at school, the study will be continued afterwards, and there will be a desire to obtain the distinctions awarded by the University for knowledge in such departments. Besides, if it is expected of masters that they should teach these subjects, men will become anxious to prove their knowledge of them in University examinations in the hope of improving their chance of obtaining a good mastership.

XI. In many respects there has certainly been an improvement of late years, especially in men coming up from the larger schools. There is less of roughness and more manliness. The masters see more of the boys than they used, and exert a more powerful influence over them. I do not think that there has been the same change in the case of boys coming from home or from the smaller schools.

XII. In the enclosed pamphlet I have advocated the establishment of a general matriculation examination, partly on the ground of the effect it might have on school education. The colleges influence the schools chiefly by the style of their scholarship examinations. One mode in which the University exercises a very beneficial influence upon the schools is by sending down examiners. I should hope that this system would be gradually extended so as to take in all schools which are not under Government inspection.

17th January 1863. JOSEPH B. MAYOR.

Rev. HENRY LATHAM, M.A., Fellow and Tutor of Trinity Hall.

I. & II. About one-fifth of those who enter may be considered ill prepared, that is to say, they find great difficulty in passing the previous examination. From one-sixth to one-fifth of those who present themselves for this are usually rejected, but of these it is only a small proportion who have been at schools under the management of men of attainments, or who at least have remained at such schools long enough to be taken as specimens of the training to be obtained there. I think that not more than a half of those who come to the University come, under the above conditions, from large schools. Many men come to the University on short preparation, owing to a change of views; some of them are of considerable ability and make rapid progress; for if men have real mental power and can apply themselves, they can, during their University course, rectify to a great extent the shortcomings of their education. A person may come to the University knowing the very minimum of mathematics and may attain a high place among the wranglers. The same remark holds for all the other triposes excepting the classical tripos. Hence the important part of the University course is not affected by the want of preparation of some of the men. The range of the previous examination and the time at which it is placed are affected by this, but they are matters of secondary importance. The difficulties of the University as regards the want of preparation of those who apply for admission, arise from those who have not been sent to school, or kept there for a proper length of time, or who have been constantly shifted from place to place; those in fact who suffer from the mismanagement of parents.

IV. It appears, as far as I have the means of judging from what I see and hear of the results of open scholarship examinations, that there is a great scarcity of good scholars. I think that fewer youths at school take pains to attain proficiency, or else that the average of ability is less than it was some years ago in the class coming to the universities. The teaching is no doubt better, that is to say, good teaching is more easy to meet with, and the school-books have been much improved; but, on the other hand, parents have a much greater fear, quite a groundless one for the most part, lest their children should be overworked, and boys are much more self-indulgent, and think the claims of amusement more imperative than they did formerly.

The absence of proper strictness and of any means of enforcing industry in many schools, which arises from the present aversion to anything like strictness, accounts, I think in part, for this.

V. The knowledge of mathematics has certainly improved: it was formerly the exception to find a boy from school who knew anything at all of mathematics, whereas now, most of the fresh-men profess to know two books of Euclid and a little arithmetic.

The abler boys are sometimes very well advanced, indeed the tendency at schools is to carry them too far forward into the higher subjects. In most cases the best classics are also tolerably forward in schoolboy mathematics, which was not the case formerly, and almost invariably it is those who are good classics and mathematicians who are most proficient in the other subjects named in question V. This, I think, shows that it is not the time consumed in classics and mathematics which keeps lads from becoming acquainted with history, English literature, &c. The able and active-minded find time for all.

C.

VIII. The schools which seem to me to do the best for all their boys on the average are the foundation schools lying, in point of numbers, just below the great public schools, where the Head Master is able to exert a personal influence on the mass, and the proportion of masters to boys is large. Such schools carry off a great proportion of our scholarships which are got by competition before residence, and it is seldom that an undergraduate who comes from thence has any difficulty in passing the University examinations. These schools are resorted to by boys who are intended to work, the repute of the school depends on the success of the pupils in examinations, and thus the standard of work is higher than at the great public schools, and I think that the general tone and training is in some cases as good as it can possibly be.

The great public schools send up some excellent scholars, but the mass, though fairly enough prepared for University purposes, have a low standard of work. This is, I think, more the effect of home indulgence and example than of want of effort on the part of the schoolmasters. The advantages of the sports and training of the playground have been so much dwelt upon of late, that boys have come to look on study as of very secondary importance, and to give their whole interest to games. A few cases in every year occur of boys who have been for some years at the largest public schools, and who, on presenting themselves for admission, are found hardly acquainted with the rudiments of English, Latin, or Greek. I believe that in such cases, also, the fault lies mainly with the parents, as it will be found that these boys have been sent to school altogether ignorant and destitute even of a tolerable nursery education. It may be asked whether such should be received at public schools, or allowed to remain without making progress. My inquiries lead me to conclude that the want of a good nursery education is very common, especially among the higher classes; children are now kept at home longer than they formerly were, their education is begun later, they are much more indulged and brought forward in company, and the consequence is that boys at nine or ten years old can often barely read.

On the whole, I consider school education on the public school system the best preparation for the University, and think it is in the main satisfactory, although there are cases in which more pressure might be applied to produce work, and more stringent means taken to prevent tasks being evaded.

Private tutors have no generic character; there are some who are really excellent teachers and who also exercise a most valuable influence on the character of their pupils; others have little or no power of teaching, and confine themselves to providing a little nominal occupation for their pupils, keeping them out of mischief, but making them self-indulgent and unmanageable. In any case it is bad for a boy's whole education to be by means of private tuition, the want of association and competition has a most injurious influence morally and intellectually; it is bad for boys in all ways to be much alone or in very small societies. Boys so brought up generally know little or nothing; if they happen to be clever and are studious they are sometimes forward in some branches of knowledge and are then generally conceited. A good private tutor is frequently of great service for a few months before coming to the University. Home tuition is the worst possible, it exaggerates all the defects of private tuition, and is always accompanied by the danger of the young man rushing into folly or excess when he is free from restraint: the innocence of ignorance is by no means to be depended upon.

IX. I have, after much consideration and some changes of opinion, come to the decided conclusion that classics and mathematics are the best subjects to form the staple of education; I think that they are, for the majority of boys, the best instruments for intellectual development; progress in them may be very definitely tested, and the actual knowledge acquired is as valuable as any other. I have found that boys from schools at which it was made an object to give *information*, seldom recollected what they had learnt with sufficient accuracy to be able to rely on it for any practical purposes, and were generally deficient in the power of steadying their thoughts or of learning otherwise than by committing to memory. In examining schools where there was a modern department, I have usually found that the boys who had learnt Latin and Greek beat the boys in the other department in their *own subjects* (excepting, perhaps, in something purely technical, as drawing), and the impression was irresistible that the classical boys had received better cultivation and could use their faculties to better purpose.

I believe that it is desirable in teaching history, English literature, &c., to give it as little as possible the form of a lesson. A really good work should be read in the class with atlases at hand, and the master should be ready to ask questions on the subject matter, and perhaps to give, in case of such books as Shakespeare, some explanatory and philological comment. The learning a portion of a compendium by rote is most mischievous. One great objection to making modern languages a leading study arises from the necessity of their being taught by foreigners, who generally have a difficulty in maintaining order and commanding the respect which is desirable.

My experience of students from institutions where the pupils attend *lectures* in large classes is not favourable; not only do such students often say that they have attended lectures and been through certain subjects without knowing anything of them at all, but they frequently get confirmed habits of inattention.

X. At Cambridge there are now triposes in law, the moral and the natural sciences. I do not think it desirable that the attention of boys should be otherwise drawn to the two first of these triposes, while at school, than by its being pointed out to them that they may attain distinctions in these branches if they please, and by their being advised as to their reading, in case they should wish to acquaint themselves with the nature of their studies.

The natural sciences are more suited for boys. It might be well to give an open scholarship or two for such studies at the University. I think it would be sufficient if boys who had a taste for such pursuits were given instruction enough in them at school to keep their interest alive, as there is time enough for the scientific prosecution of such studies at the Universities and the opportunities are greater.

If the boys at a school were scattered in many different directions as regards their studies, there would not be a sufficient number in any one branch to keep up a wholesome competition or to establish a high standard.

Of late the Indian Civil Service examinations have offered advantages to every kind of knowledge, and this would have had the effect of widening the studies of the schools if a road for distinction by these means was all that was required. I doubt whether the proportion of public-school boys going to the University from the large public schools with the view of taking honours is sufficient to render the action either of the schools on the Universities or of the Universities on the schools in these matters at all considerable.

XI. Boys from public schools have decidedly improved in point of moral training and character within the last 20 years. The old grossness and brutality have disappeared, and the use of coarse language is, at the larger schools, confined to a few, generally acknowledged to be "a bad set." The young men from Eton are generally particularly pleasant to deal with as pupils. The relation between master and pupil at school seems to be much closer and more satisfactory than it was formerly.

XII. It should, no doubt, be understood by every boy at school that he will be examined previous to being admitted at a college. This examination should, I think, be to a great extent *vivâ voce* and of a private character. It is better for this examination not to be in fixed subjects, but in classical books which have been read at school, elementary mathematics, and perhaps some English subjects. Those who have presented themselves for open scholarships or passed the University local examinations, need not be again examined. I do not think that a public examination for admission at the University would have much effect on the schools; the number of boys in a school on whom it would act would be small, not so great, probably, as that of those who are now affected by the examinations for commissions in the army, and these have done little good. It might be found that many boys would leave the great schools and go for six months to "cram" tutors, as they now do in order to prepare for the army examination, and this would do harm both to the schools and to Universities. I have generally found that freshmen, on being given an examination paper at entrance, do very much worse than might have been expected, and make a very much better show in the examination at the end of the term. This arises in great part from their coming up not trained for examination. They have a sort of floating knowledge, but it is not in shape for production. I fear that at a University matriculation examination they would either be rejected in great numbers, or that the standard would be very low, or else that they would go to some of the places of instruction where they would get this training, but where the other effects would be prejudicial. It seems to be very difficult for a tutor who devotes himself simply to getting lads through examinations to preserve a proper moral influence; he is driven to regard them simply as competitors for a race, not as human beings to be educated. Moreover, great practical inconveniences would arise from the holding of such an examination at Cambridge at the beginning of the Michaelmas term when the freshmen are

admitted to reside. A tutor would have his freshmen arrive, and for a fortnight (for 420 men could hardly be examined in less time) he would be uncertain how many would stay; he would be in great difficulties about taking lodgings and assigning rooms, and those who were rejected would complain of the fruitless expense that had been incurred in the meanwhile. Again, after a private examination a student could be advised to defer his entry for a short time and to adopt some particular mode of study without any disgrace being cast upon him, whereas if he were rejected in a public examination, he would receive a heavy discouragement at the outset of his career.

HENRY LATHAM.

Rev. N. M. FERRERS, M.A., Fellow and Assistant Tutor of Gonville and Caius College.

I. I THINK that, in general, the boys who have been educated at the schools which form the subject of the Commission now sitting, are well grounded in those studies which they are to pursue at the University, and that they are much better prepared than the average of those who have received their education elsewhere. I doubt, however, whether the instruction given at public schools is suited to those whose natural abilities are of a decidedly low order.

II. I have stated, in my answer to question (I.) that the young men who come from public schools do not, in general, come ill prepared. But I am clearly of opinion that many of those who come from elsewhere, and also those of inferior capacity from the public schools, are extremely ill prepared for an University course. In consequence, the University and the colleges are obliged to communicate instruction of a nature which could much better have been given at school, and I fully believe that the University course is thus injuriously affected.

III. I think that young men, on entering college, might reasonably be expected to show a greater knowledge of arithmetic and mathematics than most of them actually do. The remainder of this question I am unable to answer.

IV. I cannot answer this question.

V. The knowledge of mathematics has certainly increased, but not at a greater rate than that at which the science has itself been advancing.

VI. to X. I have not considered the subjects of these questions sufficiently to be able to reply to them.

XI. The usual training and character of the young men who come from public schools is, on the whole, certainly superior to that of those who have been otherwise educated.

XII. No public matriculation examination exists in this University, but I am decidedly of opinion that such an examination might, with great advantage, be established. I conceive that such an examination would act beneficially on the schools, and that it would free the University and the colleges from the obligation of imparting instruction of a nature which ought to be, and might easily be, acquired before entering.

12th December 1862. N. M. FERRERS, M.A.

G. D. LIVEING, Esq., M.A., Professor of Chemistry in the University of Cambridge, and Lecturer in the Natural Sciences at St. John's College, Cambridge.

SIR,—In reply to the queries addressed to me by you on behalf of the Public School Commission, I beg to make the following remarks:—

I. In some minor accomplishments, particularly in orthography, and in a knowledge of geography and arithmetic, I think that many young men coming up to the University from school contrast unfavourably with the pupils of the best of the schools which do not profess to give a classical education. I think too that a large proportion come to the University with a very scanty knowledge of the history of their own country.

II. Of these deficiencies, except in arithmetic, the University takes no direct account, so that they do not affect the University course. Those who come ill-instructed in these respects frequently remain so. On arithmetic, however, a great deal of time is spent at Cambridge which might have been spared for other studies if the students had been thoroughly drilled in arithmetic at school. They have no doubt learnt arithmetic at school, that is, they have worked through the rules in the text-book; but boys quickly forget arithmetic unless it is kept up by continual practice to the end of their school days. In other respects I doubt whether the University course, so far as men of ordinary abilities are concerned, is really much affected by the want of such previous preparation as schools may be expected to give; for although it is true that some of what may be called school teaching is done at the University, this applies as much to Latin and Greek as to other things, and in these it can hardly be thought that school preparation is insufficient.

III. & IV. I am unable to answer these questions.

V. So far as I can judge I should say that the knowledge of mathematics has somewhat advanced, and perhaps also that of English literature, within the period of my observation.

VI. I am unable to answer this question.

VII. Hitherto very few young men have acquired any knowledge of natural science at school. I have watched for some years past the progress of the study of these sciences, and have no doubt that the attention paid to them is gradually increasing. The fact that these sciences are taken into account at the various competitive examinations for military and other appointments, and that greater interest is now generally felt in science, has produced this. Still I think that the attention paid to these sciences in connexion with education is far less than it deserves to be considering their great value to the student in exercising his mental powers and the practical usefulness of the information they afford. In one or two respects it seems to me that the attempts which have been made to begin the study of natural sciences at school have not been very well directed. For instance, geology seems to be a favourite study—which is a subject but ill adapted for school work. In the first place, the facts of geology have to be learnt at school almost entirely from descriptions and diagrams, and the result is, as far as my experience goes, that the conceptions attained are very imperfect, and utterly inadequate to bear the superstructure of reasoning and inference which is built upon them. Moreover, in geology many of the arguments are of so nicely balanced a character that it requires a well-trained mind to appreciate them truly, and therefore in young minds there is frequently a general haziness and want of distinctness about the whole subject, which in an educational point of view is decidedly bad. Boys do not readily distinguish between what is well established in geology and what are only the speculations of imaginative writers on the subject. To the sciences of classification, botany and zoology, these objections do not apply. Abundance of specimens is to be met with everywhere, and the greater part of these sciences is within the comprehension of any ordinary intellect. They afford, too, an admirable exercise of the faculties of observation and comparison, and of the orderly arrangement of ideas. Nevertheless, I think it is not easy to teach these sciences to any large section of a school. A few will always be found who take to them of their own accord, but it requires a more than ordinary teacher to make them interesting to school boys in general. The late Professor Henslow taught botany to a large portion of the national school in his parish in Suffolk, and with very good results; but I think that few other teachers would have been so successful. The only way in which it is possible to keep up any general interest in these sciences among boys is by appealing to the instinct for collecting which seems to exist in almost every one. Physiology is more generally interesting, but very little advance can be made in this without a knowledge of other sciences. It is what is usually called physics, or experimental science, which is best suited for school work. Mechanics and hydrostatics treated experimentally, the sciences relating to heat and electricity, and chemistry. These appear to me to afford an exercise of the greatest possible variety of mental powers, and that in a comparatively easy and attractive form. They, moreover, give information of a kind which, next to a knowledge of men and of language, is perhaps the most generally useful to every one. The laws of mechanics and of chemistry are universal, mostly capable of simple enunciation and of endless illustration, and may be comprehended without a previous acquaintance with any other sciences. They will be best taught to a class in the usual catechetical way. The exhibition of actual experiments is the key to a right understanding of them. The laws of nature being put before the learner in the concrete are more easily caught, and then the process of generalisation proceeds in the natural and most easy way. The teacher will generally have to perform the experiments himself in the first place, and explain them, or refer his pupils to their books for explanation, and at the next lesson, with the same experiments before them, require the class to explain the phenomena, and to draw the inferences

C.

to which they lead. The natural laws bear somewhat the same relation to the physical sciences that the rules of grammar do to language; their application to simple cases must first be learnt, and afterwards to cases of greater complexity. It is of course necessary to be provided with proper appliances and apparatus in order to make experiments. I think however that there need be no difficulty about that. Apparatus of a kind suitable for schools may now be had much more easily than formerly.

VIII. The public schools preserve their traditions longer and change less rapidly than other schools, and my impression is that they are still, taken altogether, somewhat behind other schools as regards the study of mathematics and modern languages.

IX. I have no remarks to make on this head.

X. I think the view stated under this head is in the main correct—the prominence given to classics and mathematics at the Universities affects the education of the higher forms at school very much; though it must be remembered also that it is easier to work a school in which all go through one course, especially where the staff of masters is small in proportion to the number of scholars, as was the case until lately in several schools; and the average ability of the boys gives a practical limit to the width of the course when all go through the same. I have no doubt that there is a reaction from the schools on the Universities. It must, in most cases, be advisable for a student to pursue those studies in which he has already made some progress; and such a reaction appears to me to be inevitable. Nor have I any doubt that the prosecution of modern subjects at schools would tend to increase the value of the honours given to them at the Universities. If greater numbers attended to these subjects more teachers would be employed upon them, and a higher average standard attained. But in connexion with this I cannot help remarking that it ought to be borne in mind that the object of school and of the ordinary course at the Universities, is rather education than learning, and that the subjects taught ought therefore to be selected, and particular parts of them, in some cases, picked out with this view. General principles and rules which may be afterwards applied, the means of information more than actual information, and the cultivation of a good taste, are attended to in the old-fashioned school system; and I believe that it is an attention to these things which is particularly required in introducing modern subjects more prominently into our system of education. Their value would then be more justly estimated.

XI. I believe that the moral tone of young men coming here from public schools is, on the whole, good; it is perhaps rather more conventional and stereotyped than is the case with those who have been educated otherwise, but taken as a whole it is also better.

XII. The institution of a public matriculation examination at the Universities would, I daresay, have a good effect on the schools by directing attention to some parts of school education which are likely to be neglected, but I doubt very much the expediency of such examinations, because the University ought not to exclude from the advantages she can offer any but those who are unable to profit by them; and I should think that any examination reaching such a standard as a good school ought to set up as its minimum would exclude from the University some students whose previous education had been neglected, but who might still profit largely by a residence at the University.

I have, &c.

11th February 1863. G. D. Liveing.

Rev. W. H. Girdlestone, M.A., Christ's College.

Sir,—To the questions forwarded to me by the Public Schools Commissioners, I beg to send the following answers:—

Question I. I consider that the education generally given at schools does *not* give a satisfactory grounding in those subjects which form the especial studies of this University, and that the large majority of young men who enter college show a very superficial knowledge of Latin and Greek, while of English literature, English history, and English composition, they are deplorably ignorant.

Question II. It is a constant complaint of our University examiners, that the mass of men are very badly grounded; and often the standard of marks required for a "pass" is lowered, in consequence of the numbers who fail to answer a fair proportion of the questions proposed to them. To the latter portion of this question I consider myself to be a living answer. For 18 years I have found employment in Cambridge in supplementing, as a private tutor, the deficiencies of school education, and in teaching the simplest rudiments of arithmetic, algebra, and elementary mathematics, and in preparing in Latin and Greek candidates for the previous examination and ordinary degree. The greater part of my pupils are from public schools; and I cannot but think that I have to teach them nothing but what they ought to have been thoroughly taught at school.

Question III. Though I can only state my opinion in general terms that *very few* would be able to do with tolerable correctness what is asked in this question, because there is at Cambridge no matriculation examination except at Trinity College, and there the Greek and Latin subjects are fixed, and Latin prose composition is not required; yet I may call attention to the fact that, for the last two years, rather more than *one-third* of those who entered at Trinity failed at the first entrance examination. With regard to arithmetic, I can testify, from my own experience, to the almost universal ignorance of the simplest first principles of the subject, and may state that at the previous examination in October 1862, there were 86 decided failures in arithmetic and algebra out of 260 candidates; while in the examination for the ordinary degree in June 1862, one examiner found in the translations from the Greek author *mistakes in spelling* in the papers of 91 candidates out of 161.

Question VIII. I think in Greek and Latin, I find public-school boys generally *more* fluent, and *as* superficial as boys educated elsewhere; but *worse* prepared in arithmetic and elementary mathematics.

Question XII. I believe that good would be done by instituting a *public* examination to be passed by every student before the University allowed any term to be counted as part of the number required to be kept before taking a degree.

29th December 1862. W. H. Girdlestone.

APPENDIX D.

RETURNS

SHOWING

I. The number of Undergraduates of each College and Hall in the Universities of Oxford and Cambridge educated, wholly or in part, at the several Schools comprised in the Commission.

II. The total number of Boys who left each of the Schools during the year which ended at the Summer Holidays 1862; the number of such Boys who have gone to either of the Universities of Oxford and Cambridge; and the number who went to each University.

III. The Ages (at the last Birth-day previous to Matriculation) of the persons who matriculated at the University of Oxford during the year 1862.

IV. The Schools, whether Public or Private, at which each holder of a Scholarship at any College in Oxford or Cambridge, elected after open competition, was educated, and the number of those who were not educated at any School.

I.—TABLE showing the number of UNDERGRADUATE MEMBERS of each COLLEGE and HALL in the UNIVERSITIES of OXFORD and CAMBRIDGE who have been elected wholly or in part at the under-mentioned SCHOOLS.

MICHAELMAS TERM, 1861.—OXFORD.

Schools.	University.	Balliol.	Merton.	Exeter.	Oriel.	Queen's.	New College.	Lincoln.	All Souls.	Magdalen.	Brasenose.	Corpus Christi.	Christ Church.	Trinity.	St. John's.	Jesus.	Wadham.	Pembroke.	Worcester.	St. Alban's Hall.	St. Edmund Hall.	St. Mary Hall.	New Inn Hall.	Magdalen Hall.	Totals.*
Eton	6	25	6	19	4	1	3	1	—	6	6	1	77	4	1	—	—	2	1	—	—	—	1	—	164
Winchester	2	4	1	7	4	1	14	—	1	4	2	5	5	2	—	—	3	4	—	—	—	—	—	1	60
Westminster	2	—	1	1	—	—	—	—	—	1	—	—	21	—	—	1	—	1	—	—	—	—	—	—	28
Charterhouse	3	1	—	1	4	—	—	1	—	2	1	1	2	1	—	—	—	3	2	—	—	1	—	—	23
Saint Paul's	1	1	1	—	1	—	—	1	1	—	1	—	—	—	—	—	1	—	—	—	—	—	—	3	11
Merchant Taylors'	—	—	2	1	—	—	—	2	—	—	1	1	—	—	17	—	—	2	1	—	—	—	—	—	27
Harrow	12	25	3	14	2	—	2	—	—	8	9	4	28	5	4	—	2	3	—	—	—	—	1	—	122
Rugby	14	14	3	12	5	6	—	3	—	2	4	7	10	14	2	—	5	5	—	—	—	—	—	—	106
Shrewsbury	1	2	—	2	—	—	—	1	—	—	1	—	7	1	—	2	—	—	—	—	—	—	—	—	17
Total number of Undergraduates who have been educated wholly or in part at the above Schools	41	72	17	57	20	8	19	9	2	23	25	19	150	27	24	3	11	20	4	—	—	1	2	4	558
Total number of Undergraduates on the books of each College or Hall	76	121	36	180	80	78	31	54	4	64	112	47	218	72	67	52	86	87	69	12	22	21	11	74	1,674

CAMBRIDGE.

Schools.	St. Peter's.	Clare.	Pembroke.	Gonville and Caius.	Trinity Hall.	Corpus Christi.	King's.	Queen's.	St. Catherine's.	Jesus.	Christ's.	St. John's.	Magdalene.	Trinity.	Emmanuel.	Sidney Sussex.	Downing.	Totals.*
Eton	1	1	—	1	5	—	18	—	1	—	1	1	5	48	2	1	—	85
Winchester	—	—	—	—	—	—	—	—	—	—	—	—	—	2	—	—	—	2
Westminster	—	—	—	—	3	2	—	—	—	—	—	1	—	16	—	—	—	22
Charterhouse	1	—	—	—	—	—	—	1	—	—	—	—	—	6	2	—	—	10
St. Paul's	1	1	—	2	1	1	—	—	—	—	—	—	—	11	—	—	—	17
Merchant Taylors'	—	—	—	2	—	—	—	1	—	—	1	3	—	—	—	—	—	7
Harrow	1	—	1	3	3	1	—	2	—	2	1	3	1	70	1	—	—	89
Rugby	—	1	1	5	2	—	—	—	—	—	1	4	—	28	2	—	—	44
Shrewsbury	1	—	1	2	—	—	—	—	—	2	—	13	5	4	—	—	1	29
Total numberof Undergraduates who have been educated wholly or in part at the above Schools	5	3	3	15	14	4	18	4	1	4	4	25	11	185	7	1	1	305
Total number of Undergraduates on the boards of each College or Hall	36	41	26	124	77	65	18	43	35	50	80	237	28	500	70	45	8	1,483

* The figures in this column extend to the whole University, and show (1) the total number of Undergraduates from each School; (2) the total number from all the Schools; (3) the total number in each University.

D.

II.

TABLE showing (1.) the TOTAL NUMBER of BOYS who left each of the under-mentioned SCHOOLS during the Year which ended at the Summer Holidays, 1862; (2.) the NUMBER of such BOYS who have gone to either of the UNIVERSITIES of OXFORD and CAMBRIDGE; and (3.) the NUMBER of those leaving who have not gone to either UNIVERSITY.

	Eton.	Winchester.	Westminster.	Charterhouse.	St. Paul's.	Merchant Taylors'.	Harrow.	Rugby.	Shrewsbury.	Total.
1. Total number of boys who left -	22*	31	27	27	17	59	105	140	39	467
2. Number of such who went to either Oxford or Cambridge -	8	13	10	5	5	8	38	39	14	140
3. Total number of those who have not gone to either University -	14	18	17	22	12	51	67	101	25	327

* This Return, furnished by the present Provost, is for the period between Election and Christmas 1861 only, that is for a comparatively small portion of the year. Dr. Goodford ceased to be Head Master at the beginning of 1862, and the present Head Master states that he has kept no account and does not know whither the boys who left during the first half year of his Headmastership proceeded on leaving the school. Dr. Goodford observes, that as a rule, more boys quit Eton for the Universities in the summer than at Christmas, especially for Cambridge.

TABLE showing the NUMBER of BOYS who went to each University respectively.

From	Eton.	Winchester.	Westminster.	Charterhouse.	St. Paul's.	Merchant Taylors'.	Harrow.	Rugby.	Shrewsbury.	Total.
To Oxford - - -	6	13	3	4	2	5	20	19	7	67
To Cambridge - -	2	—	7	1	3	3	18	20	7	51

III.

AGES (at the last Birth-day previous to Matriculation) of the Persons who matriculated at the University of Oxford during the Year 1862.

17 (earliest Age).	18.	19.	20 and upwards.
22	199	145	64

The above is correct, errors excepted.

Oxford, April 14, 1863. EDWARD ROWDEN, Registrar.

IV.

COPY CIRCULAR sent to the HEADS OF COLLEGES.

Public Schools Commission,
2, Victoria Street, S.W.,
March 31, 1863.

SIR,

I AM desired by the Public Schools Commissioners to request that you will oblige them by furnishing such a Return as is described below for the College over which you preside.

I am, &c.
(Signed) MOUNTAGUE BERNARD.

A Return of the Schools, if any, whether public or private, at which each holder of a Scholarship at any College in Oxford or Cambridge, elected after open competition, was educated; with a return of the number of those who were not educated at any school.

RETURNS FROM OXFORD.

UNIVERSITY COLLEGE.

SIR, University College, Oxford, April 4, 1863.

IN reply to your letter of the 31st ult., I have to inform you that 13 of the scholars now on the foundation in this College were elected after open competition, and were educated at the following schools, viz., at—

Eton - -	Two.	Tunbridge -	One.
Winchester -	One.	Rossall - -	One.
Rugby - -	Three.	Bromsgrove -	One.
Marlborough -	Three.	Clapham -	One.

There are also at this time two exhibitioners, who have been elected after open competition, viz., one from Marlborough school and one from Repton.

I am, &c.
F. C. PLUMPTRE,
Master.

Mountague Bernard, Esq.,
Public Schools Commission.

BALLIOL COLLEGE.

SIR, Balliol College, Oxford, April 3, 1863.

THE following is the Return of scholars elected after open competition in this College, and the schools at which they were educated, viz.:—

Eton - -	1	Harrow - -	2
Birmingham -	1	Rugby - -	1
Marlborough -	4	Manchester -	1

I have, &c.
ROBERT SCOTT,
Master of Balliol.

The Secretary,
Public Schools Commission.

MERTON COLLEGE.

Merton College, April 20, 1863.

Henley-on-Thames - -	1
Merchant Taylors' - -	2
Harrow - - - -	1
Bradfield, St. Andrew's College -	2
Lancing, St. Nicholas - -	1
King's College School - -	1
Rugby - - - -	1
Winchester - - -	1
Durham - - -	1
Sherborne, King's School -	1
Radley, St. Peter's College -	1
Canterbury Grammar School -	1
Cheltenham College - -	2
Magdalen School, Oxford -	2

Besides these, two from Eton on the foundation of John Chambers.

In our last election just concluded, one from Cheltenham College, one from King's College School, one from Norwich Grammar School, one from Bedford Grammar School.

R. BULLOCK MARSHAM,
Warden.

EXETER COLLEGE.

Exeter College, April 8, 1863.

Of the *ten* present scholars of this College one only was educated by *a private tutor*; the remaining nine were educated at one of the following schools:—

1 from the Grammar School, Warwick.
1 from Rev. P. Holmes, private school, Mannamead, Devon.
1 from Bradfield.
1 from Rugby.
1 from Harrow.
1 from Shrewsbury.

1 from Cheltenham College.
1 from York Grammar School.
1 from Marlborough.

There are five other scholars elected after competition from the diocese of Exeter; one of these was educated by the Rev. P. Holmes, Mannamead, Devon, private school.

2 at Winchester.
1 at Sherborne.
1 at Repton.

J. P. Lightfoot, Rector.

Oriel College.

Oriel College, May 1, 1863.

There are at present nine "holders of scholarships at this College, elected after open competition;" and these were educated at as many different schools; viz.:—

1 at Bromsgrove School.
1 at Eton.
1 at Leamington College.
1 at Repton School.
1 at Bosworth School.
1 at a Private School.
1 at Harrow.
1 at Rugby.
1 at Brighton College.

I am, &c.
Edw. Hawkins.

Queen's College.

The Queen's College, Oxford,
April 23, 1863.

Sir,

In reply to your circular, with which I was favoured on the 6th of this month, I beg to state that since the establishment of 15 open scholarships in 1857, 22 scholars have been elected after open competition in this College, viz.:—

3 from Rugby School.
3 from King's College, London.
2 from Marlborough College.
2 from the Naval Academy, New Cross.
1 from Sedbergh Grammar School.
1 from Brighton Grammar School.
1 from Eton.
1 from Sherborne Grammar School.
1 from Victoria College, Jersey.
1 from Windermere College.
1 from Ipswich Grammar School.
2 from the Edinburgh Academy.
2 from private tuition; and
1 educated abroad.

I have, &c.
Wm. Jackson,
Provost of the Queen's College, Oxford.

Mountague Bernard, Esq.

New College, Oxford.

New College, Oxford,
April 7, 1863.

Sir,

In compliance with the request contained in your letter of the 31st of March, I enclose a return respecting the scholarships of this College open to general competition.

I am, &c.
J. E. Sewell.

Return, &c.

By the ordinance of the Commissioners appointed under 17 & 18 Vict. c. 81. there are to be 30 scholarships in New College.

These scholarships are to be filled up by an annual election of boys receiving education in Winchester School. But any vacant scholarship for which no duly qualified candidate shall be found at Winchester is to be thrown open to general competition as an open scholarship. 18 scholarships have been already constituted, viz.:—

In 1859	5
„ 1860	1
„ 1861	6
„ 1862	6
	18

In 1862 four only of the vacant scholarships were filled up from boys educated at Winchester.

The remaining two were thrown open to general competition.

The candidates elected to fill these two open scholarships were educated, one at Rugby and the other at Oswestry School.

Brasenose College.

Dear Sir,

April 3, 1863.

I enclose a return in compliance with your request in a letter dated March 31.

Yours, &c.
E. H. Cradock.

Mountague Bernard, Esq.

D.

Return of the Schools at which the present holders of open scholarships at this College were educated.

Bradfield College	1
St. Peter's, Radley	2
Blundell's School, Tiverton	1*
Blackheath	1*
Tunbridge Grammar School	1
Liverpool Collegiate Institution	1*
King's College	1
Magdalen Collegiate School, Oxford	1
Charterhouse	1
Kensington Grammar School	1
Cheltenham College	1*
Private tuition	1

E. H. Cradock, Principal.

April 4, 1863.

* Mathematical scholars.

Corpus Christi College.

Sir,

Corpus Christi College, April 4, 1863.

In answer to your inquiry on behalf of the Public Schools Commissioners, and as the best reply I can make to it, I send herewith a list of the scholars of Corpus Christi College, stating the school from which each of them comes.

I should add that the *six first* on the list were elected when the scholarships were limited to natives of certain counties or dioceses. All the 24 (which number includes four exhibitioners, now called scholars), are now quite open to all candidates under the age of 20.

I have, &c.
James Norris,
President of Corpus Christi College.

M. Bernard, Esq.

Winchester	1	Edinburgh	1
Highgate	1	King's College, London	1
Hertford	1	Sherborne, Dorset	1
Winchester	1	Harrow	2
Cheltenham College	1	Repton	1
Kidderminster	1	Eton	1
Edgbaston	1	Marlborough	2
Liverpool	1	Rugby	2
Merchant Taylors'	1	Vacant	2
Lancing, Sussex	2		

Christ Church.

Christ Church, Oxford,
April 20, 1863.

The first election to open junior studentships at Christ Church took place in 1858, and the last in this present year.

In these six elections we have elected 19 junior students, viz., three in mathematics, two in physical science, and 14 in classics. At the last election a studentship in physical science was offered for competition, but was not awarded, since the candidates were insufficiently prepared in the rudiments of grammar.

Three Mathematical Students.

1858. 1 from Westminster School.
1860. „ „ Cheltenham College.
1862. „ „ Christ's Hospital, London.

Two Physical Science Studentships.

1859. 1 from Magdalene College School, Oxford.
1861. „ „ King's College, London.
1863. „ not awarded.

Fourteen Classical Studentships.

1858. No. 1, from Charterhouse School, but had resided at Christ Church for nearly 2½ years.
„ No. 2, from Eton, but had resided at Christ Church for nearly 2½ years.
1859. No. 1, from Eton, but had resided at Christ Church for nearly a year.
„ No. 2, at home, but had resided at Christ Church for nearly a year.
„ No. 3, from Westminster, but had resided at Christ Church for nearly a year.
1860. No. 1, from Cambridge School, which he had left two years before.
„ No. 2, from Worcester School, which he had left 1½ years before.
1861. No. 1, direct from Shrewsbury.
„ No. 2, educated at home.
1862. No. 1, direct from Shrewsbury.
„ No. 2, direct from Marlborough.
1863. No. 1, direct from Manchester Grammar School.
„ No. 2, direct from St. Andrew's College, Bradfield.
„ No. 3, direct from Winchester to Queen's College, Oxford, where he had resided for half a year.

D.

For the last three years the competition has been greater. Under each year the numbers designate the order of merit.

HENRY G. LIDDELL,
Dean of Christ Church, Oxford.

TRINITY COLLEGE.

A Return of the Schools at which each holder of a scholarship in Trinity College, Oxford, elected after open competition, was educated.

Ipswich School	1	Cheltenham	1
Charterhouse	2	Marlborough	2
High School, Edinburgh	1	Durham	1
Tunbridge	1	Eton	1
Rugby	1	Vacant	1

The above is a true return,
Oxford, April 18, 1863. J. WILSON, President.

ST. JOHN'S COLLEGE.

St. John's College, Oxford,
SIR, April 3, 1863.

IN reply to your communication of March 31st, I have to inform you that at present we have but one open scholarship in this College, the holder of which was educated at Rugby.

I have, &c.
M. Bernard, Esq. P. WYNTER, President.

WADHAM COLLEGE.

Wadham College, Oxford,
SIR, April 21, 1863.

IN compliance with the desire of the Public Schools Commissioners, I have the honour to forward to you a return of the schools at which each scholar of this College (all of whom are elected after open competition) was educated, viz.:—

Eton and King's College, London	1
Macclesfield Grammar School	1
Brighton College	1
Tunbridge Grammar School	1
Felstead Grammar School	1
Durham Grammar School	1
Islington Proprietary School	1
Kidderminster Grammar School	1
St. Paul's School	2
Cholmely's School, Highgate	1
Shrewsbury School	1
Rugby	1

I am, &c.
B. P. SYMONS, Warden.

JESUS COLLEGE.

November, 1863.

WE have only two open scholarships, one is held by a young gentleman from Christ's Hospital, the other by a gentleman, I think, educated at a private school, but he came to us from another college, and he is not now at Oxford.

CHARLES WILLIAMS, D.D., Principal.

LINCOLN COLLEGE.

RETURN by the Rector, dated November 1863.

THE present holders of open scholarships were educated at the following schools:—

Rugby	1	Durham	1
Shrewsbury	1	Kensington	1
Marlborough	3	Leeds	2
Merchant Taylors'	1	Canterbury	1
King's College	1	Bristol	1
Islington	1	Warwick	1
Cheltenham	1		

The above scholarships are all without any restrictions.

There is also one limited to the county of Bucks, the holder of which was educated at Eton.

PEMBROKE COLLEGE.

RETURN by the Master, dated 24th November 1863.

1 Winchester.
1 Rugby.
2 Merchant Taylors'.
1 Marlborough.
1 Christ's Hospital.
1 privately educated.
1 educated at a Grammar School of which the Master cannot give the name, the scholar being absent from College.

MAGDALEN COLLEGE.

ABSTRACT of Return by the President, dated 25th November 1863, respecting Open Scholarships:—

	Classical	Mathematical.	Natural Science.
Eton	4	—	—
Winchester	1	—	—
Charterhouse	1	—	—
Rugby	1	—	—
Marlborough	2	—	—
Uppingham	1	—	—
Rossall	—	—	1
Bradfield	1	—	—
Radley	1	—	—
Jersey College	1	—	1
City of London School	—	1	—
Durham	1	—	—
Somersetshire College, Bath	—	1	—
Cheltenham Grammar School	—	—	1
Highgate	1	—	—
St. Peter's School, York	—	1	—
New Cross Naval School	—	1	—
Magdalen School, Oxford	—	—	1
Brighton and Private Tuition	—	—	1
Private Tuition	1	—	—

WORCESTER COLLEGE.

RETURN by the Provost, dated 16th December 1863.

1. Elected by competition from sons of clergymen of small income:—
   1 Merchant Taylors'.
   1 Bradfield.
   1 Bedford Grammar School.
   1 Aldenham School.
   1 Private Tuition.
2. Elected by competition from all born of English parents:—
   1 Christ's Hospital.
   1 King's College School.
   1 Sheffield School.

RETURNS FROM CAMBRIDGE.

ST. PETER'S COLLEGE.

St. Peter's College, Cambridge,
SIR, April 8, 1863.

IN reply to your circular, dated 31st March 1863, I have the honour to enclose, for the Public Schools Commissioners, a return of the schools, whether public or private, at which each holder of a scholarship at St. Peter's College, elected after open competition, was educated, with a return of those who were not educated at any school.

I am, &c.
H. W. COOKSON.

Guilford Grammar School	1	Blackheath School	1
Boston Grammar School	1	Collegiate Institution, Liverpool	1
Bath Grammar School	1		
Kensington Grammar Sch.	1	Marlborough College	1
London University	2	Glasgow University	2

CLARE COLLEGE.

Clare College, Cambridge.
SIR, April 23, 1863.

I enclose a return of the scholars of this College at Christmas last, and of the places at which they were educated respectively. The return has been delayed by the absence for the Easter vacation of some of the scholars, respecting whose place of education there was a doubt.

I am, &c.
E. ATKINSON,
Mountague Bernard, Esq., Master of Clare College.
Secretary to the Public Schools Commission.

School or College at which any were educated:—

Tunbridge Grammar Sch.	1	Bedford Grammar School	1
City of London School	1	Liverpool Collegiate Institution	1
Blackheath School	1		
Cheltenham School	1	Oakham School	2
Ipswich Grammar School	1	Trinity College, Dublin	1
King's College, Aberdeen	1	Marlborough School	2
Queen's College, Cork	1	St. Olave's, Southwark	1
King's College, London	2	Private	3

D.

Pembroke College.

Pembroke College, Cambridge,
April 23, 1863.

Sir,

In reply to your inquiry, I have to inform you that of the number of scholars in this College elected after open competition we have one from each of the following eight schools, viz.:—

Perse School in Cambridge.	Giggleswick.
Shrewsbury.	Exeter.
Bury St. Edmunds.	Christ's Hospital.
Marlborough.	University College, London.

and one from Dr. Stackpole's, Kingston, Ireland.

I am, &c.

Mountague Bernard, Esq. Gilbert Ainslie.

Gonville and Caius College.

13, Devonshire Place, April 14, 1863.

The Master of Caius College, Cambridge, has the honour of forwarding to the Public School Commissioners the return which they requested him to furnish in their letter of the 31st ulto.

St. Bees	1	Rugby	2
Saltley Training College, Birmingham, and private tuition	1	Merchant Taylors'	1
Private tuition for three years before admission	2	Bury St. Edmunds	1
Nottingham Grammar School	1	Edinburgh Academy	1
Christ's Hospital	1	Shrewsbury	1
Beaumaris School	1	Blackheath Proprietary School	2
Cheltenham College	2	Rossall	1
Bedford School	1	Harrow	1
Radley	1	Clapham Rise	1
		At Birmingham	1
		Lynn Grammar School	1
		Ipswich	2

Trinity Hall.

Trinity Hall, April, 9.

Sir,

The Master of Trinity Hall being away from Cambridge during the vacation, I have at his request filled up the return required. The scholars named were elected by open competition previous to residence. I conclude that the return is not intended to extend to the case of those who have been elected scholars after examinations confined to members of the College.

I have, &c.

Henry Latham.

Return of the Schools at which each holder of scholarships at Trinity Hall, elected after open competition, was educated.

St. Peter's School, York	1
St. John's Wood Proprietary College and private tuition	1
Harrow School	1
Christ's Hospital	1
St. Paul's School	1
Royal Institution School, Liverpool	1
Private tuition	2
Merchant Taylors' School	1
Bedford School	1

(Signed) Henry Latham,
Vice-Master of Trinity Hall.

April 9, 1863.

Corpus Christi College.

Corpus Christi Lodge, Cambridge,
May 29, 1863.

The Master of Corpus begs to enclose a list of the scholars of his College with the information respecting their education, which has been asked for on the part of the Public Schools Commissioners.

City of London School	2	Stockwell and King's College Schools	1
Lancaster	1	Norwich	1
King's College School, London	2	Ipswich	1
School at Heidelbergh	1	Dudley	1
King Edward's School, Birmingham	1	Perse School, Cambridge	1
King William's College, Isle of Man	1	Westminster	1
Llandovery	1	Repton	1
		Private	2

Queen's College.

Queen's College Lodge, Cambridge,
May 4, 1863.

Sir,

I beg to send you the information respecting the scholars of Queen's College, as requested in your circular of the 31st of last March. I regret that I have not been able to forward it sooner; because some of the scholars have only just returned to College.

I am, &c.

Mountague Bernard, Esq. Geo. Phillips.

School at which educated.

Harrow, Tonbridge	1
Private	1
Harrow	1
Christ's Hospital	1
Wigan Grammar School	1
Welsh Collegiate Institution, Llandovery	1
Edenpore House, Holloway, Middlesex	1
Marlborough College, Wilts	1
King's College, London	2
Mercer's School, London	1
Huddersfield College, Alnwick Grammar School	1
Aldenham Grammar School, Watford, Herts	1
Cheltenham College	1
City of London School	1

St. Catherine's College.

St. Catherine's Lodge, Cambridge,
June 4, 1863.

Sir,

I have the pleasure of returning you an account of the Schools at which the scholars in this College were educated.

I am, &c.

C. K. Robinson, Master.

Royal Institution, Liverpool	1	Kensington School	1
Chester Grammar School	1	Lancaster Grammar Sch.	1
King's College, London	1	Norwich Grammar School	2
		Private tuition	6

St. John's College.

St. John's College, Cambridge,
May 1, 1863.

Sir,

In compliance with the request of the Public Schools Commissioners, I beg leave to send to you, enclosed herewith, a list of the present scholars of this College, with the names of the schools annexed from which they severally came. When no school is named, it is to be assumed that the scholar was privately educated before he came to St. John's.

I am, &c.

Mountague Bernard, Esq., B.C.L. W. H. Bateson.

Sedbergh Grammar School	2
Birmingham, K. Edward's School	1
Trinity College, Toronto	1
Oakham Grammar School	3
Shrewsbury School	4
Merchant Taylors' School	2
Blandford Grammar School	1
Tunbridge Grammar School	1
Rossall School	2
Victoria College, Jersey	1
Leeds Grammar School	2
Bedford	1
St. Peter's College, Adelaide	1
Pocklington Grammar School	1
Rugby	4
Marlborough College	1
Perse Grammar School, Cambridge	1
King's School, Sherborne	1
King's College, London	1
Repton	1
Oundle Grammar School	1
Private	31

Magdalene College.

April 9, 1863.

Schools from which scholars now undergraduates have been elected to scholarships at Magdalene College, Cambridge, after open competition.

Eton	1
Shrewsbury	2
Christ's Hospital	3
Bury St. Edmunds	1
Kensington	1
Marlborough	1
King's College	1
Wisbech	1
Privately educated	0

Mynors Bright, M.A.,
President and Tutor of Magdalene College, Cambridge.

D.

Trinity College.

Trinity Lodge, Cambridge, April 7, 1863.

Sir,

I send a return for this College such as is described in your request dated March 31. The return contains the names of the scholars as they stood *after the last election*. The Westminster exhibitioners who have replaced the Westminster scholars are not included.

I am, &c.

M. Bernard, Esq. W. Whewell.

A Return of the Schools from which the Scholars of Trinity, College, Cambridge, were educated and elected after open competition.

Aberdeen, King's College	2	London, Charterhouse	2
Birmingham, King Edward's School	1	,, City of London	5
Blackheath	1	,, King's College	4
Brighton	2	,, St. Paul's	3
Cheltenham	3	Marlborough	1
Eton	4	Montreal	1
Glasgow	1	Rugby	6
Guernsey	1	Shrewsbury	3
Halifax	1	Surrey, Cheam School	1
Harrow	9	Tunbridge	1
Haward College, U.S.A.	1	York, St. Peter's	1
Heversham	1		63
Leeds	1	Private and Addiscombe	1
Liverpool	7	Private	5

April, 1863.

Emmanuel College.

April 4, 1863.

Questions relating to open scholarships received April 3, 1863.

Examinations for open scholarships were instituted at Emmanuel College in 1862.

The following is a list of the scholarships and minor scholarships or exhibitions awarded in 1862 and 1863 (restricted to candidates under 20 years of age):—

Mathematical, 1862.—A scholarship of 60*l.* a year; North London Collegiate School.

Classical.—A minor scholarship of 30*l.* (one year); Ipswich School. A minor scholarship of 30*l.* (one year); private tuition.

Mathematical, 1863.—A scholarship of 60*l.* a year; private tuition. A scholarship of 60*l.* a year; St. Peter's Collegiate School, York. A minor scholarship of 50*l.* (one year); private tuition, and the Perse School, Cambridge.

Sydney Sussex College.

April 10, 1863.

Open Foundation Scholars.

Bristol Grammar School	1
Kensington Grammar School	1
Rossall School	1
St. Peter's School, York	1
The School, Ashby-de-la-Zouch	1
The Grammar School, Oakham	2

Senior Taylor Scholars.

Bristol Grammar School	1
London University	1

Junior Taylor Scholars.

Grammar School, Oakham	
Oundle School	1
Leeds Grammar School	1
City of London School	1
Colchester Grammar School	1
Tiverton School	1
Grammar School, Market Bosworth	1

There are two also who obtained open scholarships and were educated privately.

J. C. Williams Ellis, M.A., Tutor.

Downing College.

Downing College, Cambridge,

Sir, June 11, 1863.

I am instructed by the Master of Downing to inform you that we have at present eight foundation scholars elected by open competition, of these four have been elected recently. Of the four scholars elected in June 1862, one was educated at Rugby, one at Sevenoaks Grammar School, Kent, one in Germany, and one who was elected for proficiency in Natural Science, studied before coming to Cambridge in the Government School of Mines. Of the four recently elected, one was educated at the Perse Grammar School, Cambridge, one in the City of London School, one by private Tutors, and one, chosen for proficiency in Natural Science, at King's College, London. There are also three minor scholars at Downing, one educated at the Cathedral School at Ely, one educated at home by his father, and one by private tuition in Cambridge.

I am, &c.

Wm. Bennett Pike,

Mountague Bernard, Esq., &c. &c. Tutor of Downing.

E.

APPENDIX E.

Correspondence respecting Examinations for Direct Commissions in the Army, and for Admission to Sandhurst and Woolwich, and Returns furnished by the Council of Military Education.

Letter from the Secretary to Major-General Forster, K.H., Military Secretary to the Commander-in-Chief.

Public Schools' Commission,
2, Victoria Street, S.W.

Sir, 27th January 1863.

I am desired by Her Majesty's Commissioners for inquiring into the revenues, management, and studies of certain colleges and schools, to request that you will have the goodness to move his Royal Highness the Commander-in-Chief to direct that the Commissioners be furnished with some information which would be of essential service to them in the prosecution of their inquiry.

The information which I am desired to ask for is as follows:

I. As to the examinations for direct commissions and for Sandhurst.

(1.) A copy of the correspondence between the Council of Military Education and the head masters of the public schools.

(2.) A statement of the total number of candidates who have come up for direct commissions and for Sandhurst respectively in each of the last three years (1860-1862, both inclusive), and of the number who passed, and of the number who failed.

(3.) A similar statement confined to the following nine schools, viz., Eton, Winchester, Westminster, Charterhouse, St. Paul's, Merchant Taylors', Harrow, Rugby, Shrewsbury, giving the numbers separately for each school; and distinguishing in each case between those who came up direct from the school, and those who came up after subsequent preparation.

(4.) A return showing as to the successful candidates from each school (distinguishing them as above), how many attained, and how many failed to attain, the required number of marks in each subject, and a similar return as to the unsuccessful candidates. I take the liberty to suggest that this statement might be combined with No. 3, and might be in a tabular form resembling the enclosed specimen.

(5.) The conditions of the examination, and a specimen of the questions set.

II. As to the examinations for Woolwich.

Returns similar to those asked for with reference to examinations for direct commissions and Sandhurst, except the copy correspondence (success or failure, in the Woolwich returns to mean success or failure *in passing the qualifying examination*). The Commissioners understand that there has been no correspondence between the Council and the schools respecting examinations for Woolwich; but they would be glad to be informed of the particulars of the change which they understand has recently been made in the examinations for Woolwich.

With respect to the return (No. 2) I should perhaps explain that the Commissioners wish for it in order to form an opinion respecting the *proportion* contributed by the above-mentioned schools to the total numbers of successful and of unsuccessful candidates.

As the Commissioners have begun to consider their report, they would be much obliged if these returns (the preparation of which may, I fear, take some little time and trouble) were furnished to them as early as it can be conveniently done.

I have the honour to be, Sir,
Your obedient Servant,
Mountague Bernard,
(Secretary).

Major-Gen. Forster, K.H.
Horse Guards.

Specimen Table referred to in the above Letter.

SUCCESSFUL CANDIDATES.

	Total number who passed the Examination.	Mathematics.		Classics.				&c.
				Latin.		Greek.		
		Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	
Eton - { direct / not direct								
Winchester { direct / not direct								
Westminster { direct / not direct								
Charterhouse { direct / not direct								
St. Paul's - { direct / not direct								
Merchant Taylors' { direct / not direct								
Harrow - { direct / not direct								
Rugby - { direct / not direct								
Shrewsbury { direct / not direct								

UNSUCCESSFUL CANDIDATES.

(A similar Table.)

The words passed and failed in every column but the first, to indicate those who obtained or failed to obtain the requisite number of marks in each particular subject.

Letter from Major-General Forster, K.H., to the Secretary, transmitting Memorandum of the Council of Military Education and Enclosures.

Horse Guards,
12th March 1863.

SIR,

IN answer to your communication of the 27th January last, I am desired by His Royal Highness the Field Marshal Commanding in Chief to request you to lay before the Royal Public Schools Commission the accompanying report from the Council of Military Education with its enclosures, which appears to His Royal Highness to furnish in a very complete form the information requested by Her Majesty's Commissioners.

I have the honour to be, Sir,
Your obedient Servant,
W. F. FORSTER.

The Secretary, Public Schools Commission.

Memorandum by the Council of Military Education, transmitted with the preceding Letter.

13, Great George Street, 9th March 1863.

With reference to the Military Secretary's letter of the 7th ultimo transmitting a letter from the secretary to the Public Schools Commission, the Council of Military Education have the honour to submit to His Royal Highness the Field Marshal Commanding in Chief the papers herewith enclosed which they trust will furnish the information required.

The Council must explain with reference to enclosures B. C. D. shewing the numbers of candidates from the public schools for direct commissions, that the information there given is compiled from the examination returns of the periods from September, 1858, to October, 1860, and from May, 1862, to January, 1863, thus ranging over about three years. Of the intermediate period, viz., from October, 1860, to May, 1862, the Council have unfortunately no records available for the present purpose.

The statements of the schools or other places at which candidates have been educated are compiled from the certificates of character from their tutors, which they are required by the regulations to produce. In many instances these have not been forthcoming at the time of the examination. They have been subsequently forwarded to the office of the military secretary, but have not been entered in the office books of the Council. This has, no doubt, led to several omissions in estimating the number of candidates for direct commissions educated at, or formerly belonging to the public schools. Notwithstanding, however, this source of error the Council are confident that the statements enclosed may be accepted as affording a fair approximation to the correct result.

The above remarks do not apply to the returns of candidates from the public schools who have been competitors for the Royal Military College, Sandhurst, and the Royal Military Academy, Woolwich.

No candidates are included in the returns who have left the public schools more than two years prior to their examination. Candidates who have failed are not a second time recorded in them, whether for failure or success, unless they have returned to the public school after their examination. A statement is, however, added at the foot of each return shewing the result of subsequent examinations.

The total numbers thus obtained will enable a comparison to be made between the candidates from public schools and those from other places of education.

With reference to the paragraph in Mr. Bernard's letter, in which information is sought as to the changes in the conditions of the examinations for admission to Woolwich which were made in May, 1862, the Council have to explain that the general object of those changes was—

1st. To ensure a sounder knowledge of the more elementary parts of mathematics by giving high marks, and at the same time limiting the obligatory qualifications to the earlier branches up to trigonometry inclusive.

2nd. To effect a virtual reduction in the number of subjects allowed to be taken up by dividing into separate subjects those which were formerly linked as double subjects and counted together double marks, as for instance English language and English history. To appreciate fully the effects of this step it is necessary to bear in mind that the candidates in this examination are limited to five subjects.

3rd. In respect to the classics to reduce further the number of subjects to be taken up by suppressing the examinations in Greek and Roman history, and restricting the examination to the Greek and Latin languages. The marks formerly given to those histories were at the same time transferred to the language, as it was felt that the classics would otherwise have been unduly depreciated.

The general effect of these modifications is that while mathematics count 3,500 marks (with an obligatory qualification) Latin and Greek together count 3,000, and other subjects count 1,000 each.

The tabular statement appended to this memorandum shews the actual working of this system by reference to the examination of January last. It will be seen that 11 out of the 20 successful competitors distinguished themselves in classics, and that the majority of these 11 (including the first four) distinguished themselves also in mathematics. At the same time it will, of course, be borne in mind that for this examination a stringent mathematical qualification must necessarily be insisted upon within at least the limits of study above stated.

The Council cannot but hope that under the conditions of the system as now modified the public schools will before long send candidates direct to these examinations who will obtain the success which may be expected from a sound course of education and training.

D. F. W. HAMILTON,
Major-General, Vice-President.
F. ABBOTT, Major-General.
H. MOSELEY.
T. ELWYN, Colonel.
J. E. Addison, Colonel.

TABULAR STATEMENT, annexed to the above Memorandum, shewing the subjects in which the SUCCESSFUL COMPETITORS in the Examination of January 1863, for admission to the Royal Military Academy, Woolwich, principally distinguished themselves.

Successful Candidates in Order of Merit.	Drawing.	French.	German.	Hindustani.	Mathematics.	English.	History.	Geography.	Classics.	Experimental Sciences.	Natural Sciences.
1	–	1	1	–	1	1	–	–	1	–	–
2	–	1	1	–	1	–	–	–	1	–	–
3	–	–	–	–	1	1	–	–	1	–	–
4	–	1	–	–	1	–	1	–	1	–	–
5	–	–	–	1	1	–	1	–	–	–	–
6	–	1	1	–	–	–	–	–	1	–	–
7	–	1	–	–	1	–	1	–	–	1	–
8	–	1	1	–	1	–	–	–	1	–	–
9	–	1	–	–	1	–	1	–	–	1	–
10	–	1	–	–	1	1	–	–	–	1	–
11	–	1	–	–	–	1	1	–	–	–	–
12	–	–	–	–	1	1	1	–	–	–	–
13	–	–	–	–	1	–	–	–	1	–	–
14	–	–	–	–	–	–	–	–	1	–	–
15	–	1	–	–	–	–	–	–	1	1	–
16	1	–	–	–	1	–	1	–	1	–	–
17	–	–	–	–	1	–	1	–	–	1	–
18	–	1	1	–	1	–	–	–	–	–	–
19	–	–	–	–	–	–	–	–	1	–	–
20	–	–	–	–	1	–	1	–	–	–	–
Total.	1	11	5	1	15	5	9	–	11	5	–

E.

E.

CONTENTS OF ENCLOSURES.

A.—Report of the Council of Military Education dated 1860, containing at page 26 the correspondence of the Council with the Head Masters of certain Public Schools. [This correspondence, upon which the conditions of examination for Direct Commissions (see Enclosure L.) were framed, is not printed here, as it is to be found in a published Report.]
B.—Total number of Candidates who have been examined for Direct Commissions during the periods from September 1858 to October 1860, and from May 1862 to January 1863, with numbers passed and failed.
C.—Similar statement confined to the Public Schools.
D. and D a.—Returns of the successful and unsuccessful Candidates from Public Schools for Direct Commissions during the periods above stated, shewing the subjects in which they passed and failed.
E.—Total number of Candidates who have been examined for admission to Sandhurst from December 1859 to June 1862, with numbers passed and failed.
F.—Similar statement confined to Public Schools.
G. and G a.—Returns of the successful and unsuccessful Candidates for Sandhurst from Public Schools, shewing the subjects in which they passed and failed.
H.—Total number of Candidates who have been examined for admission to Woolwich Royal Military Academy from July 1860 to January 1863, with numbers qualified or failed to qualify.
I.—Similar statement confined to the Public Schools.
K. and K a.—Returns of Candidates for Woolwich from or formerly belonging to the Public Schools, shewing the subjects in which they passed or failed.
L.—Conditions of examination for Direct Commissions, Sandhurst and Woolwich, with copies of examination questions for each

B.

Total number of candidates who have been examined for direct commissions during the periods from September 1858 to October 1860, and from May 1862 to January 1863 - - - - - 1976

Of these, passed - - - - - 1302
„ failed - - - - - 674

1976

These numbers represent strictly the aggregate of candidates at the several examinations, not the number of individuals examined. In many instances the same individual has presented himself at several examinations, until he has succeeded in passing.

C.

Total number of candidates from the public schools, whether direct or not direct, who have been examined for direct commissions during the periods from September 1858 to October 1860, and from May 1862 to January 1863 - - - - *122

Of these, passed - - - - 102
„ failed - - - - 20

* The proportions furnished by the different schools appear in the Tables D and D a.

D.

SUCCESSFUL CANDIDATES from the PUBLIC SCHOOLS for DIRECT COMMISSIONS during Three Years.

		Mathematics.		English.		History.		Latin.		Greek.		French.		German.		Natural Sciences.		Experimental Sciences.		Drawing.		Total Number Successful.
		Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	
Eton	Direct	16	.	16	.	16	.	16	.	6	5	15	1	2	1	3	2	3	.	11	1	16
	Not direct	20	.	20	.	18	1	16	3	7	5	20	.	4	.	.	.	.	.	8	4	20 } 36
Winchester	Direct	1	.	1	.	.	1	1	.	.	.	1	.	.	.	.	.	.	.	.	1	1
	Not direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0 } 1
Westminster	Direct	1	.	1	.	.	1	1	.	1	.	.	.	.	.	.	.	.	.	.	.	1
	Not direct	2	.	2	.	2	.	1	.	1	.	2	.	.	.	.	.	.	.	1	1	2 } 3
Charterhouse	Direct	2	.	2	.	2	.	1	1	.	.	2	.	.	.	.	.	.	.	1	1	2
	Not direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0 } 2
St. Paul's	Direct	2	.	2	.	2	.	2	.	1	.	2	.	.	.	.	.	.	.	2	.	2
	Not direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0 } 2
Merchant Taylors'	Direct	2	.	2	.	1	1	2	.	1	1	2	.	.	.	.	.	1	.	1	.	2
	Not direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0 } 2
Harrow	Direct	9	.	9	.	8	1	9	.	3	3	9	.	3	.	2	.	2	.	5	4	9
	Not direct	17	.	17	.	14	2	15	1	4	4	15	.	2	.	.	.	.	1	5	4	17 } 26
Rugby	Direct	5	.	5	.	5	.	5	.	2	1	5	.	1	1	.	1	.	2	2	2	5
	Not direct	17	.	17	.	16	.	13	3	5	5	16	.	5	.	2	1	3	.	7	6	17 } 22
Shrewsbury	Direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0
	Not direct	2	.	2	.	2	.	2	.	1	.	1	.	.	.	.	.	.	.	1	.	2 } 2
																						Total Successful - - 96

These Numbers represent those Candidates who passed at their First Examination, Six others passed at their Second Examination, Total passed 102.

D a.

E.

Unsuccessful Candidates from the Public Schools for Direct Commissions during Three Years.

		Mathematics.		English.		History.		Latin.		Greek.		French.		German.		Natural Sciences.		Experimental Sciences.		Drawing.		Minimum Aggregate.		Total, unsuccessful.
		Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Obtained.	Failed in obtaining.	
Eton	Direct	1	2	3	.	2	1	2	.	1	1	1	2	.	.	.	.	.	.	2	.	1	2	3
	Not direct	4	1	5	.	4	1	4	.	1	1	2	2	.	.	.	.	.	.	4	1	1	4	5 } 8
Winchester	Direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0
	Not direct	.	1	1	.	1	.	1	.	.	.	1	.	.	.	.	.	.	.	.	.	.	1	1 } 1
Westminster	Direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0
	Not direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0 } 0
Charterhouse	Direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0
	Not direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0 } 0
St. Paul's	Direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0
	Not direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0 } 0
Merchant Taylors'	Direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0
	Not direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0 } 0
Harrow	Direct	1	1	2	.	1	1	1	1	.	2	1	.	.	.	.	.	.	.	2	.	1	1	2
	Not direct	2	2	3	1	1	3	2	1	.	1	2	1	.	.	.	.	.	.	2	2	.	4	4 } 6
Rugby	Direct	.	1	1	.	1	.	.	1	.	.	.	1	.	.	.	.	.	.	1	.	.	1	1
	Not direct	1	3	4	.	2	2	2	2	.	2	3	1	.	.	.	.	.	.	2	1	.	4	4 } 5
Shrewsbury	Direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0
	Not direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0 } 0

Total, unsuccessful . . 20

E.

Total number of candidates who have been examined for admission to Sandhurst from December 1859 to June 1862 - - - - - 375

Of these, passed - - - 318
„ failed - - - 57

375

F.

Number of candidates from the Public Schools, whether direct or not direct, for admission to Sandhurst, from December 1859 to June 1862 - 23

Of these passed - - - 18
„ failed - - - - 5

23

G.

Successful Candidates from the Public Schools, for admission to the Royal Military College, Sandhurst, during Three Years.

		Mathematics.		English.		History.		Latin.		Greek.		French.		German.		Natural Sciences.		Experimental Sciences.		Drawing.		Total Number successful.
		Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	
Eton	Direct	5	.	5	.	4	1	5	.	4	.	3	1	.	.	1	.	.	.	1	2	5
	Not direct	2	.	2	.	2	.	2	.	1	1	2	.	1	.	.	.	.	.	2	.	2 } 7
Winchester	Direct	1	.	1	.	1	.	1	.	1	.	1	.	.	.	.	.	.	.	1	.	1
	Not direct	2	.	2	.	1	1	2	.	2	.	2	.		.	.	.	2	.	2	.	2 } 3
Westminster	Direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0
	Not direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0 } 0
Charterhouse	Direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0
	Not direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0 } 0
St. Paul's	Direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0
	Not direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0 } 0
Merchant Taylors'	Direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0
	Not direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0 } 0
Harrow	Direct	1	.	1	.	1	.	1	.	1	.	.	.	.	.	.	.	.	.	.	1	1
	Not direct	5	.	5	.	4	1	4	.	2	1	5	.	.	1	.	.	.	.	3	.	5 } 6
Rugby	Direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0
	Not direct	1	.	1	.	1	.	.	.	.	.	1	.	.	.	.	.	.	1	.	1	1 } 1
Shrewsbury	Direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0
	Not direct	1	.	1	.	1	.	1	.	.	.	1	.	1	.	.	.	.	.	1	.	1 } 1

Total successful - - 18

E.

G a.

UNSUCCESSFUL CANDIDATES from the PUBLIC SCHOOLS for admission to the ROYAL MILITARY COLLEGE, SANDHURST, during Three Years.

		Mathematics.		English		History.		Latin.		Greek.		French.		German.		Natural Sciences.		Experimental Sciences.		Drawing.		Minimum Aggregate.		Total unsuccessful.
		Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Obtained.	Failed in obtaining.	
Eton	Direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0
	Not direct	.	1	1	.	1	.	1	.	1	.	1	.	.	.	.	.	.	.	.	.	.	1	1
Winchester	Direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0
	Not direct	1	.	.	1	.	1	.	1	.	.	.	1	.	.	.	.	.	.	.	.	.	1	1
Westminster	Direct	.	1	.	1	.	1	1	.	1	.	.	1	.	.	.	.	.	.	.	1	.	1	1
	Not direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0
Charterhouse	Direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0
	Not direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0
St. Paul's	Direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0
	Not direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0
Merchant Taylors'	Direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0
	Not direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0
Harrow	Direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0
	Not direct	.	2	2	.	2	.	2	.	.	1	1	1	.	.	.	.	.	.	.	1	.	2	2
Rugby	Direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0
	Not direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0
Shrewsbury	Direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0
	Not direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0
																							Total unsuccessful	5

H.

Total number of candidates who have been examined for admission to Woolwich from July 1860 to January 1863	1234
Of these, qualified	545
„ failed to qualify	689
	1234

I.

Number of candidates from the Public Schools, whether direct or not direct, who have been examined for admission to Woolwich from July 1860 to January 1863	84
Of these, qualified	35
„ failed to qualify	49
	84

K.

CANDIDATES directly from, or formerly educated at, the PUBLIC SCHOOLS, who have OBTAINED THE QUALIFYING MINIMUM in the COMPETITIVE EXAMINATIONS for admission to the ROYAL MILITARY ACADEMY, WOOLWICH, from July 1860 to January 1863.

		Mathematics.		English Language and History.		Latin.		Greek.		French.		German.		Hindustani and History of India.		Natural Sciences.		Experimental Sciences.		Drawing.		Total Number successful.
		Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	
Eton	Direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0
	Not direct	7	.	7	.	6	.	3	1	7	.	.	.	2	.	.	.	4	.	2	.	7
Winchester	Direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0
	Not direct	1	.	.	.	1	.	1	.	1	.	.	.	.	.	.	.	1	.	1	.	1
Westminster	Direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0
	Not direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0
Charterhouse	Direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0
	Not direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0
St. Paul's	Direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0
	Not direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0
Merchant Taylors'	Direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0
	Not direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0
Harrow	Direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0
	Not direct	10	.	8	.	10	.	7	2	8	.	2	.	.	1	1	.	5	.	2	1	10
Rugby	Direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0
	Not direct	6	.	4	.	3	.	1	.	6	.	1	.	.	.	.	.	4	.	6	.	6
Shrewsbury	Direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0
	Not direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0
																					Total successful	24

The above return represents the number of candidates who qualified at their first examination. Eleven others have qualified at subsequent examinations; the total number therefore qualified (to be compared with the numbers in Enclosure H.) is 35.

K a.

E.

CANDIDATES directly from, or formerly educated at, the PUBLIC SCHOOLS, who have FAILED TO OBTAIN THE QUALIFYING MINIMUM in the COMPETITIVE EXAMINATIONS for admission to the ROYAL MILITARY ACADEMY, WOOLWICH, from July 1860 to January 1863.

		Mathematics.		English Language and History.		Latin.		Greek.		French.		German.		Hindustani and History of India.		Natural Sciences.		Experimental Sciences.		Drawing.		Minimum Aggregate		Total Unsuccessful.
		Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Obtained.	Failed in obtaining.	
Eton	Direct	.	1	1	.	.	.	.	.	1	.	1	.	.	.	.	.	.	.	1	.	1	.	1
	Not direct	1	5	6	.	5	.	3	1	5	1	.	.	.	.	.	.	2	.	3	.	3	3	6 } 7
Winchester	Direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0
	Not direct	.	2	2	.	2	.	1	1	1	.	.	.	.	.	.	.	1	.	2	.	1	1	2 } 2
Westminster	Direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0
	Not direct	.	2	2	.	2	.	2	.	2	.	.	.	.	.	.	.	1	.	1	.	2	.	2 } 2
Charterhouse	Direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0
	Not direct	.	1	1	.	1	.	.	1	1	.	.	.	.	.	.	.	.	.	1	.	.	1	1 } 1
St. Paul's	Direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0
	Not direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0 } 0
Merchant Taylors'	Direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0
	Not direct	.	1	1	.	1	.	.	1	1	.	.	.	.	.	.	.	.	.	1	.	.	1	1 } 1
Harrow	Direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0
	Not direct	2	10	10	.	11	.	6	5	12	.	.	.	2	.	.	.	3	.	6	2	.	12	12 } 12
Rugby	Direct	.	1	1	.	1	.	1	.	.	1	1	.	.	.	.	.	.	.	.	.	.	1	1
	Not direct	.	14	12	.	14	.	6	6	12	2	1	.	2	.	.	.	5	.	8	.	1	13	14 } 15
Shrewsbury	Direct	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0
	Not direct	.	2	2	.	2	.	2	.	2	.	.	.	.	.	.	.	.	.	1	.	2	.	2 } 2
																								Total unsuccessful . . 42

The above return represents the number of candidates who failed to qualify at their first examination. Seven of these have failed to qualify at subsequent examinations: the total number, therefore, (to be compared with the numbers in Enclosure H) is 49.

L.

EXTRACT from MEMORANDUM dated Horse Guards, 1st October 1859, regulating the examination of candidates for direct commissions.

IV. The following will be the subjects of examination and the number of marks allotted to each, viz.:—

The Classics { Latin	2,000
The Classics { Greek	1,600
Mathematics, pure and mixed	3,600
English language	1,200
Modern languages (not including provincial dialects) each	1,200
History, ancient and modern, with geography	1,200
Natural sciences, i. e. mineralogy and geology	1,200
Experimental sciences, i. e. chemistry, heat, electricity, including magnetism	1,200
Drawing	600

V. Of the foregoing subjects, the elementary branches of mathematics and the English language, to the extent stated in the following paragraphs, will be considered obligatory:

1. In mathematics 1,200 marks will be given to the following obligatory portions, viz., arithmetic, including vulgar and decimal fractions—proportion—extraction of the square root—and simple interest.

Algebra, including fractions, simple equations, and questions producing them; Euclid, the first three books.

Of the 1,200 marks allotted to the foregoing portions of mathematics 400 will be required for qualification, and of these at least 200 must be obtained in arithmetic.

2. In the English language the candidate will be required to write correctly and in a good legible hand from dictation, and to compose grammatically. He will be required to obtain at least 200 marks in this subject.

And out of the remaining subjects or portions of subjects, which are left to the option of the candidate, it will be required that such a number of marks shall be obtained as shall raise the total number necessary for qualification to 1,800.

VI. In respect to the subjects left voluntary, candidates will not be allowed to count the marks gained in any one subject unless amounting to one-sixth of the whole number of marks allotted to that subject.

With regard to the classics, it will no longer be necessary for the candidate to forward the names of the authors in which he wishes to be examined, as passages will be given for translation from the books usually read at schools; grammatical questions will be set, and English passages also given for translation into the Latin and Greek languages.

An unsuccessful candidate may be examined at any of the subsequent examinations until he has exceeded the maximum age. In the subsequent examinations, however, no credit will be given for any subjects in which the candidate may have passed on the former occasions.

W. F. FORSTER,
Military Secretary.

EXTRACT from the regulations of the Royal Military College at Sandhurst relative to the examination of candidates for admission to Sandhurst (dated Horse Guards 1st May 1862).

8. The following are the subjects in which papers will be set at the half-yearly examinations for admission, together with the number of marks at present assigned to each subject, viz.:

Classics { Latin, 2,000 / Greek, 1,600 }	3,600
Mathematics	3,600
English language	1,200
Modern languages, each	1,200
History with geography	1,200
Natural sciences (*i. e.* mineralogy and geology)	1,200
Experimental sciences (chemistry, heat, and electricity, including magnetism)	1,200
Geometrical drawing	600
Free hand drawing	600

Of the above subjects, the elementary portions of mathematics and the English language are obligatory on each candidate.

The following elementary branches will be included in the obligatory section of mathematics, viz.:

In arithmetic; vulgar and decimal fractions, proportion, extraction of the square root, and interest.

In algebra; fractions, simple equations, and questions producing them.

In Euclid; the first three books.

To these elementary branches 1,200 marks (out of the whole 3,600 for mathematics) will be allotted, and it will be necessary for qualification that at least 400 be obtained, of which 200 must be obtained in arithmetic.

In the English language 400 marks will be allotted to correct and legible writing from dictation, and to composition; and of these it will be necessary for qualification that 200 be obtained.

And in addition to the marks above stated as necessary for qualification in mathematics and English, every candidate will be required to obtain in these and the other subjects of examination such a further number of marks as shall raise the entire number he obtains to 1,500.

No marks will be allowed to count in any subject left optional to the candidate, unless he gain at least one-sixth of the whole number allotted to that subject.

Candidates who shall have passed an University examination will be admitted without the preceding examination, on such conditions as shall be defined from time to time by the Secretary of State for War.

EXTRACT from the regulations respecting the examination of candidates for the Royal Military Academy, Woolwich (dated Horse Guards, 5th May 1862).

I. Competitive examinations for admission are held in London twice a year, in January and July. They are

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conducted by examiners appointed for the purpose, in the presence and under the superintendence of the Council of Military Education.

The candidates must be between 16 and 19 years of age,

II. The admissions will be determined by the result of the examination, the subjects of which will be as follows, viz.:—

			Marks.
1. Mathematics	Pure	Section I. Arithmetic, algebra, Euclid, plane trigonometry - - -	2,000
		Section II. Spherical trigonometry, elements of co-ordinate geometry, and of the differential and integral calculus - - - -	500
	Mixed:—Statics, dynamics, and hydrostatics -		1,000
			3,500
2. English language and composition - -			1,000
3. History of England, its dependencies and colonies			1,000
4. Geography (modern) - - - -			1,000
5. Classics	Latin language - - -		1,500
	Greek ditto - - -		1,500
6. French language - - - -			1,000
7. German ditto - - - -			1,000
8. Hindustani ditto - - - -			1,000

The examination in French, German, and Hindustani will include writing from dictation.

9. Experimental sciences, *i. e.*, chemistry, heat, electricity, including magnetism - -		1,000
10. Natural sciences, *i. e.*, mineralogy and geology		1,000
11. Drawing	Elementary geometrical drawing, including the use of drawing instruments - - -	500
	Free-hand drawing of machinery, architectural, topographical, landscape, or figure subjects -	500

III. No candidate will be allowed to be examined in more than five subjects, of which one must be mathematics, and no one who does not obtain at least 700 marks in Section I. of pure mathematics, will be eligible for an appointment.

From the other subjects of examination each candidate may select any, not exceeding four in number, in which he desires to be examined; the rules for counting marks are as follows:

In all subjects except mathematics one-sixth of the marks allotted to each must be gained before they can be allowed to count.

In the classics and in drawing, the subject is divided into two sections as above, either or both of which the candidate may take up as one subject; but he will not be allowed to count the marks gained in either section unless they amount so one-sixth of the number allotted to it.

In either *French*, *German*, or *Hindustani*, and in *geometrical drawing*, every candidate will be required to obtain one-sixth of the maximum of marks for qualification, whether he takes them up as subjects in which he desires to compete or not.

It should be understood, that though only a small qualifying test has been imposed in respect to modern languages and geometrical drawing, a knowledge of them on admission will contribute greatly to a candidate's future success at the Royal Military Academy.

IV. The candidates are allowed to answer as many questions as the time allotted to the subject will permit.

V. No candidate will be admitted unless he obtain an aggregate of at least 2,500 marks.

THE SECRETARY TO MAJOR-GENERAL FORSTER.

Public Schools Commission,
2, Victoria Street, S.W.
14th March 1863.

SIR,

I HAVE to acknowledge the receipt of your letter of the 12th inst. with the accompanying Report of the Council of Military Education and the enclosures therein referred to.

I am desired by the Public Schools Commissioners to request that you will have the goodness to convey their thanks to the Council of Military Education for these Returns, which contain very full, clear, and useful information on the several points specified in my letter of the 27th January last.

I have the honour to be, Sir,
Your obedient Servant,
MOUNTAGUE BERNARD.

Major-General Forster, K.H.,
Horse Guards.

F.

APPENDIX F.

COMMUNICATIONS addressed to the Commissioners on various subjects relating to Public School Education.

Right Hon. W. E. GLADSTONE, D.C.L., M.P. for the University of Oxford.

On the Scope of the Inquiry, and on the Classics as the Basis of a liberal Education.

[The following letter was addressed privately to a member of the Commission, but it has been thought desirable to obtain the writer's consent to the publication of it, having regard both to its intrinsic interest and to the position which he holds in relation to the subject as a distinguished scholar and Etonian.]

MY DEAR ——— August 29, 1861.

THANKS for the brief notice which you recently took of the Public Schools Commission. I was heartily glad to hear that you had framed a drastic set of questions. I take the deepest interest in the object of the Commission, and I have full confidence in its members and organs; and at all times I shall be very glad to hear what you are doing. Meantime I cannot help giving you, to be taken for what it is worth, the sum of my own thoughts upon the subject.

There are two fears which, not as connected with this Commission in particular, but generally, the subject suggests to me: the fear of executive timidity, and the fear of organic rashness.

We are in danger of timidity in dealing with the work of reform, because the abuses that exist are so much bound up with private interests, and because (choosing, I admit, the lesser of two dangers) it is our habit in this country to treat private interests with an extravagant tenderness, and to allow constructions of unbounded liberality in cases where we ought to be rather strict. The truth is that all laxity and extravagance in dealing with what in a large sense is certainly public property, approximates more or less to dishonesty, or at the least lowers the moral tone of the persons concerned. To enforce work, and to regulate pay by a regard to it, are principles, the liberal application of which is good for us all. You have now a case before you, in which neither of them are applied: the amount of work which we get out of the boys at our public schools, speaking of the mass of them, is scandalously small: attempts will be made to convince you that in curtailing idleness you restrain freedom, but those attempts will not succeed; and I hope and believe that as regards the whole of that portion of your subject which does not touch the principles of education, you will fearlessly lay open the whole case, and set out the full extent of what is to be desired by way of remedy; and that, if your recommendations fall short of that standard, you will not disguise the fact, but will leave it open to view.

Now I come to the question of organic rashness. The low utilitarian argument in matter of education, for giving it what is termed a practical direction, is so plausible that I think we may on the whole be thankful that the instincts of the country have resisted what in argument it has been ill able to confute. We still hold by the classical training as the basis of a liberal education; parents dispose of their children in early youth accordingly; but if they were asked why they did so, it is probable they would give lamentably weak or unworthy reasons for it, such for example as that the public schools and universities open the way to desirable acquaintances, and what is termed "good society." Your Commission will not, I presume, be able to pass by this question, but will have to look it in the face, and to proceed either upon a distinct affirmative or a substantial negative of the proposition that the classical training is the proper basis of a liberal education. Between these alternatives I hope you will hold by affirmation and reject negation. But the reason why I trouble you upon the subject is this, that I think the friends of this principle have usually rather blinked the discussion, and have been content with making terms of compromise, by way of buying off the adversary, which might be in themselves reasonable, were it not that they sometimes seem to be taken as mere instalments of a transaction intended in the long run to swallow up the principle itself. What I feel is, that the relation of pure science, natural science, modern languages, modern history, and the rest, to the old classical training, ought to be

founded on a principle, and that these competing branches of instruction ought not to be treated simply as importunate creditors that take one shilling in the pound to-day because they hope to get another shilling to-morrow, and in the meantime have a recognition of their title. This recognition of title is just what I would refuse: I deny their right to a parallel or equal position; their true position is ancillary, and as ancillary it ought to be limited and restrained without scruple as much as a regard to the paramount matter of education may dictate.

But why, after all, is the classical training paramount? Is it because we find it established? because it improves memory, or taste, or gives precision, or develops the faculty of speech? All these are but partial and fragmentary statements, so many narrow glimpses of a great and comprehensive truth. That truth I take to be, that the modern European civilization from the middle age downwards is the compound of two great factors, the Christian religion for the spirit of man, and the Greek (and in a secondary degree the Roman) discipline for his mind and intellect. St. Paul is the Apostle of the Gentiles, and is in his own person a symbol of this great wedding. The place for example of Aristotle and Plato in Christian education is not arbitrary, nor in principle mutable. The materials of what we call classical training were prepared, and we have a right to say were advisedly and providentially prepared, in order that it might become, not a mere adjunct, but (in mathematical phrase) the complement of Christianity in its application to the culture of the human being, as a being formed both for this world and for the world to come.

If this principle be true, it is broad, and high, and clear enough; and it supplies a key to all questions connected with the relation between the classical training of our youth and all other branches of their secular education. It must of course be kept within its proper place, and duly limited as to things and persons. It can only apply in full to that small proportion of the youth of any country who are to become in the fullest sense educated men. It involves no extravagant or inconvenient assumptions respecting those who are to be educated for trades and professions, in which the necessities of specific training must more or less limit general culture. It leaves open every question turning upon individual aptitudes and inaptitudes; and by no means requires that boys without a capacity for imbibing any of the spirit of classical culture are still to be mechanically plied with the instruments of it after their unfitness in the particular subject-matter has become manifest. But it lays down the rule of education for those who have no internal and no external disqualification; and that rule becoming a fixed and central point in the system, becomes also the point around which all others may be grouped.

I will not, however, now pursue further this deeply interesting subject, but simply remain,

Yours, &c.

W. E. Gladstone.

Rev. W. Whewell, D.D., Master of Trinity College, Cambridge.

On School Education.

Having been assured that the Public Schools Commissioners are desirous of knowing my views on some leading points of the subject which is assigned to them for consideration, I would beg leave to refer to certain portions of books already published by me, as I shall thus be able to give the results of a deliberate consideration of the subject.

I have for this purpose perused with care what I wrote formerly, and published in 1845, "Of a Liberal Education," &c., and republished with a second part in 1850. I still adhere to the views which I have there expressed, and I will point out those portions of them which appear to me to bear most upon the subject which is before the Commissioners. The two parts are divided into paragraphs, which are numbered consecutively through the whole book, and I will make my references by means of these numbers of paragraphs or articles.

The portions which most directly refer to the subject are the section, articles 178–182, which is entitled, "Of the "relation between the University system and School teach-"ing;" and the section, articles 361–375, entitled "Of the "Great schools." I will give a brief summary of opinions there expressed.

I have there maintained that school teaching should prepare for University *teaching*; not merely (as is now very much the case) for University *Examinations*; that, for this purpose, Arithmetic should be well taught at school, namely, practical Arithmetic, the art of *doing sums* as it is taught at commercial schools; that Practical Mensuration should also be taught at school; and that it would be a great advantage if the use of Logarithms also were taught.

These *practical* parts of mathematics prepare the student for the theory, which he should learn at the University; and, if the practical part be not learnt at school, it will never be well learnt.

These opinions, given in 1845, I repeated in 1850, with additional remarks on the necessity of making those parts of mathematics *parts of the business of the school.*

I also then recommended (article 373) that lectures on natural history, to which I would add chemistry and physics, should be given at Public Schools, *not as part of the business of the school*, but *occasionally*, so as to attract and stimulate the more active-minded of the boys, and to help those who had a turn for such pursuits.

I have also made various remarks on the defective character of the classical teaching of our great schools; the whole attention of the scholar being employed in obtaining a knowledge of the *language* of the classical author, with no attention to the *matter*. I had made these remarks in the first part, and had noticed the manner in which school-boys in these days ridicule all knowledge of the matter of books as *cram*. In the second part I have quoted (article 316) the testimony of an eminent person, formerly a classical medallist, to the truth of the picture which I had drawn, of the narrowness of the scheme of classical scholarship prevalent in our great schools.

I have ventured further to say (article 100–102) that though to write Latin *prose* is a necessary part of scholarship, to write Latin *verse* is not equally necessary. The very great amount of time and care which is bestowed upon this accomplishment is disproportioned to the value of it as a condition and element of an exact knowledge of the Latin language. Probably many of the best Latin scholars who have ever lived would not write Latin verses so classical in their tone and manner as some of our Eton schoolboys. Still more are the writing of Greek prose and Greek verse accomplishments which are not necessary to the scholar; and it cannot be doubted that a most exact knowledge of Greek may exist in persons who could not fluently translate Addison into Greek prose, or Pope into Greek verse.

The great amount of time and attention which is bestowed upon these accomplishments in this University has, I think, an unfavourable effect upon the knowledge of classical literature which our scholars acquire; and I think that the same must be the case at our Public Schools, where this kind of exercise is cultivated. Our scholars call it, I find, *composition*. The result of its occupying so much of their time is, that they bestow comparatively little of their time and thoughts upon the reading of Greek and Latin authors with a view to their matter. They are much better acquainted with the Greek and Latin written by themselves and their companions, than with any Greek and Latin written by ancient authors, except the few who are selected as models of style, or sources of phraseology.

There are, in the book to which I have referred, several other remarks, which, I think, bear upon the subject which the Commissioners have before them; but upon these I shall not dwell. The book was written with reference to the subject of *University* education; but the education at our Public Schools, from which so large a proportion of our students come, is naturally often referred to.

I had also at an earlier period (I believe in 1837) written a little book "On the Principles of English University "Education;" but this treats the subject in a more general manner, and I do not mention it as at present worthy of the notice of the Commissioners.

I send herewith a copy of the book to which I have referred.

(Signed) W. Whewell.

Trinity Lodge,
November 8th, 1862.

Passages referred to in the foregoing letter:—

"100. Some of the same reasons which exist for practising the writing of Latin prose, exist also for writing Greek prose, or for translating passages of English or Latin into Greek. Such a practice fixes the attention upon the forms of expression used by Greek authors, and makes students familiar with those passages which they make their models. But, on the other hand, there is not the same reason for acquiring a familiar use of Greek as there is of Latin: for Greek is not, and never has been, a language of familiar use among scholars and men of letters. The writing of Greek is, in a far greater degree than the writing of Latin, a mere literary exercise; a trial of skill, like the imitation of the style of a standard author, in our own language. As writing Latin verse ought not much to occupy the student's time, till a skill in writing Latin prose is secured; still less ought the writing of Greek prose to hold a leading place in the classical student's employments. This exercise may perhaps come with advantage at an advanced period of the progress of a scholar of eminent aptitude; but it cannot be considered as at all essen-

F.

tial to the character, even of a good Greek scholar. Many, perhaps most, of the more distinguished Greek scholars who have existed, would probably have failed in an attempt to write Greek well. It is possible that practice directed to this special point may enable young students at the present day to perform such tasks with surprising correctness and ingenuity; but such practice can hardly form a large part of the general course of classical teaching, without leading to losses which far overbalance this gain. It is almost inevitable that in such a course of instruction the far more valuable object of attaining a real and complete acquaintance with all the best classical authors must be abandoned, as well as the possession of an easy and correct Latin style: for if the possession of a Greek style be aimed at, it must almost inevitably become the student's main object, in consequence of the great attention which it will require.

"101. We may make nearly the same remarks with regard to composition in Greek verse, which we have made respecting composition in Greek prose. It is very likely that an accomplished Greek scholar may, by practice, pursued through a love of the language, and of its best models of excellence, acquire a habit of successfully imitating those models; and, especially, some one particular author, or class of authors. He may, for instance, succeed in expressing the thoughts of modern dramatic writers in an imitation of the language of the Greek tragedians. The performances of some modern scholars have shown that an extraordinary degree of success is attainable in such exercises. But it does not appear judicious to make such performances an essential part of Greek scholarship, or even a necessary test of an accomplished Greek scholar. If they are so treated, they are likely to draw to them a disproportioned amount of the student's time and attention; and, however completely such an accomplishment may be acquired, it does not imply any profound or extensive acquaintance with Greek authors in general. We may even add, that this accomplishment may be pursued in such a manner as to direct the student's labours from good Greek authors; when, for instance, the faculty is cultivated by studying rules and collections of phrases made for this purpose; or, by imitating previous imitations which we conceive to be remarkably successful. Such modes of classical study are very unworthy of being parts of a Liberal Education.

"102. Without pretending to define with any exactness the amount of attention which may advantageously be given by the classical student to those higher classical accomplishments;—Greek prose and Latin and Greek verse composition;—we may say, in general, that they are the higher accomplishments, and not the essential instruction of the scholar. A person may be educated in the highest degree without possessing these; for no man can possess all accomplishments. And to sacrifice to these that which is essential to a good education, an exact and extensive acquaintance with the classical authors in their original languages, is to deprive our education of real meaning and value. It is to sacrifice the substance of a good classical education to a very shallow semblance of superiority; for though a scholar who has been practised in these accomplishments may seem, to an ignorant spectator, to be superior to the great scholars of former times who did not possess them, any one really acquainted with the study of languages knows that this seeming is altogether illusory. The performance of such exercises may show that the modern scholars can do what the good scholars of former times could not do; but it does not show that he can do what they could do, or that he knows what they knew. The substitution of such exercises for general scholarship is the corruption of classical education; as it would be the corruption of gymnastics to substitute some practised feat of agility for a general discipline of wind and limb."

"Sect. 4. *Of the Relation between the University System and School Teaching.*

"178. Since the Universities of Oxford and Cambridge are Educating Bodies, and are to be maintained as such, the previous preparation of those who are sent to these Universities ought to be conducted upon this supposition. If the Universities of Oxford and Cambridge were, like the University of London, bodies whose sole function it was to award prizes, confer degrees, and the like, it would be sufficient if schools and early teachers of boys going to the University, prepared them to be examined. But since young men are sent to Oxford and Cambridge, not merely to show what they have learnt, but also to learn, the teaching of schools should have, for one of its objects, to fit them for being, while at the Universities, further educated. And this view of the relation of our Schools to our Universities will suggest some important maxims with regard to the general conduct of the studies of young men. For instance, this being the case, the object of schoolmasters and early tutors ought to be, not to carry their pupils through all the subjects of University teaching, from the lowest to the highest, so much as to teach them thoroughly well in the lower subjects, and to prepare them by a good fundamental instruction for a progress in the higher subjects, when the University course brings them to that stage. The school course should not, as soon as the schoolboy has acquired an imperfect and limited knowledge of Latin, urge him on as fast as possible in Greek, carrying him into the most difficult authors, and requiring him to write Greek verse and Greek prose. The aim ought rather to be to secure a very exact and tolerably extensive knowledge of the Latin authors; for instance, Virgil, Ovid, Horace, Terence, Cæsar, Sallust, Cicero; and to consider a thorough acquaintance with these authors as more essential than a like knowledge of the Greek writers. The writing of Latin prose ought to be sedulously cultivated at school, for it is only by practice that any excellence and facility in this exercise can be acquired; and the same may be said of composition in Latin verse, where there appears to be time and talent for this accomplishment. To sacrifice these parts of scholarship to the practice of composition in Greek prose and verse, with a view to University prizes, is a complete perversion of the business of education, and must interfere with the general classical culture of the student.

"179. And in the same manner, in the mathematical portion of school teaching, the object ought to be, not so much to teach what will fit the pupil for the University Examinations as for the College Lectures. And as the basis of all real progress in mathematics, the boy ought to acquire a good knowledge of Arithmetic and a habit of performing the common operations of Arithmetic, and of applying the rules in a correct and intelligent manner. This acquirement appears to be often neglected at our most eminent classical schools. Such a neglect is much to be regretted; for the want of this acquirement is a great practical misfortune, and is often severely felt in after life. Many persons who are supposed to have received the best education which the country affords, are, in all matters of numerical calculation, ignorant and helpless, in a manner which places them, in this respect, far below the members of the middle class, educated as they usually are. We are here, however, concerned not so much with the practical evils arising from the neglect of Arithmetic in our higher education, as with the effect of this neglect in making all sound mathematical education at a later period impossible. And this evil is in no degree remedied by employing the schoolboy on some of the subjects which enter into the University course, as Geometry and Algebra. These he may speedily learn when he arrives at the University, if he have been properly grounded in mathematical habits; but Arithmetic he cannot then learn to any purpose. Arithmetic is a matter of habit, and can be learnt only by long-continued practice. For some years of boyhood there ought to a daily appropriation of time to this object. Geometry and Algebra do not require so much time. Geometry is a matter of reasoning; and when the proofs are once understood, the student has little more to do. And although Algebra requires, like Arithmetic, the habits of performing operations on symbols, the operations of Algebra are learnt with comparative ease, when those of Arithmetic are already familiar.

"180. Indeed we may say that, in general, boyhood is fitted for the formation of practical habits, and that the aptitude to attend to general reasonings comes with more advanced youth. In the most natural course of public education, at School we learn to *do*, at College we learn reasons *why* we do. At School we learn to construe and to cipher; at College we are invited to follow the speculations of Philologers, and to attend to the proofs of the rules of Arithmetic. And the tastes of boys, for the most part, correspond to this distribution of employments. They can learn to perform and apply the rules of Arithmetic, and they take a pleasure in the correctness of their operations, and in the manner in which the rules verify themselves; but they find it irksome to follow the reasoning of Euclid, where the interest is entirely of a speculative kind. The interest which belongs to demonstration, as demonstration, comes at a later period, when the speculative powers, in their turn, begin to unfold themselves, and to seek their due employment.

"181. Perhaps, too, the interest of demonstration is greater when the truth proved is one with which we are already familiar in practice; as when the reasons are rendered for the common rules of Arithmetic. In such cases, by having the speculative side of the subject brought before us, we obtain a view altogether new of an object previously quite familiar. Many persons must recollect having experienced this impression, who, having learnt as mere rules the method of finding the greatest common measure of two numbers, or the third side of a right-angled triangle when two sides are given, have afterwards been introduced to the demonstrations of these rules. Demonstrations which are regarded with this interest, are a very effective

means of unfolding the reasoning powers. And it is well worth consideration whether, with a view to the encouragement of such mental processes as these, the mathematical education of boys at school might not be extended to practical methods, much further than is commonly done, at least at Classical Schools. It would appear to me to be a great improvement, if boys were not only made to learn Arithmetic, but also Mensuration at school; I mean the practical rules of finding, from the necessary data, the areas of triangles, circles, sectors; the solid contents of prisms, pyramids, cylinders, spheres, and the like. Such knowledge would be, upon innumerable occasions, of great value in the business of life; and would make the proofs which speculative geometry gives, of the truth of such rules, both much more intelligible, and much more interesting than they generally are. That schoolboys can learn so much of Mensuration as I here speak of, and will usually take a pleasure in learning and applying it, the experience of many of our commercial and other schools abundantly shows.

"182. There are other practical matters in mathematics which might, so far as time allows, be learnt at school; for instance, the use of Logarithmic Tables, and perhaps the solution of Triangles by Trigonometrical Tables. There is more reason for teaching these practical processes to the schoolboy, inasmuch as if not learnt then, they are rarely performed with facility and correctness by the student at the University; for though the theory of the processes is brought before him, he has not time to familiarize himself with the practice. I am persuaded that if boys at classical schools were well exercised in Arithmetic and Mensuration, with the use of Logarithmic Tables, they would find this a more congenial employment than going over the proofs of geometrical propositions; and would come to the University prepared to pursue their mathematical studies with alacrity and intelligence, instead of finding in them, as they so often do now, a weary and obscure task, which they engage in only as a necessary condition of some other object, and which produces little effect in that education of the reason which is its proper end."

"316. But I will not leave this question to rest upon my own judgment. I am able to give upon this subject the testimony of a person who himself recently obtained the highest Classical Honours bestowed by the University, and who, on reading the first Part of this book, wrote to me, confirming, from his own knowledge, the account which I had given of evils attendant upon the state of Cambridge studies and examinations. 'I am well assured,' he says, 'that the chief fault of the Cambridge Classical system in my time was what you have adverted to in Art. 110;' (where I have spoken of the habit prevalent among our Classical students of ridiculing all information respecting philology, antiquities, &c. as *cramming*;) 'but which I think is hardly put so prominently forward in the book as it might deserve; viz. the total absence of all demand in the *University* Examinations, for *any* scientific and well-grounded *knowledge* on any Classical subject whatever, not excluding language. For what was required, and of course what was produced, was not knowledge, but skill. At best it was a sort of empirical knowledge, wholly confined to the languages of Greek and Latin. No scientific knowledge of ancient history, philosophy, antiquities, or philology was of the least importance. If a few questions appeared on such matters, they were wholly overbalanced and made insignificant by the preponderance of *skill* in writing the three languages in all possible combinations; and it is a fact that any one might get anything, up to the Chancellor's Medal, without even a tolerable knowledge on such subjects; for I did it. It was not called for, and I never troubled myself about any such works as you mentioned in Art. 94 (capital books on Classical History and Antiquities). All I did, for seven or eight years, with a view to Cambridge Honours, was to read all the Classics through, and to write Greek, Latin, and English incessantly. But I never cared whether I even remembered the letter of what I read, let alone the spirit of it, or had any idea of acquiring a philosophical knowledge of antiquity; satisfied with acquiring a perfect mastery of the language, like a tool or plaything.'"

"SECT. 6. *The Great Classical Schools.*

"361. Any one who has thought at all on the subject of the education of the middle and higher classes in England, must be aware that the great Classical Schools exercise a very powerful influence upon such education. The flower of our English youth spend at these Schools the years during which the greater part is acquired of all that youths do acquire in the way of learning. It is there that their mental habits in a great measure receive the form which they retain in after life. The tastes there generated, the estimate of different kinds of knowledge there communicated by the contagion of society, are not easily afterwards changed. Even if at the University they are introduced to new subjects of thought, new modes of study, new associates, new motives, still the influence of the School continues to be extremely powerful, and though it may be modified, is never obliterated by subsequent agencies.

"362. But the views which have been presented in the preceding pages show us this influence operating still more powerfully in another way. If the scholars who come from the Great Schools to the University are not in any great degree afterwards moulded by the University system; if they are not engaged upon new subjects and modes of study; if they obtain University Honours, and College emoluments, merely by continuing the pursuit of their schoolboy labours; if, having done this, they become so numerous in the governing body of the University as to be able to control and direct its measures; if they exercise this power so as to protect the next generation of schoolboys from being constrained to any studies except those of the Schools; then the University is no longer a place of higher education, supplying the deficiencies of the Schools, balancing their partial system, liberalizing their necessarily narrow plan, converting the education of the Grammar School into a University education; the University then is merely an appendage to the Great Schools, rewarding their best scholars, but teaching them nothing; giving prizes, but giving these to proficiency acquired at School; exercising little influence to modify or correct, but much to confirm the impressions made by the mere classical education of boyhood.

"363. I will not say that Cambridge has reached this condition; but I conceive that she is in no small danger of it, if she proceeds in the direction of the measure of October last. And there is at least peril enough of this kind in view, to make it worth while for us to consider whether there ought not to be some modification of system in the Great Schools themselves. This, indeed, is a question which it would be well worth while to consider, independently of any danger which we may apprehend to the system hitherto prevailing in our University. For without referring to any such consideration, it is not, I conceive, too much to say that the Great Schools exercise a greater influence than the Universities upon the higher education in England; and that no measures for the improvement of that education will be efficacious if they do not extend their effects to the Schools as well as the Universities. Indeed it appears to me clear that, so far as Cambridge is concerned, if anything more in the way of improvement is to be done at present, it must not only extend its effects to the Schools, but must begin at the Schools; and I have the strongest conviction that those who wish to improve English education ought to direct their efforts to those quarters much rather than the Universities, as points on which their action, if successful, will produce a much wider and deeper effect.

"364. Of course, when I speak here of the improvement of the system of the Great Schools, I do not mean any improvement in the mode of teaching Greek and Latin, but the improvement of combining, with Classical reading, other elements in the School education. I believe that in the Classical portion of education, and in the general tone and temper of the education of boys, great improvements have in recent years been introduced in most of our Great Schools; and I would beg the eminent scholars who direct the education of these Schools to believe that all which I say is said with the most entire respect for them, and with great admiration of the manner in which they discharge and elevate their office, so far as I am acquainted with the cases. They will, I am sure, see nothing but a fair discussion of an important subject about which we are all deeply interested, in any attempt to consider of what elements the education of a Great School ought to consist, and how these may be introduced into their places. I must treat the subject in a general manner; not only because such is the most proper mode of dealing with it, but because I really have not, in my mind, any reference to one particular place or mode of practice rather than another, amongst those which now exist.

"365. After what I have already said, my readers will not be surprized at my again saying that the Mathematics ought to be taught at school, so far as to be a preparation for the Mathematics which are to be studied at the University: nor at my adding that the present Mathematical teaching at several of our Great Schools fails of satisfying this condition with regard to a great number of their scholars, many of them very well instructed in Classics. Nor shall I here attempt further to illustrate these propositions. That Mathematics is a necessary portion of a Liberal Education I have endeavoured to show in the first part. But Mathematics cannot be studied to any purpose at the University, except an effectual beginning is made at school. This is true, even of speculative portions of Mathematics, such as Geometry, in which the main point is to be able to understand and to state the proofs of the propositions which belong to the science. It is still more true of practical Sciences, such as Arithmetic, Algebra, and Practical Trigonometry, in which the learner has to apply rules and

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to perform operations which it requires considerable time and application to learn to apply and to perform correctly, and still more, to perform both correctly and rapidly. If this is not learnt during the period of boyhood, at least with regard to Arithmetic, it is never learnt; and when this is the case, all real progress in Mathematics is impossible. Yet how imperfectly Arithmetic is generally learnt at our Great Schools, is remarkable to the extent of being curious, besides being, as I conceive it is, a great misfortune to the boys. The sons of great merchants, bankers, and fundholders, when they leave school, are very generally incapable of calculating the discount upon a bill, and often not able to add up the sums of an account. And few indeed of the sons of our great landowners can calculate the area of a field of irregular, or even of regular form, and given dimensions. This appears to be a lamentable state of things on every account; in its first and lowest bearing, because such ignorance is a great impediment in the practical business of life: in the next place, because Arithmetic is in itself a good discipline of attention and application of mind, and when pursued into its applications, an admirable exercise of clearness of head and ingenuity; in the next place, because, as the boys of the Middle Classes at Commercial Schools are commonly taught Arithmetic (and generally Mensuration also) effectively and well, the boys from the Great Schools have, in this respect, an education inferior to that which prevails in a lower stage of society; and in the next place, again, because the want of Arithmetic makes it impossible that such young men should receive a good education at the University. On all these accounts, it appears to me in the highest degree desirable, that Arithmetic, at least, should hold a fixed and prominent place in the system of our Great Schools. Such facts as I have above stated, show that at present it does not hold this place; and whatever means have hitherto been employed in teaching Arithmetic in the Great Schools, it is plain that they are insufficient with regard to the majority of the scholars; and I should say, plain, that new and better means should be devised and introduced.

"366. I do not pretend to be sufficiently well acquainted with the system of Great Schools to be able to suggest how this may best be done; but it is plain, I conceive, that it must be done by making Arithmetic a part of the system of the School; not an appendage to the ordinary work of the School, enjoined it may be, and provided for, but not looked upon with any regard and respect by those who govern the school, and direct the minds of the boys. Arithmetic, and when that has been mastered, Geometry, Mensuration, Algebra, and Trigonometry, in succession, should form a part of the *daily* business of every school which is intended to prepare students for the University. I am aware that it has been said that any substantial attention to such subjects interferes with the Classical teaching; because the classes of boys framed according to their knowledge of Greek and Latin will differ from the classes according to their knowledge of Mathematics. Of course this is a difficulty; but it is a difficulty which should be overcome. It has hitherto been in a great measure overcome in the University and in our Colleges. It is a difficulty which, if we yield to it, and allow it to deter us from the attempt to improve our education, will make it impossible for us to have a Liberal Education; because it will exclude all but one element. At this rate, we shall teach our boys Greek and Latin, and not teach them anything else, for fear it should interfere with Greek and Latin; and this, during the first eighteen or nineteen years of life, when they might learn the elements of all human knowledge and acquire habits which would lead them into any part of literature or science, according to their intellectual tendencies.

"367. It may be said that the University and the Colleges ought to compel the Schools to teach the Elements of Mathematics, by requiring a certain quantity of Mathematics of all their students; that to a certain extent they do this; and may do it still further, if the present state of things in this respect is not satisfactory. This may be said, and it is true, and will I hope be acted on. I hope that the Colleges, or the University, will require of all students who come to them a real and practical acquaintance with Arithmetic and Geometry. But this will hardly continue to be the case, except something effectual is done to promote the learning of Arithmetic and Geometry at the Great Schools. We know that what is learnt merely in order to pass a single Examination, is always learnt in an imperfect and ineffective manner; never forms the mental habits, or remains as a permanent possession. Arithmetic learnt for such a purpose, is not a familiar practical art as, to be of any value, it should be. Then consider again, what would be the effect if a rule that all students should bring with them to the University a good knowledge of Arithmetic and Geometry, were imposed with rigour, while the subject was taught at the schools, as now, reluctantly, and barely as far as was likely to be insisted on. Such consequences as this would ensue; that some of the best scholars from the best schools, known already to be such by their performances at school, would, in consequence of their Mathematical deficiencies, be turned away from the gates of our Colleges when they presented themselves for admission. Is it likely that this would continue to be done rigorously and steadily? Done, too, when the persons who hold the doors of those Colleges are themselves, perhaps, in a large proportion, men from Great Schools sympathizing with the scholars of those schools; sympathizing with their taste, their ambition, perhaps their ignorance. The unlikelihood that such a system of rigour will long be persisted in, except the Schools begin by really teaching Arithmetic and Geometry as a part of their system, makes me look to the latter course as the only one which is likely to prevent the further narrowing of our University Education.

"368. Geometry, that is, a few Books of Euclid, has hitherto been commonly taught along with Arithmetic, at the Schools from which young men commonly proceed to the University. It is not quite so necessary that Geometry should be well studied at school, as it is that Arithmetic should be well taught there; because in Geometry the learner has only to understand and to remember, whereas in Arithmetic he has to work in virtue of acquired habit. A student at the University, if he had very good mental talents, might perhaps go forwards and acquire a good knowledge of Mathematics, even if he had his Geometry to begin after his arrival. Still it is not very likely that he would do so. The habits of mental attention and coherence of thought should be cultivated before the age of eighteen, or they will hardly be cultivated to much purpose. It appears to be, in the present state of things, quite necessary that youths who are to come to the University should become masters of some considerable portion of Euclid before they come. Indeed this appears to be the more necessary now, because, so far as I can judge, boys in general are more slow in understanding any portion of Mathematics than they were thirty years ago. It may be that I am mistaken, but so it appears to me; and I do not conceive it to be at all improbable that a long continuance of mere Classical learning, of the kind which I have already attempted to characterize, should have led to that which not I alone think likely to result from such an education; namely (316) an incapacity for all continuous thought and all intellectual labour. I do not think it at all incredible that a long course of indulgence in the pleasures of taste and imagination, without any corresponding exercise of the reason, may have emasculated the intellects of the rising generation, so that they prove feeble in comparison with their fathers, when they are called to any task requiring continuous and systematic thought.

"369. I have already said (33)* that along with Arithmetic I think Mensuration, that is Practical, as distinguished from Speculative Geometry, a subject well adapted to the teaching of schools, and suited to prepare the student for the University, by giving him the possession of the practical art of which Science afterwards explains the speculative reasoning. The relation is in some measure the same as between Arithmetic and Algebra. We may add that the application of Mensuration to special examples and problems gives great occasion to the exercise of ingenuity and clearness of thought, and is not only a good discipline of the mind, but a very good arena for competition in skill and knowledge among young students.

"370. If Arithmetic were already taught effectually at School, I should be disposed to add the Use of Logarithms (I mean the practical use) as an art of great value for abridging laborious Arithmetical operations. But I do not now insist upon this; confining myself to urging that which I do think a most important and essential improvement in English education, namely, that Arithmetic and a portion of Euclid's Geometry should be taught to all the scholars in our Great Classical Schools; taught so as to be

* Arithmetic has usually been a portion of education on somewhat different grounds, namely, not so much on account of its being an example of reasoning, as on account of its practical use in the business of life. To know and to be able familiarly to apply the rules of arithmetic is requisite on innumerable occasions of private and public business; and since this ability can never be so easily or completely acquired as in early youth, it ought to be a part of the business of the boy at school. For the like reasons mensuration ought to be learnt at an early period; that is, the rules for determining the magnitude in numbers of lines, spaces, and solids, under given conditions; a branch of knowledge which differs from geometry as the practical from the speculative, and which, like other practical habits, may be most easily learnt in boyhood, leaving the theoretical aspect of the subject for the business of the higher education which comes at a later period. There is another reason for making arithmetic a part of the school-learning of all who are to have a liberal education, namely, that without a very complete familiarity with actual arithmetical processes, none of the branches of algebra can be at all understood. Algebra was, at first, a generalization and abstraction of arithmetic; and whatever other shape it may take by successive steps in the minds of mathematicians, it will never be really understood by those students who do not go through this step. And, as we have already said, there is, in a general education, little or nothing gained by going beyond this. The successive generalizations of one or another new calculus may form subjects of progressive study for those whose education is completed, but cannot enter into a general education without destroying the proportion of its parts.

familiarly used and permanently possessed; and with that view made a part of the daily system of those schools.

"371. I will observe, once more, that a great part of the vice of the mode in which such branches of learning are now taught at Classical Schools is this; that they are taught, not as valuable for their own sakes, but as means of passing our Examinations in the University. And hence it comes that boys are not taught things the most fit for boys, and in the manner most fit (as the practical teaching of Arithmetic is); but are taught, as much as possible, in the manner most resembling the teaching of the University. And undoubtedly the teachers, looking only to the boy's University career in what they teach, think this a great improvement on the system of teaching Mathematical subjects in their schools. This, however, I will take the liberty of saying, is altogether a mistake. Boys should be taught Arithmetic and Geometry, and it may be, Algebra and Trigonometry, in the Great Classical Schools, in the same way in which they are in the best Commercial schools; at any rate, in some way in which the knowledge, and not the passing of examinations, is regarded as the valuable result.

"372. I will now quit the subject of Mathematics, once more repeating that the improvement of the higher English education is to be effected only by improving the system of the Great Schools; and I will apply this remark to another subject, a subject already noticed in the preceding pages as one of those in which this University has instituted Examinations and Honours, I mean Natural History, or perhaps I might say, the Natural Sciences at large.

"373. I am by no means going to recommend that the Natural Sciences, or even Natural History, should be made a part of the ordinary course of instruction at Great Schools. But it will be generally allowed, I conceive, that knowledge of this kind acquired by young persons in whom there exists an aptitude for it, is an agreeable and often a valuable addition to the fundamentals of a good education; tends to give a more comprehensive character to their mental culture; and may be the beginning of a really scientific and effectual prosecution of those sciences. It is with these views, I conceive, that the University of Cambridge has resolved to encourage the study of the Natural Sciences by her Rules and her Honours. Now with regard to Natural History, especially, it is notorious that where the aptitude for the pursuit exists, it is commonly called into activity by some early event which brings before the boy's mind the objects with which the science deals. Many of our more eminent naturalists can trace the beginning of their scientific career to their having some early friend or relative who was a collector, or had a collection, or to hearing some lecture on plants or animals, their habits, classification, or structure. Such events, if they happen so as to impress the boyish and still plastic mind, may have an effect upon the mental habits which nothing presented at a later period could produce. I should think that the effect would be likely to be very beneficial, if at certain intervals the boys of our Great Schools were to hear some lively and intelligent lecturer on some branch of Natural History, the lecture being of course abundantly illustrated with specimens or drawings. Even the general mass might retain enough of what they heard and saw to make an addition to their ordinary stores of innocent occupation and amusement; and when the naturalist's eye and the naturalist's mind existed in their embryo state in any boy, the development of those peculiar faculties might begin early, and might, all the more easily on that account, affect the whole life. And if young men came from the Great Schools to the University thus prepared, the Natural Sciences, which are now offered to them as one of the objects of University study, would then stand upon more even ground, and have a fairer chance of attracting a proper share of notice, than they can have when they are presented to persons who for the first eighteen years of their lives have had an education entirely occupied about words, and have never been accustomed, or at least never taught, to look at Nature at all.

"374. I should conceive that this suggestion of occasional or periodical Lectures on Natural History, to be given to the scholars of our Great Schools, might be carried into effect without any inconvenience, and might indeed be an arrangement agreeable and interesting alike to the Master and the Scholars, without interfering in any way with the business of the School; since I propose only lectures, without any examinations or lessons in the subject in any other form, except such as the pupils afterwards voluntarily give themselves, by applying and extending, if they were led to do so, the knowledge which they had got at the lectures.

"375. I repeat once more, that the further improvement of English education must begin in the Great Schools; and the two main steps which I now urge as the most likely to forward this object are the establishment of Arithmetic, Geometry (and I would add Mensuration), as parts of the system of the Schools, so that they shall be constantly, universally, and effectually taught; and the introduction of frequent Lectures on Natural History in addition to the business of the School. With such additions, the thorough Classical education which is given to the best pupils of our Great Schools would form the best foundation for a Liberal Education, to be afterwards completed at the University.

"I cannot think that there would be any difficulty in finding time for these additions to the occupations of our schoolboys. At present they are employed during the ten or twelve years of life best adapted for learning in learning Greek and Latin. Some do this very imperfectly indeed; some, no doubt, not only learn these languages admirably well, but add also a knowledge of French, German, Italian, or the like. But even with those who do all this, there must be time for such additions as I have mentioned; while, with regard to the less complete Classical scholars, such additions would prevent their education from being so wretchedly poor and narrow, and themselves from being so illiterate and ignorant as they often are."

Of a Liberal Education in general, and with particular reference to the Leading Studies of the University of Cambridge. By W. Whewell, D.D., Master of Trinity College.

Sir J. F. W. Herschel, Bart., F.R.S., F.G.S.,

On the extent to which Instruction in Mathematics should be carried in Public Schools, and the degree in which Instruction may be most beneficially given in other subjects besides Classics and Mathematics.

Sir,

I have been informed by Mr. Twisleton that it is the wish of the Commissioners appointed to consider the subject of the system of education and the general management of our Public Schools that I should state my views as to the extent to which instruction in mathematics should be carried in Public School education, and also as to the degree in which instruction may be most beneficially imparted in other subjects besides the classical languages and mathematics.

Regarding as a "Public School" any considerable permanent educational establishment in which a large number of youths go through a fixed and uniform course of school instruction, from the earliest age at which boys are usually sent to school to that in which they either enter the universities or pass in some other mode into manly life, and in which it is understood that the education is what is called a liberal one, with no special professional bias or other avowed object than to form a youth for general life and civilized society, I should consider any system radically faulty which should confine itself to the study of the classical languages, and to so much of Greek and Roman history as is necessary to understand the classical authors, as its main and primary feature, and should admit, and that reluctantly, a mere *minimum* of extra classical teaching. Such a system must necessarily, I conceive, suffer to languish and become stunted and dwarfed for want of timely exercise, the reasoning faculty, in those years, between 14 and 20, when the mind has become capable of consecutive thought and of following out a train of logical argument to a legitimate conclusion. In those years it is quite as important that youths should have placed in their hands and be obliged to study books which may best initiate them in this domain of human thought as in that of classical literature. To be able to express one's self fluently in Greek or Latin prose or verse, to have attained an extensive familiarity with ancient literature, and a perfect knowledge of the niceties of its grammar, prosody, and idiom—all, in short, which is included in the idea of classical scholarship,—is no doubt very desirable, and I should be one of the last to depreciate it. But it is bought too dear if attained at the sacrifice of any reasonable prospect of improving the general intellectual character by acquiring habits of concentrated thought, by familiarizing the mind with the contemplation of abstract truth, and by accustoming it to the attitude of investigation, induction, and generalization, while it is yet plastic and impressible.

It is these, and not mere utilitarian considerations as to the more favourable start which previous mathematical reading may afford a young man on entering the University, or the advantage in life which a certain amount of acquired knowledge on a variety of other subjects may carry with it, —or even as to the general expectation which society has begun to entertain that a young man calling himself educated shall not be wholly ignorant of at least the elements of mathematical and physical science (though these considerations are not without their weight), which incline me to advocate the accordance of a very decided place in public instruction in the upper forms to an elementary course of mathematics, carried in geometry as far as plane and spherical trigonometry, the most ordinary propositions in conic sections, and the doctrine of curves; in symbolic analysis as far as the general nature of equations and the development of functions in infinite series, and including,

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in the region of applied mathematics, at least the primary elements of statics and dynamics. Such a course might, I think, commence with the average of boys about their 14th year, before which, however, I should expect the four rules of arithmetic, simple and compound, and decimal fractions to have been insisted on. Such a course I consider as certainly within the average powers of a diligent youth to master, supposing his stay at school protracted to the age of 19, which (if I am rightly informed) is not an uncommon case, though it cannot of course be expected to be completely followed out with effect by all or even by a great majority of young persons at that age any more than the more difficult classical authors can be fully mastered, or good verses written, by youths of slender capacity. The "curriculum" of a school ought at all events to include as much as any reasonably clever youth is likely to get through.

As regards the physical sciences generally, it is impossible they can be studied (astronomy excepted) to much purpose without the illustration of actual experiments, so that if they are taught at all, it must be through the medium of lectures, and that rather with a view to familiarize the classes with the leading facts and the more characteristic phenomena, and with the nature of inductive reasoning from phenomena to laws than with the expectation of any considerable progress to be made in them as special acquirements. These, however, are in themselves very desirable objects, and though I certainly should not advocate any wholesale introduction of a host of physical subjects at once, to bewilder the mind, or the bestowal of any large amount of time upon them, I should consider a weekly lecture of an hour's duration, or at most two such, followed up by oral examination at stated intervals, would be time very well bestowed. The subjects to be successively included in such a system of lectures should be mechanics, hydrostatics, pneumatics, chemistry, heat, electricity, astronomy, and physical optics; and they might be attended (of course compulsorily) in succession by the several forms, commencing with the easier subjects and ascending to the more difficult.

With exception of the easier and more attractive of these lectures (on which the attendance might commence a year earlier) I am disposed to believe that the discipline of the languages and of arithmetic is nearly all that is required in the way of intellectual training up to the average 14th year. To acquire the habit of applying fixed rules to cases as they arise, and to learn to discriminate those cases so as to perceive their applicability, is a lesson which the grammatical study of language teaches in perfection, and a habit of observation may be required in the relations of words, and especially in their etymological and idiomatic connexions, quite as well as in those of things, and this, with the attendant moral habits of diligence, attention, and regularity, is pretty nearly all that can be expected before the intellect attains some degree of development.

Of course such a system of mathematical and physical instruction cannot co-exist with the present entire or nearly entire devotion of time to classical studies which obtains or is generally supposed to obtain in our great public schools. Assuming, however, that in the disposal of the week the lion's share shall still belong to that department, it will hardly be thought excessive that two entire days (or one-third of the working hours, however distributed) should be allotted (exclusive of the lectures) to the other. And this, I think, would amply suffice for the effective mastery of such a course by a diligent youth of average capacity in the five years I have allowed for it.

I know that it is a common idea that classical and mathematical proficiency are incompatible, and imply fundamentally different constitutions of mind. This, however, (except as regards the higher degrees of proficiency which go to render a man distinguished, either as a scholar or a mathematician, and the proposition might then be extended to every other form of excellence,) I disbelieve it; if anything further be intended by such an assertion than that tastes differ, and that most men prefer to give their attention to subjects which fill the imagination and interest the feelings rather than to those which appeal to the unimpassioned reason, and call for a prolonged and steady exercise of the thinking powers. As to the common remark that a very large proportion of young men entering the universities with a high degree of classical training evince a repugnance to the mathematical studies there followed, and not unfrequently rather ostentatiously declare, and proceed to illustrate in practice, their inaptitude for such studies, it proves nothing but that the one-sidedness of their previous education has produced its natural effect; and the consequence I believe to be that a great mass of good mental power, which might have become available to human progress if duly fostered and developed, has thus hitherto been lost to the community. All that I intend, however, in thus protesting against this prevalent notion, is to deprecate its being drawn into an argument for not insisting on attendance on the mathematical classes in the case of boys who really *do* make little progress, and throwing them back into an unmitigated classical routine. In every school there are boys of all degrees of capacity and industry, and therefore of progress. But the absence of these qualities is never admitted as a reason for their being excused attendance at school hours, whatever be the lessons in hand, though it may, and must, retard their advance to higher classes.

Besides mathematical and physical subjects, there are to be considered the modern languages, modern history, geography, music, drawing, and a variety of other matters of a similar nature. These, however, I suppose, in a public school, must always be considered as extras, or intrusted to private tuition, though it rests much with the school authorities what degree of countenance or encouragement shall be afforded to them; as to French, it is sure to be picked up, sooner or later, by every person calling himself an educated man. But the German is so important an element of our own language, and so much less forced by circumstances on the generality of Englishmen, that I could wish to see it made to enter into the school *system*, if only to the extent of the delivery of a German speech on "speech-days," by the best proficient of each year, so reported by the examining master of that language. Should this, however, be thought to convey the idea of an undue or partial preference, the same course might be pursued with respect to French and Italian.

I have the honour to be, Sir,
With all due respect,
Your obedient servant,
Mountague Bernard, Esq., J. F. W. Herschel.
Secretary to the Public Schools Commission.

Sir J. G. S. Lefevre, K.C.B.,

On the Instruction in Mathematics and Physical Science which might be given at Public Schools.

In considering the extent of mathematical and scientific education which should be given at Eton and other public schools, I think that I may safely assume that it is desirable (if possible)—

That as much mathematics and science should be taught—

As is requisite for the due training of the mind of the boy in that respect, and as will prepare him for the acquisition during his course at any of the universities of the amount of mathematical and scientific knowledge *required* for the degrees and examinations there, and as will enable him also to compete for honours or advantages at the universities or elsewhere in those branches of knowledge on equal terms with those of similar capabilities who are educated at places other than public schools.

At first sight it seems difficult to define the extent of knowledge necessary to fulfil these conditions, but the task is facilitated owing to this circumstance, namely, that several universities of late years established in this country, and especially the University of London, have had to consider and determine what extent of mathematical and scientific knowledge is sufficient to complete a liberal education (which completion they indicate by the academical degree of Bachelor of Arts), and they have likewise had to decide how much of that knowledge is necessary to fit a young man for commencing the university course.

I subjoin the mathematical and scientific requirements for matriculation at the University of London.

Candidates shall be examined in the following subjects:—

MATHEMATICS.

Arithmetic and Algebra.
- The ordinary Rules of Arithmetic.
- Vulgar and Decimal Fractions.
- Extraction of the Square Root.
- Addition, Subtraction, Multiplication, and Division of Algebraical Quantities.
- Proportion.
- Arithmetical and Geometrical Progression.
- Simple Equations.

Geometry.
- The First Four Books of Euclid; or, the principal properties of Triangles, and of Squares and other Parallelograms, treated geometrically: The principal properties of the Circle, and of its inscribed and circumscribed figures, treated geometrically.

NATURAL PHILOSOPHY.*

Mechanics.
- Explain the Composition and Resolution of Statical Forces.
- Describe the Simple Machines (*Mechanical Powers*), and state the Ratio of the Power to the Weight in each.
- Define the Centre of Gravity.
- Give the General Laws of Motion, and describe the chief experiments by which they may be illustrated.
- State the Law of the Motion of Falling Bodies.

Hydrostatics, Hydraulics, and Pneumatics.
- Explain the Pressure of Liquids and Gases, its equal diffusion, and variation with the depth.
- Define Specific Gravity, and show how the specific gravity of bodies may be ascertained.
- Describe and explain the Barometer, the Siphon, the Common Pump and Forcing Pump, and the Air Pump.

* The knowledge required of these subjects in Natural Philosophy is such as may be attained by attending a Course of Experimental Lectures.

This is the Matriculation *Pass* examination. There is also an examination for honours at matriculation.

ACOUSTICS.
Describe the nature of Sound.

OPTICS.
State the Laws of Reflection and Refraction.
Explain the formation of Images by Simple Lenses.

CHEMISTRY.

Heat—its sources. Expansion. Thermometers—relations between different Scales in common use. Difference between Temperature and Quantity of heat. Specific and latent heat. Calorimeters. Liquefaction. Ebullition. Evaporation. Conduction. Convection. Radiation.

Chemistry of the Non-Metallic elements; including their compounds as enumerated below—their chief physical and chemical characters—their preparation—and their characteristic tests.

Oxygen, Hydrogen, Carbon, Nitrogen. Chlorine, Bromine, Iodine, Fluorine. Sulphur, Phosphorus, Silicon.

Combining proportions by weight and by volume. General nature of Acids, Bases, and Salts. Symbols and Nomenclature.

The Atmosphere—its constitution, effects of Animal and Vegetable Life upon its composition.

Combustion. Structure and properties of Flame. Nature and composition of ordinary Fuel.

Water. Chemical peculiarities of natural waters, such as rain-water, river-water, spring-water, sea-water.

Carbonic acid. Oxides and Acids of Nitrogen. Ammonia. Olefiant Gas, Marsh Gas, Sulphurous and Sulphuric Acids, Sulphuretted Hydrogen.

Hydrochloric Acid. Phosphoric Acid and Phosphuretted Hydrogen. Silica.

I refer to the above requirements with confidence, well knowing the careful and repeated consideration which they have undergone, and the improvements which have resulted from the criticisms which they have received, and the discussions which have taken place upon them.

I venture, therefore, to recommend that the mathematical and scientific education at the public schools should be carried thus far at least.

In addition to this amount of mathematical and scientific knowledge, which should be general and compulsory, means and opportunities should be afforded for going somewhat further to the boys who have the inclination to pursue their studies, or who contemplate future competition in them, either at the universities or elsewhere.

This higher limit should include at least the first year's mathematical and scientific subjects at the university.

The want of such means and opportunities seems to me to be the explanation of the facts which present themselves at Cambridge, in that far too small a proportion of Eton boys succeed in the competitions in these subjects, although their success in classical competitions shows that there is no want of capacity or industry.

In the preceding suggestion with regard to the higher limit of mathematical and scientific study, I have in view a result of some importance,—that of enabling a boy to pass at once from the public school to the university, without the necessity of an intervening period in the house of a private tutor. That intermediate arrangement, which, unless in certain exceptional cases, I believe to be objectionable, and which often leads to the loss of the last and best year of school life, is indispensable, unless the public school can supply the higher mathematical and scientific education required by those who wish for it.

I may notice also that the higher limit of mathematical and scientific instruction must be settled in part with reference to the requirements of the Civil Service examinations, and to those of the examinations for Sandhurst.

I believe that the mathematical and scientific course, corresponding to the matriculation of the University of London, will not encroach on the time which should be devoted to classics and other subjects.

Arithmetic will, of course, be acquired very early in the boy's career. The first four rules, indeed, might be made a condition of entrance into the upper school at Eton, and the application of a very few hours in the week, if steadily proceeded with, will be ample for the remainder of the arithmetic, algebra, geometry, &c., suggested as the minimum, and will still leave a sufficient margin for the further studies in those branches by those boys who may look forward to competitions at the university and elsewhere.

On the question of time, I believe that I shall be found within the mark, and I should indeed be sorry to recommend anything which should interfere with the important claims of the classical languages and literature, the maintenance of which, at Eton, at a level not lower than the present I greatly desire.

11th February 1863. J. G. S. LEFEVRE.

CHARLES NEATE, Esq., M.A., Fellow of Oriel College, Oxford.

On the necessity for Improvements in the Methods of Teaching.

ASSUMING it to be within the province of the Commissioners to inquire into methods of teaching, with the view of suggesting improvements in them, I beg leave to submit the following remarks to their consideration.

I am in one way especially entitled to express an opinion on such a subject, having been chiefly educated in France, and having had for more than 30 years the opportunity of judging of the results of the best English education at our examinations for Fellowships at Oriel.

But I would begin by urging the necessity of some improvement on two grounds,—

1st. That there are now so many things which a tolerably educated man ought to know, that there is not room for Latin and Greek, at any rate for *both* of them, unless they can be taught in less time than they are now.

2nd. That these languages are now so ill taught, or at least are so little known by the great majority of those who are supposed to have learnt them, that half the time now bestowed upon their acquisition would be a great deal too much to give for the result obtained.

With reference to this latter point I do not hesitate to say, that the great majority of those who take a degree in Oxford, after having spent 10 or 12 years of their life in the all but exclusive study of Latin and Greek, are unable to construe off-hand the easiest passages in either language (if they have never seen them before); and that their Latin writing is almost invariably such as would under the old school system have subjected them to a flogging, as boys of 12 years old; and those who take first classes often make such mistakes as make it difficult to understand how they ever got simply a degree.

These are the evils or difficulties we have to contend with.

The remedies I venture to propose for consideration are as follows:—

That the learning of either Latin or Greek should be postponed till the age of 12 years; boys being up to that time taught their own language and one foreign language, together with something of the literature of either; also arithmetic, some portion of natural history, and of course the facts of their own history; in all which those boys more especially that come from Public Schools are almost incredibly ignorant.

I believe that a boy so prepared would learn more Latin and Greek between the age of 12 and 16, than he does now between the age of 10 and 18.

But in order to ensure this, some great improvements are needed in our methods of teaching.

1stly. Better grammars are needed, wholly written in English, and adapted to the teaching of one who already knows the grammar of his own language.

2dly. More effectual measures should be taken than are now in use to prevent the use of translations, or the recourse of the idle boy to the help of the clever one, and to make the necessity of learning by themselves more felt. Once or twice or three times a week exercises should be given to the boys in such a way as to make it impossible for them to use foreign help. This is easily done by dictating to the boys a passage from an author that they are not likely to have seen, and requiring them to translate it at once, under the eye of a Master, allowing them the use of a dictionary and grammar, of the use of which (at least the latter) many boys who come from Public Schools are now all but entirely ignorant.

It will be said that this will require a considerable increase in the number of Masters. But without such increase I believe it is impossible that any improvement can be made in the teaching of our Public Schools, and much improvement is certainly needed.

The French methods of teaching approach very much to the system that I have been recommending, and the result is, or was, according to my experience, that the French youth of 17 or 18, educated at their colleges, usually know Latin much better than it is usually known by the boys of the same age in England, who have had what is called a classical education, and their best are, I think, quite equal to our best.

It is true that they are inferior in knowledge of Greek, but their history, arithmetic, and mathematics, are a necessary part of this course, and are very well taught.

I send herewith a collection of French prize compositions, all of them by boys from 16 or 17 to 18, written in one day, with the help of a dictionary or gradus, and with some slight outline or argument of the subject prescribed to them. I believe that this is the best way of teaching composition; certainly the French, who learn in this way, have a greater facility of writing, and especially of writing to the point, than is usually possessed by essay writers in England.

Lastly, I submit, with some hesitation, that it is time to give up Greek as a necessary branch of school or university teaching. We cannot go on for ever learning all that our ancestors learnt 300 years ago, and all that has grown up as new knowledge since then. The time must come when we must make a selection and a sacrifice—I think it has come now.

Oriel College, May 7, 1862. CHARLES NEATE.

VEN. G. A. DENISON, Archdeacon of Taunton.

On the manner of teaching Latin and Greek.

East Brent, March 1862.

MY LORDS AND GENTLEMEN,

I WISH to be allowed to submit for your consideration some reasons and conclusions respecting the manner of teaching the Latin and Greek languages.

REFORM CLUB
PALL MALL

F.

I have, on the one hand, a very clear opinion that no greater injury could be done to our public schools than by the adoption of any system which should not make the teaching of those languages the basis of school work; on the other hand I am well aware that a very general and, in my judgment, not causeless, dissatisfaction has been created by the paucity and the poverty of the general results, as compared with the time and the labour and the money expended upon such teaching.

Under these circumstances, having been long persuaded that the manner of such teaching is capable of great improvement, and that by such improvement the grounds of the existing dissatisfaction would be in great measure removed, I am unwilling to lose the present opportunity of stating in what particulars, as it appears to me, the improvement is principally to be made.

I. The value of the habitual practice of translation both into and from the Latin and Greek languages is generally admitted. There can hardly be room for reasonable doubt that of all ways of teaching language it is the most effective. But the practice of translation has been commonly confined to written exercises; and it would be impossible to apply efficiently the rule of teaching mainly by written translation to a great school.

There is, however, another manner of translating superior, as I conceive, to translation in writing.

I mean the manner of oral or *vivâ voce* translation. It has these advantages:—

1. It is easy of application to any number of boys.
2. It can hardly fail to interest the learner; to command attention, and to create emulation.
3. It helps the learner to think in the language into which the translation is made, and thus to make that language his own. For as soon as the process of thought goes on in any language it is at once cause and effect of appropriating the language.
4. It secures accuracy in grammar and construction, and also in idiom.
5. It supplies the best means of impressing on the memory the grammar and construction of the language into which translation is made, and the expression of English idiom in corresponding Latin and Greek idiom; because the boy's powers being taxed to bring his acquaintance with these things to bear without previous particular preparation, he remembers more easily and tenaciously the result of successful efforts on his own part, and also any corrections or improvements of these efforts to which his teacher may direct him.
6. It supplies an easy and interesting means of noting progress both to the learner and the teacher.

I would therefore suggest, upon this head, that one school hour of each day be assigned to such *vivâ voce* translation into Latin, and another hour for translation in like manner into Greek, and that for this purpose each boy in the class be required to bring into school a volume of some cheap edition of a good English prose writer to be named by the teacher of the class, and be called upon to render one or more sentences of it *vivâ voce* without the power of any previous particular preparation.

If a boy be at a loss for a word the boy nearest to him who can supply it to take his place, and in like manner for faults of grammar or defects of idiom.

The business of the teacher would be to supply in all particulars what the boys could not supply for themselves, and to add such improvements to the rendering both in point of arrangement and clearness, and elegance and force, as his superior knowledge of the language would enable him to make; to see also that all points of grammar were ascertained and applied as the translation proceeded.

II. I should discard the practice of Latin theme writing. Few things so intrinsically absurd have, I think, been imported into school teaching. For it calls upon boys to do two things at once, which are not compatible—1, to think out a subject; 2, to express their thoughts in a language other than that in which they think. The result is, as a general rule, what might be expected, that they do neither the one or the other moderately well, and that so many themes begin with "omnes homines," and struggle on through fourteen gasping and despairing lines to "faciunt."*

Now if the principal use of an exercise be to make a boy think, he should be allowed to express his thoughts in the language in which he thinks. The result of any other requirement is only unmeaning platitudes, and poor and stunted expression. If, on the other hand, the use be to teach a boy the idioms and the elegancies and the power of another language, or even to familiarize him with the words of it, this is best done by translation; well done by written translation; better done by oral translation.

I should, therefore, as a general rule, make written translation take the place of "themes." But I would leave it optional to a boy, who felt himself equal to it, to produce an original exercise.

III. The same, "*mutatis mutandis*," for Latin and Greek verse writing. To call upon all the boys of a school to exercise imaginative power, which most of them do not possess, in the production of what they are also to clothe in the poetical garb of another language with which they are, at the best, very imperfectly acquainted, is only an ingenious device for exposing dulness and incapacity, and a temptation to hate poetry altogether. But every boy's taste may be wonderfully improved by translating into the poetical forms and expression of another language choice passages from our own poets.

I should leave it free here, as in the other cases, to a boy of imaginative power, to produce, if he pleased, his own ideas in verse; but what I should require of the boys, as the rule of the school, would be the other.

IV. I should continue the practice of repeating by heart Greek and Latin *verse;* but I should give half the time assigned to them to repeating Latin and Greek *prose.*

I believe that by the adoption of the above suggestions a very much increased amount and improved condition of proficiency in Latin and Greek would be produced,—an amount and condition very different from that which has long been found to be the general result of years of public school life; and that public school men, having carried away with them from school some real knowledge and power of appreciation and enjoyment of both languages, would confess, far more than they are able to do now, to a discipline of mental power and an improvement of taste which that knowledge is, above all other means known to the world, so excellently qualified to bestow. The recollection of school books and of hours passed in school would then share in that pleasing character which so commonly attaches to the general recollections of school life.

It will be said, perhaps, that to carry out the practice of oral translation, you must have finished scholars for teachers. No doubt you must; but I conceive that the public has a clear right to demand that the teachers at public schools be finished scholars, and indeed the very necessity that would be created would be a great boon to the teachers themselves.

I have myself made trial of the plan of oral translation with great success when the ordinary ways of teaching failed. It is commonly adopted in the teaching of modern languages, and I have never been able to understand why it should not be applied to the teaching of the Latin and the Greek languages.

Let two boys be taken, as near as may be of the same age and powers and attainment; let the one be handled according to the system of construing and theme and verse writing, and occasional written translation; let the other be employed principally in reading English prose authors into Latin and Greek without any help except such as his teacher may supply at the time. I do not believe that there would be any difference more striking than that between the productions of the two boys at an examination, in point of accuracy and elegance and general scholarship.

It is a very common feeling with public school boys that the hours passed in school are of little comparative value. I doubt whether this would be felt by many if school hours passed in the close and interesting work of oral translation. It is to be observed also that there is nothing which would have a greater power of improving construing and tend to make it at once accurate and close and elegant than the practice of such translation.

I have, &c.

GEORGE A. DENISON.

To Her Majesty's Commissioners
for inquiring into Public Schools.

G.

APPENDIX G.

ACCOUNT of the Higher Schools in Prussia.

(Compiled by the SECRETARY from materials supplied by the Prussian Minister of Education.)

Classification of Schools.

The higher schools which exist in Prussia are divided, generally speaking, into two classes, called respectively *Gymnasien*† and *Real-Schulen.* These two classes differ from each other in their object, the business of the former being to prepare boys for the universities, and for those pursuits in life to which university studies are a necessary introduction; that of the latter to educate boys not designed for the universities. They differ, therefore, also in their course of instruction, the

* The writer speaks from Eton recollection.

† The title "GYMNASIUM" dates from 1812, when it was extended by authority to all Schools of learning (Gelehrte Schulen), which were previously called Latin Schools, Lyceums, Colleges, &c.

studies of the latter being of a more "positive and "objective" kind than those of the former. But they do not differ in the principles on which their respective *curricula* are framed; that principle being, in each case, to aim at the thorough preparation and cultivation of the mind for its future work, whatever that work may be, rather than at the imparting of such knowledge as may be immediately and practically useful. They are not *Fachschulen*—not mere places of training for particular callings or professions. And they are, "before all "things, German and Christian."*

Below the *higher schools* are the *Mittel-Schulen*, and below these the *Elementar-Schulen*, both of which differ essentially from the classes above them in this respect, that they do not aim at giving a general education, but at imparting some necessary rudiments of practical knowledge.

There are 143 *Gymnasien* and 61 *Real-Schulen*. All, with few exceptions, are day-schools (*Externate*); but of the *Gymnasien*, some have boarding-houses (*Alumnate*) in connexion with them, and three are exclusively boarding-schools (*Internate*), which is not the case with any of the *Real-Schulen*.

General curriculum, organization, and denominational character.

The curriculum (*Lehrplan*) of all the higher schools comprises instruction in the following subjects, viz., the Christian religion, the German, Latin, and French Languages, History, Geography, Mathematics, Natural Science, Writing, Drawing, Singing, Gymnastics. The basis (*Grundlage*) of the course in the *Gymnasien* is Latin, Greek, and Mathematics; that in the *Real-Schulen*, Mathematics, Physical Sciences, and Modern Languages. Both *Gymnasien* and *Real-Schulen* have six forms or classes, ascending from the sixth (*sexta*) to the first (*prima*), some of them having various subdivisions. Boys are not, as a general rule, admitted into the sixth or lowest form till they have completed their ninth year; and they are required to possess a knowledge of reading, writing, and ciphering. The whole course (*Schulcursus*) lasts from eight to ten years. There are other schools which in principle should be classified with the *Gymnasien* and *Real-Schulen* respectively, having the same course of instruction up to a certain point, but wanting the upper forms: these are called respectively *Progymnasien* and *höhere Bürgerschulen*. Most of the higher schools have a definite denominational character, which governs the selection of the directors and teachers. Of the 143 *Gymnasien*, 102 are Protestant (*Evangelisch*), 39 Catholic. Except, however, a few *exclusively* Protestant or Catholic Foundation-Schools (which are boarding-schools) all the superior schools receive pupils of every religious denomination. There is perfect freedom in this respect; in some forms of some schools there are more Jews than Christians. This is especially the case in Posen and Silesia. As to the patronage and maintenance of these establishments, 62 *Gymnasien* are Royal, 62 receive support from the State, which thus participates in the patronage of them, 20 are purely municipal (*Städtisch*), or supported for private foundations. Of the 61 *Real-Schulen*, one is Royal; five others receive support from the State; the remainder are wholly maintained by the municipal bodies (*Städtische Communen*) to which they owe their existence. The number of the *Progymnasien* and *höhere Burger-Schulen* is comparatively small. They are chiefly municipal establishments (*Städtische Anstalten*). A few of them receive support from the State.

Private Schools.

Private schools, embracing the complete curriculum of a *Gymnasium*, or of a *Real-Schule*, do not exist in Prussia. In every province, however, and in the larger towns, there are some Private Schools, whose curriculum ascends sometimes to the third form of the Public School, and in rarer instances to the second.

The scarcity of private schools is attributed partly to the greater security which the public ones afford to parents for the efficient teaching and superintendence of their children; partly to the advantages in the way of admission into the civil service and the army, which are obtained by resorting to the Public Schools.

Privileges, &c. of Higher Schools.

Thus, no person can enter himself as a student of any Faculty at any University, nor qualify himself for a degree in theology, jurisprudence, or medicine, nor aspire to any office or employment in Church or State, for which a course, whether of three or of four years, at a University is a legal prerequisite, nor enjoy any of the public *Beneficia* or Exhibitions founded for the assistance of University students, unless he has passed with success a certain examination, called indifferently the *Maturitäts-prüfung* or *Abiturienten-prüfung*, which is held at a *Gymnasium*, conducted in a great measure by the masters of that Gymnasium, and arranged with direct reference to its studies. (An account of this is given hereafter.) At the *Real-Schulen*, again, similar examinations are now held, called by the same names, and these latter examinations are the door of admission to various posts in the Civil Service and to the corps of *chasseurs à cheval;* whilst there are other places and privileges of various kinds, such as admission to the public schools of music, mining, gardening, veterinary surgery, and the like, which are accessible only to young men who have attained a certain place,—first, second, or third form, as the case may be,—in a *Real-Schule*.

In the year 1860, the number of those who, after passing the final examination at a *Gymnasium*, went to the Universities and applied themselves to the *Facultäts-studien*, was 1,456. Their respective faculties were as follows:—

Theology	Protestant	335
	Catholic	360
	Jewish	1
Jurisprudence and *Cameral-wissenschaften*		249
Medicine		279
Philology and Philosophy		153
Mathematics and Natural Science		74

The number of those who entered the army, after passing the same examination, was 245. Here there has been a steady increase; it was 79 in 1859, and only 55 in 1858.

About 60 entered the *Bau-Academie*.

The total number who passed this final examination has mounted from 1,382 in 1852 to 1,759 in 1860.

Of the total number (8,652) who passed within the last five years (1856 to 1860, inclusive)—

70 were under 17 years of age.
407 ,, 17
1,252 ,, 18
2,013 ,, 19
2,059 ,, 20
2,851 were over 20.

The number of boys who, not having been at a *Gymnasium*, passed the final *gymnasial* examination, has decreased. It was, in 1856, 248; in 1860 only 62.

The proportion of boys who pass through all the forms in a *Gymnasium* does not average more than 15 per cent. Many leave the middle forms, or the highest but one (*Secunda*), to enter upon commercial or industrial pursuits, or the inferior branches of the Civil Service. The same observation applies to the *Real-Schulen*, the upper forms of which, since young men do not go from them to the Universities, are commonly passed by those only who wish to acquire a thorough scientific education with a view to industrial or professional pursuits,—*e.g.*, for the departments of mining and agriculture,—or to gain certain advantages in the army. The great majority do not get beyond the third form.

The few strictly commercial schools which exist in Prussia are private enterprises, which have obtained on the whole no great success. It is far more usual for men in trade (*Kauf-Leute*) to send their sons intended for a similar career to a *Gymnasium* or a *Real-Schule*. "Persons capable of forming a judgment among the "commercial and industrial classes often express the "opinion, as the result of their own experience, that a "well-ordered general education (*ein geordneter allge-"meiner wissenschaftlicher Unterricht*), without special "regard to the boy's after-vocation, such as is afforded "by the *Gymnasium*, and in a somewhat lesser degree "by the *Real-Schule*, proves more practically useful, "even for an industrial calling, than the instruction "afforded by special professional schools. Young men, "liberally educated, show, as a general rule, after a "short time, more capacity and sounder judgment even "in practical pursuits than those who have had an ex-"clusively practical training, and have made themselves "masters of a superficial routine (*eine äusserliche Rou-"tine*)."

A census taken in 1858* showed the following results:—

			Number of Boys.
Public Schools.	Elementary schools	24,923	1,376,278
	Middle schools	314	46,982
	Real-Schulen and *höhere Bürger-Schulen*	101	22,040
	Progymnasien	33	3,346
	Gymnasien	134	38,700
Private Schools.	Private elementary schools	791	22,893
	Higher private schools	151	6,255

* See *Unterrichts u. Prüfungs Ordnung der Real-Schulen u. höheren Bürgerschulen*, 1859. *Beilage* p. 3. There is an authoritative rule, dating from 1826, and still subsisting, that the lessons in all schools should begin with prayer, and that the Head Masters and Assistants should attend Divine Worship. *Preuss. Jahrbuch* for 1861, p. 132.

* Pr. Jahrb. p. 69.

G.

The total number of persons of both sexes between the ages of 6 and 24 was 3,501,393.

In 1840 the number of boys attending the *Gymnasien* did not much exceed 20,000; in 1856 it was 35,645; at the beginning of the year 1861, 40,043.

General and local superintendence, and inspection.

The State has a legal right of supervision extending over all educational establishments, including private schools. Even in these no teacher can be appointed whose intellectual and moral qualifications have not been certified by authorized public officers. In every town there is a local superintending authority for education, to which the elementary schools and the higher private schools are subject. Most of the *Gymnasien* and *Real-Schulen* have a local body of school-curators (*Schul-Curatorium*), and all the schools of each province, as to all their affairs, internal and external, are under the supervision of a body of officers called the *Königlich-Provinzial-Schul-Collegium*. The *Schul-Räthe* of the several districts preside at the final examinations (of boys leaving school), and from time to time hold inspections of the superior schools within their district. Besides this, the Minister of Education directs, as often as he thinks proper, an extraordinary inspection, by his *technische Räthe*, of *Gymnasien*, *Real-Schulen*, &c., in different parts of the kingdom. By the reports which it is the duty of the provincial authorities to send in at fixed periods, he is kept acquainted with the condition and performances of the schools, and issues such directions from time to time as he deems expedient. The general inspections above mentioned extend to all external and internal concerns of the schools, including their local situation, general management, and pecuniary condition, as well as the discipline, course of study, books, and method of teaching.

Dismissal of Teachers.

The dismissal, as well as the appointment, of the teachers requires the consent of the State authorities, and sentence of dismissal may be pronounced by them, in case of proved incompetency or moral unworthiness, in conformity with an established disciplinary law which prescribes a regular judicial procedure, affording liberty for the party inculpated to make his defence, and allowing an appeal. The appeal is reserved exclusively to the Ministry as a whole (*dem gesammten Staatsministerium*).

Retiring Pensions to Teachers.

Every person definitively appointed a teacher acquires a legal claim to a pension on dismissal for age or infirmity. This claim begins with the sixteenth year of service; the amount depends on the length of service, rising ultimately to three-fourths of the stipend.

Published Reports, &c.

To the question whether means exist of acquiring from official reports, published works, or other sources, accurate information respecting the management of these schools, their system of discipline and methods of instruction, it is answered that there is at present no official publication of this nature, but that one is now preparing and will probably appear very soon. An account of the Regulations issued up to 1854 may be found in the Second Part of Von Rönne "Das Unterrichtswesen des Preussischen Staats," Berlin, 1855. Every *Gymnasium*, however, and every *Real-Schule* publishes annually its "*Programme*," which gives an accurate account of the tasks done (*Unterrichtspensa*), the number of boys, and all other matters interesting to parents or to the general public. The example set by Prussia in this respect has been followed by 23 other German States, including Austria; and there is a regular interchange of these "Programmes" between them and Prussia. The interchange with Denmark (with the Gymnasium at Reikiavik in Iceland,) has been stopped, on the side of Prussia, of late years. This practice has been very useful, but the expense it occasions (about 2,000*l.* in 1860), and the accumulation of volumes in the school libraries will, it is apprehended, render some change inevitable.

The Programmes of the Berlin schools, 13 in number, are furnished as samples. They all begin with an essay or dissertation by one of the masters on some classical, historical, or scientific subject. A detailed statement follows of the whole work of the year, the books and portions of books read, the themes or other compositions written, and the time consumed, and of the subjects and problems set at the Final Examination. There is also a short history of the school during the year, notices of the masters who have left, and biographical accounts of those who have come. The numbers and class distribution of the school are stated, and the fluctuations they have undergone; the names and ages of those who have passed the Final Examination; the time they have spent in the school and in the first form respectively, and the Faculty each has chosen; the books, instruments, &c. purchased for the library and the laboratory, &c.; the holidays; the ordinances or regulations which have been made by authority affecting the school; and there is a notice of the public examinations which will be held during the ensuing year. There is also a table showing how the work is distributed among the various masters, and the number of hours during which each is engaged. In these tables it is to be observed that each master is commonly charged wholly or partially with some one subject, which he teaches in several distinct Forms, being himself perhaps also the *Ordinarius* of a Form.*

Curriculum.

The complete normal course of instruction (*der vollständige Normallehrplan*) followed in the *Gymnasien* is fixed by certain Instructions issued by the Minister of Education (24th October 1837), and modified in some particulars by subsequent Instructions of 7th January 1856. An abstract of these documents is subjoined.

Abstract of Instructions of 24th October 1837 respecting Gymnasien.

Admission and Qualifications.

Boys are not to be admitted under 10. The requisite qualifications are—

a. To read fluently German and Roman text "*nicht allein mechanisch sondern auch logisch-richtig*," to know the parts of speech, and to be able to parse a simple sentence, and to write orthographically.
b. Some facility in writing from dictation legibly and neatly.
c. Practical facility in working the first four rules of simple Arithmetic and the elements of Fractions.
d. Elementary knowledge of European Geography.
e. Familiarity with the History of the Old Testament and the Life of Our Saviour.
f. First rudiments of Drawing, with Elementary Geometry (*Geometrische Formenlehre*).

Subjects of Instruction.

The *Lehrgegenstände*, or subjects of instruction, in all *Gymnasien* are

Languages; German, Latin, and Greek.
Religion.
Philosophische Propädeutik (now abolished).
Mathematics, with Physics and Natural History.
Writing, Drawing, and Singing.

"The experience of centuries and the judgment of the intelligent declare that these subjects are eminently fitted to awaken, develop, and strengthen all the intellectual powers, and to supply to youth the requisite preparation for the thorough and thoughtful study of the Sciences. This cannot, however, be said of Hebrew or of French. The former is useful as a special preparation for a special *Facultäts-Studium* (theology); the latter owes its elevation to the rank of a subject of public instruction, not so much to its intrinsic excellence and the *bildende Kraft ihres Baues* as to its utility for practical life." The two latter, therefore, are admitted on *external* grounds, the former from their real and intimate connexion with the object for which the studies of the *Gymnasien* are pursued.

"Of these (the former) none can be subtracted from the circle of study without materially endangering the education of youth; and all propositions having that tendency have proved, on closer examination, to be impracticable and unsuitable to the object in view."

These several studies are to be kept with the strictest care in due harmony and proportion to each other; and it is only by unity and due subordination in the system and methods of instruction that the multiplicity of the *Lehrgegenstände* can be prevented from confusing and stupifying (*verwirren und abstumpfen*), as it is sometimes accused of doing, the learner's mind, and perhaps injuring his health.

It is with this object that Government has established for all Gymnasien, the system of Forms and that of Form Masters (*Klassenordnung und Klassenordinariat*), and this also is the main object of the regulations of this Ordinance.

Method.

Cognate subjects are not, as heretofore, to be studied at separate hours, but in the same lesson-hours (*Stunden*) with or immediately following each other.

It is, therefore, advisable as well as practicable that the following studies should be brought into close connexion with each other.

Two Lower Forms.

Latin. German.	History. Geography. Naturbeschreibung.

Middle and Upper Forms.

Mathematics. Physics.	History. Geography.

* A specimen of one of these tables is given at the end of these notes. It is unusually complicated, the school selected being at once a *Gymnasium* and a *Realschule*; but it has been chosen, as hereafter explained, because it illustrates the working of this combination, as regards the masters, the lessons, and the form-organization.

Also, to prevent the distribution of the instruction of each class among too many teachers, not only the branches of one and the same subject, but also those subjects which stand related or in close neighbourhood to each other, should be entrusted as far as possible to one teacher in each Form. Hence the same teacher should, as a rule, take charge of,—

In the two Lower Forms.

Latin. German. } History. Geography. Naturbeschreibung. }

In the two Middle Forms.

Latin. Greek. French. } History. Geography. }

In the two Upper Forms.

Latin. Greek. German. } History. Geography. }

or,

Latin. Greek. French. }

And in the Highest Form.

Mathematics. Physics. Philos. Propäd. }

The 2 lower classes will thus require only 2 teachers.
,, 2 middle ,, ,, ,, 3 ,,
,, 2 upper (at most),, ,, ,, 4 ,,

Again, instead of studying several subjects at the same time and on different days in the week, it appears practicable and advisable to take them in a regular succession; so that, *e.g.*, whilst the same Form in the same "half" (*Semester*) studies both Geography and History, the one should be read exclusively in the first months of it, and the other in the last, and the same division might be made in the case of Arithmetic and Geometry, and of Latin and Greek. And as to the two last, where one Form in one Semester reads both a prose writer and a poet, the prose writer should be read exclusively in the first half of the Semester and the poet in the second.

Selection of Masters.

The Royal Prussian *Schul-Collegien* are to select the Form-masters (*Ordinarii* *) with the greatest care, not only from the school in which the vacancy occurs, but from all the *Gymnasien* of the province, to transfer them as occasion may require, and take every care for the improvement of their position and circumstances. And the Minister undertakes to appoint as Directors of *Gymnasien* only persons who have earned distinction in the course of a long experience as *Klassen-ordinarien*.

Hours of Work.

Long experience, and the judgment of physicians, pronounce that for boys of average strength and health the hours of the Gymnasien are not too severe. These are,—

4 hours daily in the forenoon,
2 hours in the afternoon, 4 days in the week,

a quarter of an hour's recreation in the open air being allowed after the second hour in the forenoon and after the first hour in the afternoon, and a pause of 5 minutes at least between every other hour, with an interval of 2 hours between forenoon and afternoon. Sundays are free; there are 2 half-holidays a week, and the regular holidays (*Haupt-ferien*) subtract a sixth part of the year. With such periods of relaxation, 32 hours per week, in light, airy, and spacious school-rooms, properly furnished with tables and benches (*Subsellien*), cannot be too much; the Minister sees therefore no reason to diminish the school hours, but strictly enjoins that they be in no case and under no pretext exceeded.

Arrangement of Lessons.

Each *Gymnasium* is allowed to adopt such an arrangement of the various lessons as may be deemed most suitable to its own circumstances and requirements. The Instructions have annexed to them, however, a scheme, designed to serve as a guide and model (*zur leitenden Norm*). (This scheme, with the subsequent modifications, will be found at the end of the Abstract of the Instructions of 1856. The figures denote the hours to be devoted in each week to each subject.) This scheme is not obligatory as a whole, but there are some points on which no deviation from it is allowed. The number of hours which it assigns to Religion, Languages (and particularly to Classics), and to Mathematics, must not be diminished, these studies being the most important factors of the result which the education of the *Gymnasien* has in view. French is not to be begun below the Third Form, one new language (Greek) having already a place in the Fourth, and the subordinate object at which French teaching aims—a practical acquaintance with a useful tongue—being attainable at the cost of two hours a week during the six years which, as a rule, should be spent in the three Upper Forms. Natural History may be substituted for Physics in the Second Form. Boys who have a special talent and inclination for Drawing or Singing are to be allowed to pursue them in the upper as well as in the lower Forms. It is recommended that, to avoid confusing the boys' minds, two successive hours should be assigned, where it is practicable, to one subject, so that three, or at most four subjects, be taken in the day, and that the subjects requiring the closest attention should occupy the morning hours.

Work done at Home.

This is a very important part of the studies of the Gymnasien, and great care is to be taken that it be effective, and on the other hand that it occupy not too much of the boys' spare time. It affords the best test of the degree to which the boy has apprehended what he is taught and has made it his own. It should consist partly of tasks set and looked over; but a portion of time, varying according to the boy's form and capacity, should always be left for private reading of Greek, Latin, and French classics, in which the office of the teacher is rather to guide than to compel. The general subjects to be given for home-work are to be settled at the beginning of each half by the Masters in conference, and distributed by months, weeks, and days. There must be a task book for each Form, so that the tasks set and the amount of time thus engaged may be always ascertainable at a glance by the Form-Master or the Director. The Master of each Form is bound to look over the tasks of his whole Form once a month at least, and the Director must once a month at least look over all the tasks of some one Form. He is strictly enjoined to be vigilant in restraining the practice of setting for German and Latin essays subjects of too abstract a character, and of which the boys have no knowledge, to bring out "what are "called their own thoughts" (*bei welchen der Schüler über ganz abstracte oder ihm unbekannte Gegenstände sogenannte eigene Gedanken produciren soll*), a practice, the Instructions say, which is too common, but which can but torment the pupil and is discreditable to the teacher. It is the duty of the latter, on the contrary, not only to give a theme which the boy can in some degree master (*einigermassen beherrschen*), but also to explain clearly the point of view from which he wishes it treated.

Progress from Form to Form.

In each of the three lower Forms every boy should remain one year, a period not long enough to weary and discourage him, yet long enough to make him feel the difficulty of the form-work, and enable him to master it thoroughly without an undue strain upon his powers. In each of the three upper forms the regular period is two years, but as to this no absolute rule can be laid down. At a more advanced age it is not necessary to guard so carefully against over-exertion as it is in the lower Forms, and a boy's rise may therefore be accelerated by ability and industry. Promotion, however, must depend on proficiency, not in one branch of study only, but in all; not that equal progress is required in all, but no boy can rise from one form to another unless in all the principal subjects he has reached that grade of knowledge which the standard of the higher form requires.

Gymnastics.

Gymnastics are not compulsory; but it is desirable that the opportunity for such exercises as conduce to health and activity, under a competent teacher, should be afforded to those boys who, or whose parents, wish for it. The expense may be paid either by a small extra fee from those who practise, or by a trifling addition to the quarterly payments received from all the scholars.

Manner of Teaching.

It is a frequent subject of complaint, that whilst in the elementary schools a remarkable advance has been made during the present century in the method and practice of instruction, this improvement has not extended to the higher schools. The younger masters in the *Gymnasien*, it is alleged, do not pay sufficient atten-

* The *Ordinarius* or Master of a Form stands in nearly the same relation to his form as the Head Master (*Rector* or *Director*) to the whole school. It is his duty to maintain unity and proportion in the teaching of the form, and he has also the moral and spiritual charge (*Seelsorge*) of the boys in it. It has been considered advisable that the functions of *Ordinarius* should be united with those of teacher of religion to the form. Jahrb. 160.

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tion to the difficult art of teaching (*die schwere Kunst des Unterrichtens*); they are too apt, instead of thoroughly grounding their scholars, to overwhelm them with a mass of undigested knowledge which they cannot assimilate; and they try rather to lecture like University Professors than to teach like schoolmasters; their instructions want life and animation; they fail to accommodate themselves to the capacity of young minds, and they are unable to penetrate, keep on the alert, and handle successfully large masses of boys; and they are too apt to attribute the unsatisfactory results which too often follow, especially as regards proficiency in the classics, in German, and in history, to the stupidity and idleness of their pupils instead of the right cause. The Minister cannot and does not undertake to decide how far these accusations are just; all that he can do is to place them without disguise and in the strongest light before the eyes of those whom they concern. The teachers, by assiduous attention, careful study of the best methods and examples, and diligent practice; the Directors, by watchful supervision, by frequently taking forms themselves, and by counsel and suggestions, given at the *Lehrer-conferenzen* and to the aspirants during their trial year; the *Schul-collegien*, by a judicious selection and promotion of teachers, by introducing the best school-books, and by making use of the opportunities afforded by examinations and periodical inspections, may remove all pretext for these charges, and they are earnestly enjoined to do so.

Instructions of 7th January 1856.

Modifications of prior Scheme.

Philosophische Propädeutik is no longer to count as a separate branch. The substance (*wesentliche Inhalt*) of it, viz., the elements of logic, may be included in the teaching of German. The two hours of German in Form I. are therefore increased to three; but the *Collegien* are allowed, if they think proper, to entrust the subject to the mathematical teachers, and to increase the time assigned to mathematics accordingly.*

Religion.—The two hours are increased to three in Forms V. and VI., to give time for Bible reading and Bible history, and for catechetical instruction. If the number in form be very small, the time may still be two hours.

Latin and German being entrusted to one teacher for each of the two lowest Forms, 12 hours a week are enough for the two. Where the number in Form is large, and the division of the subjects between two teachers inevitable, three hours may be given to German.

French is to begin in Form V., and the hours in that form to be three.

For *History and Geography* the hours in Forms I. and IV. to be three instead of two. In V. and VI. historical instruction is to be confined to Bible history and to those facts to the imparting of which the Geographical instruction (two hours weekly) gives an opening.

Natural history in the Fifth and Sixth Forms is to be omitted wherever, in the opinion of the *Collegium*, the school does not possess a teacher capable of making it intelligible and interesting to young boys. In such case the Sixth will give one hour more to Geography and the Fifth one hour more to Cyphering. The Geographical teacher should, however, take occasion to bring in the subject in dealing with his own. It is to be omitted in the Fourth, since both Greek and Mathematics begin in this Form. If there is no competent teacher of natural science for the Third Form, one additional hour is to be given to history and one to French. The history of Brandenburg and Prussia is always to form part of the work of the Third.

Writing is omitted in the Fourth Form. Teachers of all forms above the Third are to be particularly attentive in requiring all school-work to be fairly written; and on this, as well as on other accounts, the written work is to be kept within its proper limits.

Hebrew, Singing, and Gymnastics are omitted in the new scheme, because the time given to them is wholly or partially out of school hours.

No deviations to be allowed.

Deviations from the scheme are not henceforth to be allowed, except such as have been first submitted to the Minister of Education, and received his sanction.

No dispensation from the study of Greek is hereafter to be allowed, except, with the approval of the Provincial *Collegium*, in small towns where there is not, besides the *Gymnasium*, a *Real-schule* or a *Höhere Bürger-Schule* in which Latin is taught. Whenever such a dispensation is granted the boy is to be informed that he is thereby excluding himself from the final (*abiturienten*) examination.

These Instructions, like the others, conclude with an urgent appeal to Directors and Teachers of schools to amend the defects complained of in the manner and practice of teaching; to bear constantly in mind that the work of every school, and of every form, has its single aim, and requires that all its parts should be harmonized and kept in their due proportion and relation to each other; to keep, as far as possible, in each form, the same work in the hands of the same teacher; to limit the quantity of written essays and exercises, and avoid subjects which the boys are unable to master; to teach thoroughly rather than to teach much; to stimulate and test by their questions not only the memory but the powers of comprehension, thought, and combination, and to make the reading of the classics not a mere exercise of grammatical and lexicographical knowledge, but an introduction to the substance and spirit of the great writers of antiquity. For this latter purpose it is recommended that the boys should be more frequently called upon to give a clear and connected account of the *contents* of selected portions of these authors, which, it is added, might usefully be done in Latin.

Scheme of 1837.

Subjects.	I.	II.	III.	IV.	V.	VI.
Religion	2	2	2	2	2	2
German	2	2	2	2	4	4
Latin	8	10	10	10	10	10
Greek	6	6	6	6	—	—
French	2	2	2	—	—	—
History and Geography	2	3	3	2	3	3
Mathematics	4	4	3	3	—	—
Arithmetic and Elementary Geometry.	—	—	—	—	4	4
Physics	2	1	—	—	—	—
Philos. Propädeutik	2	—	—	—	—	—
Natural History	—	—	2	2	2	2
Drawing	—	—	—	2	2	2
Writing	—	—	—	1	3	3
Singing	—	—	2	2	2	2
Total hours	30	30	32	32	32	32
Hebrew in the case of boys intended for Theology.	2	2	—	—	—	—

Scheme of 1856.†

Subjects.	I.	II.	III.	IV.	V.	VI.
Religion	2	2	2	2	3	3
German	3	2	2	2	2	2
Latin	8	10	10	10	10	10
Greek	6	6	6	6	—	—
French	2	2	2	2	3	—
History and Geography	3	3	3	3	2	2
Mathematics and Arithmetic	4	4	3	3	3	4
Physics	2	1	—	—	—	—
Natural History	—	—	2	—	(2)	(2)
Drawing	—	—	—	2	2	2
Writing	—	—	—	—	3	3
Total	30	30	30	30	30	28 (27)

No regard to boy's future vocation.

In the teaching of the *Gymnasien* the boy's future vocation is never taken into account, except in the article of Hebrew. It is deemed to be of the highest importance that the fundamental elements of a good general education should be imparted, without reference to the future practical application of the knowledge thus bestowed. School Directors and Teachers are expressly forbidden, for instance, to lower or vary the general standard of work in the case of boys intended for the army. On the other hand, the individual capacity of each boy is to be considered as far as possible. Thus in the Final Examinations superior proficiency in mathematics is allowed to compensate for inferiority in languages, and *vice versâ*.

Modern Languages.

French (as has been seen) is obligatory at the *Gymnasien*; both French and English at the *Real-Schulen*. The standard for both is fixed by the requirements of the Final Examination. To impart the power of speak-

* This subject was introduced under the influence of Hegel, in 1825.

† It may be convenient to add here the Scheme laid down in 1859 for the *Real-Schulen*.

Subjects.	I.	II.	III.	IV.	V.	VI.
Religion	2	2	2	2	3	3
German	3	3	3	3	4	4
Latin	3	4	5	6	6	8
French	4	4	4	5	5	—
English	3	3	4	—	—	—
Geography and History	3	3	4	4	3	3
Natural Science	6	6	2	2	2	2
Mathematics and Arithmetic	5	5	6	6	4	
Writing	—	—	—	2	2	3
Drawing	3	2	2	2	2	2
Total	32	32	32	32	31	30

ing these languages fluently is not deemed the main object of instruction; such a power is attainable only in a very moderate degree by boys at public schools, taught in large classes. The business of such schools is rather to give that sound grammatical knowledge and familiarity with the vocabulary which are necessary for correct speaking as well as for correct writing, and also some acquaintance with French and English literature. The methods of teaching consist chiefly in oral repetitions of grammar and construings, and in written translations from German done at home (*Exercitien*), and in school without grammar or dictionary (*Extemporalien*).

Final Examinations.

The Final Examination (*Maturitäts* or *Abiturienten Prüfung*), held at the *Gymnasien*, is regulated minutely by two Ministerial *Réglements* dated respectively 4th June 1834 and 12th January 1856. It is worth while to subjoin an abstract.

Abstract of Réglements relating to the Final Examination.

Examiners.—The Examiners are the Rector or Director of the school at which the examination is held, the Ordinarius and other Teachers of the 1st Form; a member of the local superintending body (*Ephorat, Scholarchat,* or *Curatorium*), if there be one; and a Commissary of the *Schul-Collegium* of the province, approved by the Minister of Education, who acts as president, and has a general control over the details of the examination.

No boy is allowed, as a rule, to present himself for examination until he has been two years in the 1st Form. Where there is an upper and an under First, he must have been half a year in the latter. In very exceptional cases, and on the recommendation of his teachers, a boy of extraordinary diligence and proficiency may go up at the end of a year and a half from his entrance into the First.

The Director is to lay briefly before the President, in writing, the opinion which the masters have formed of each candidate, and of his fitness or unfitness to proceed to the University. The subjects of examination are German, Latin, Greek, French (Polish being added in the Grand Duchy of Posen, and Hebrew in the case of boys designed for Theology or Philology), Religion, History coupled with Geography, and Mathematics.

The object of the examination is to ascertain what the boy really knows, and what he can do; what he has really acquired and made his own (*nur dasjenige wissen und können welches ein wirkliches eigenthum des Schülers geworden ist*); a result which is the slowly-ripening fruit of steady and regular diligence, and cannot be gained by hurried exertion during the preceding few months, much less by confusedly learning by rote a mass of names, dates, and incoherent facts. It is to be so conducted as to exclude all inducement or encouragement to special preparation or "cram."

The examination is partly in writing and partly *vivâ voce*.

The "paper-work" lasts three days (not consecutive), and consists of the following particulars, for which certain periods of time are assigned:—

A German essay (5 or 5½ hours in a forenoon). The Amending *Réglement* strongly inveighs against the common error of setting a thesis which is too abstract, or beyond the boy's mental reach.
A Latin essay (5 or 5½ hours in a forenoon).
A Latin *extemporale*, or translation from a piece of German dictated on the spot (2 hours).
A short and simple piece of Greek writing, similarly set (2 hours). This was substituted in 1856 for a translation into German from some Greek author not read in the school. The Commissary may require both Latin and Greek translations to be set in his presence at the time of *vivâ voce*.
A translation of a "not too hard" exercise from the French (3 hours).
A task in Mathematics and Arithmetic (4 hours in a forenoon).

For boys intending to pursue Theology and Philology there is also a translation of a passage (not read in the school) from one of the historical books of the Old Testament or of a short Psalm into Latin, with a brief grammatical analysis (2 hours).

In Posen there is also an essay in Polish.

A boy may ask for an additional or more difficult paper in any subject in which he thinks himself particularly strong, in order to compensate (within certain permitted limits) for one in which he is weak.

Any Provincial *Schul-Collegium* may, if it thinks fit, order that the same tasks for paper-work shall be set at all the *Gymnasien* of the province, and done on the same days, so as to form a comparison.

The paper-work is looked over and corrected by the examining teachers to whose department it belongs, and they write their opinion on it in precise terms, "not "sufficient," "sufficient," "good," &c., with reference both to the standard prescribed by these Instructions and to the ordinary work of the boy, before it passes into the hands of the other examiners.

The *vivâ voce* examination in each subject is conducted in the presence of the whole Board by the examining masters who teach that subject in the 1st Form. It consists of—

a. In Latin. Construing and explaining passages of Cicero, Sallust, Livy, Virgil, or Horace. The questions and answers are to be in Latin.
b. In Greek. Passages from some tolerably easy Greek prose writer, or Homer, with questions on Greek grammar, history, mythology, and art.

In Latin and Greek the prose passages should be now to the examinee, the poetry should have been previously read in school, but not during the last half-year.

c. In Religion. Questions on the Christian faith and Christian morals, the chief events of Church history, the contents and general connexion of the Holy Scriptures, and the fundamental doctrines of the boy's religious denomination.
d. In Mathematics. Questions adapted to the standard laid down hereafter.
e. In History and Geography the same. The *Réglement* of 1856 requires also that the examinee should discuss connectedly, and not in the way of interrogation and answer, some questions of Greek, Roman, or German history proposed to him by the examining master, or the President.

The *Réglement* of 1834 required also a *vivâ voce* examination in German Grammar, Prosody, and Literature, in Natural History and Physics, and in *Philosophische Propädeutik*, explained as meaning the rudiments of Empirical Psychology, and of common Logic, and in French. But these are struck out by that of 1856, except in the case of foreigners.

Students of Theology and Philology are to construe and analyse grammatically a passage from the historical books of the Old Testament.

The *vivâ voce* examination should have some reference to the paper-work, and especially to those subjects in which the examinee has failed therein, or in which he may be expected to distinguish himself. It may be dispensed with altogether (not partially) if the examiners are unanimously of opinion that the boy's paper-work alone entitles him to a certificate. If his paper-work, or the bulk of it, is "not satisfactory," and his previous performances are of the same kind, he should not be examined *vivâ voce*.

As to the standard, the essay should show comprehension, judgment, and logical arrangement, and some acquaintance with the chief epochs of German literature, and should be clearly expressed and written without gross mistakes in composition or punctuation.

The Latin writing should be free from grammatical errors and flagrant (*grobe*) Germanisms, and should exhibit some power of expression; and the examinee must understand the less difficult orations and philosophical writings of Cicero, as well as Sallust and Livy, the Eclogues and Æneid of Virgil, and the Odes of Horace; he must be correct in his quantities, and able to give an account of the common metres.

In Greek he must be able to construe, without previous preparation, the Iliad and Odyssey, the first and four last books of Herodotus, the Cyropædia and Anabasis, and the shorter and easier Dialogues of Plato.

His French writing should be free from mistakes, and he should be able to translate fluently a not too difficult passage of French prose or poetry.

In Mathematics he must show facility in the arithmetic of common life "according to its principles "founded on the theory of Proportion," familiarity with the theory of powers and roots, and of progressions, the elements of algebra, and of plane and solid geometry, combinations, and the binomial theorem, simple and quadratic equations, the use of logarithms, plane trigonometry, and above all a clear insight into the chain of connexion of the problems (taken in the aggregate) comprised in a systematically arranged course.

In History and Geography he should have present to his mind, without the help of a map, the boundaries of countries, their river systems, an orographic view

G.

of the surface of the globe, the main features of the political distribution of the world, the outlines of the whole field of history, and a clear general view of the history of the Greeks and Romans, of Germany, and of Prussia.

In Physics, a clear insight into the chief theories on the general qualities of bodies, on the laws of equilibrium and motion, on heat, light, magnetism, and electricity; and in Natural History, a sufficient knowledge of the general classification of the products of nature.

The intending student of Theology or Philology must read Hebrew fluently, know the accidence and principal rules of the syntax, and be able to translate easy passages from a historical book of the Old Testament, or from the Psalms.

N.B.—A candidate who is below the standard in any subject other than German or Latin may obtain his certificate if he be considerably above it in the classics or in mathematics. Though no indulgence is to be shown to boys who neglect any particular subject because they think it unnecessary for their future profession, cases may occur in which fairness and the interests of the public service require that some regard should be had to the line for which a boy is destined. In cases of this nature (which must be considered strictly exceptional), the examiners may in their discretion grant a certificate to a boy who has satisfied them in German and Latin, and in two other subjects, though below par in the rest.

Separate and detailed "Protocols" are drawn up of the results of the paper work and oral examination, and at the conclusion each boy's case is carefully discussed and voted on, the President having, in case of equality, a casting vote.

The certificate (*Zeugniss der Reife*) is framed partly on the results of the examination, partly on the "Character-books (*Censur-bücher*) of the school. It contains an estimate of his moral and general conduct and diligence during his school career, and a detailed statement of the results of his examination under every separate head. General terms, such as "excellent," "good," &c. are here not allowed.

A boy who has not satisfied the examiners may, if he pleases, have a certificate that he has been examined, which entitles him to be admitted to matriculate at a University, his name being entered with a statement to this effect in a separate book appropriated to the Faculty of Philosophy.

It is penal to admit any person to matriculation without one or other of these certificates, unless he have obtained an authorization from the Minister of Education, which is only granted on special grounds. The University authorities are bound to send half-yearly to the Minister lists of the persons matriculated, distinguished according to their certificates.

A boy who has been rejected may try again once, after the lapse of half a year, at a Gymnasium within the same province, even when already matriculated and resident at a University. His legal *triennium* or *quadriennium* dates, in such case, from the time of his passing.

A student resident at a University, who wishes to take up Theology or Philology, not having read Hebrew at school, may be subsequently examined by a different Board.

In the examination of boys who have been privately educated, fair allowance is to be made for the fact that they have not been at a Gymnasium, and are not being examined by the Masters by whom they have been taught.

Every Director of a Gymnasium is bound to send half-yearly, within four weeks after the close of each examination, to the *Schul-Collegium* of the province copies of all the protocols drawn up, and certificates granted, together with the whole MSS. of the paper-work marked by the examining masters. These documents are considered and transmitted by the provincial *Collegium* to the Board of Examinations of the district (*der betreffenden Konigl. Wissenschaftlichen Prüfungs-Commission*), which returns them with its written opinion through the provincial *Collegium* to the Examiners. Copies of these opinions are at the end of the year sent by each provincial *Collegium* to the Minister of Education, with a tabular return of the boys examined during the year in its province; their names, birthplaces, creeds, conditions, &c.; the time during which each had been in the first form, their certificates (if they passed); the Universities to which they have gone, and their respective Faculties.

There is no strictly uniform system of discipline.* Each school has its own regulations, which are approved by the superintending authorities, and are communicated to the parents when they enter their boys. These codes, however, proceed on much the same principles. Discipline.

The general regulations issued by the Westphalian *Collegium* for all the *Gymnasien* and *Progymnasien* of that province are furnished as a sample. They are, for the most part, of a very general kind, and prescribe rules for the conduct of the boys out of school-hours, as well as in school. Before any boy is admitted to a school, he is required to produce, if he has been at school before, a certificate of good conduct, attesting also the amount of his attainments, and the form in which he was there placed; if he has not, he must bring a testimonial from the person who has given him private instruction. If his parents do not reside in the place, they must name some respectable man who is willing to be responsible for the care and conduct of the boy, and is bound to make known to the Director any irregularities of which the boy may be guilty. The boy's place of abode must not be changed without notice to the Director and to the *Ordinarius* of his form, whom he is to regard as a paternal friend (*als seinen väterlichen Freund*), and to resort to on all occasions with confidence for counsel and advice. If the regulations of the school require him to attend Divine worship, he is to obey them. He is bound to give an account, if required, in writing of the employment of his time out of school. He must not be out late at night; must be orderly in his dress and demeanour; must not go to inns, coffee-houses, or confectioners, except in company with his parents or their representative, nor, without their assent and the express permission of his form-master, to theatres or public balls; must not resort to public circulating-libraries (their place being supplied by the school-library); must not smoke, unless grown-up (*erwachsene*), and then only by leave of his parents communicated to the Director, nor in public places, nor in the presence of a teacher without the permission of the latter. At the end of every half-year a written "character" (*Censur*) of each boy, containing an account of his diligence in school and general conduct, is sent through the boy to his parents, who return it to his form-master with their signature. The punishments are as follows:—

1. A reprimand, private or before the form, or before the assembled masters (*Lehrer-Conferenz*), or before both masters and boys.

2. An entry in the day-book of the form (*im Tagebuche der Klasse*), or on the *Censur*.

3. Corporal punishment, applied especially to young boys, either privately, or before the form, or before the *Lehrer-Conferenz*.

4. Confinement in the class-room, or in a master's house, or in the school *Carcer*, which may last from one hour to several days, and may be accompanied with the deprivation of food.

5. Removal from the school, which may take place in three ways. The parents may be recommended quietly to withdraw the boy. If they do not comply, he is otherwise punished, but warned at the same time that, unless he improves, he will be sent away. When a boy is sent away, it is made known to the school. If the offence be such as to prove that he cannot safely be received at any other school, the expulsion is formal and public, and is communicated to all the other *Gymnasien* and higher schools of the province, none of which can afterwards admit him as a scholar nor to the *Abiturienten-Prüfung*.

A boy who has twice gone through the whole course (*Cursus*) of his form, and is yet unfit to enter the next, may be desired to leave, even though his want of success proceeds not from idleness, but from incapacity, his continuance in the school under such circumstances being injurious to others and unprofitable to himself.

The appointment of masters is, as has been stated, in the hands of the local authorities subject to the approbation of the Minister of Education. No one however can (as a general rule) be so appointed until his qualifications have been thoroughly tested in the manner prescribed by the existing regulations which are chiefly contained in a "*Réglement*" of 20th April 1831. Qualifications for appointment as a Teacher. Preliminary Examinations, &c.

These regulations apply to all *Gymnasien* and *Real-Schulen*, to schools which profess to prepare boys for the second or third form of a *Gymnasium* or *Real-Schule*,

* The study of French was prohibited in Rhenish Prussia in 1815. It was for some time an open question whether a German boy ought to be taught French.

and in brief to all which aim at imparting a *general* education. They do not apply to teachers of drawing, writing, and singing, for the ascertainment of whose qualifications other tests are provided. An abstract is subjoined.

Abstract of Regulations respecting Examinations for Teachership.

Every person desirous of being appointed a teacher in a school belonging to any of the above-mentioned classes is required to undergo an examination *pro facultate docendi* before a Board of Examinations (*Konigl. Wissenschaftliche Prüfungs-Commission*). There are six of these Boards, which sit respectively at Berlin, Königsberg, Breslau, Halle, Munster, and Bonn.

In order to obtain leave to present himself for examination, the intending candidate must send in to the Board the following papers:—The certificate or *testamur* (*Zeugniss der Reife*) by which he gained admission to the university he has studied in—a certificate of his having completed a university course of three years—of the lectures he has attended there—and of his moral conduct; a further certificate (if he has quitted the university more than a twelvemonth) of his subsequent conduct and employment, given by the authority or authorities to which he has since been subject—a written account of himself, his name, origin, creed, education, and previous course of study, specifying the subjects in which he considers himself strongest. This is to be in Latin, unless the candidate proposes to offer himself only for a teachership of mathematics and natural science at a *Real-Schule* or *Bürger-Schule*, in which case he may exchange Latin for French.

The examination consists of three parts.

1. The preparation of two or three exercises or dissertations in writing, one of which must be in Latin—or, in the case specified above, in French, if the candidate prefer it—on subjects set by the Examiners.

2. A *vivâ voce* examination in all the branches of knowledge which the regulations require, the classical portion of it being uniformly conducted in Latin.

3. The delivery of a trial-lesson (*Probe-Lection*) in philology, mathematics, or history. This is intended to test his delivery, voice, and manner, his power of seizing the prominent points of a subject, and connecting them together, and of handling a large class of boys (*ein kräftiges Ergreifen einer ganzen Knabenmasse*).

The subjects of examination are—

(*a.*) Languages, viz., Greek, Latin, and German. Philology and the history of classical and German literature. Every candidate must be able to translate French fluently, and to be master of the French grammar.

(*b.*) Mathematics and natural science. The latter head includes, for teachers of the lower forms, Zoology, Botany, and Mineralogy, and for the highest a thorough knowledge of Physics. Those who do not propose to teach these things are expected to have such an acquaintance with them as is necessary for a due understanding of their relation to other branches of study and their place in a general education.

(*c.*) History and Geography, ancient and modern. This includes, for the upper classes, the ability to lecture on Ancient History in Latin.

(*d.*) Philosophy and Pædagogics. The former includes Logic, Psychology, and the history of Philosophy, ancient and modern. The latter, for the higher classes, an accurate knowledge of the science of teaching, and a critical appreciation of the various systems and methods of instruction.

(*e.*) Theology and Hebrew. The candidate must be able to read the New Testament at least in the original; must have a competent knowledge of the general rules of Biblical criticism and hermeneutics, and of ecclesiastical history; the principal dogmas of the Christian religion, and the leading features of Christian morals. In Hebrew he must be able to construe with tolerable ease the Scriptures of the Old Testament and the Psalms, and to compare the original with the Septuagint and the Vulgate.

These are the subjects of examination. It is not required, however, of any candidate that he should show himself master of all of them. He obtains his certificate and the *facultas docendi* if he exhibits in any one of the three chief branches,—Languages, Mathematics and Natural Science, History and Geography,—such proficiency as fits him to instruct one of the two highest forms of a *Gymnasium*, and at the same time such an acquaintance with the rest as will enable him to comprehend their connexion with the general curriculum and their relative importance, and thus to take his proper part in the general instruction of the school. If he is found wanting in this latter qualification, the Examiners may grant him a conditional *testamur* (*bedingte facultas*), the effect of which will be explained hereafter.

The certificate granted to each successful candidate contains a particular statement of the results of his examination, of the forms which he is deemed competent to teach in the several subjects, of the ratio which his knowledge appears to bear to his aptitude for teaching, and of the deficiencies which have been noted in him by the Examiners.

The candidate who has got his certificate is entitled to have his name entered on the list of aspirants for employment kept at the office of the Minister of Education; but he cannot receive an appointment till he has spent at least a year in the practice of teaching at a *Gymnasium*, a *Real-Schule*, or a *hohere Bürger-Schule*. This is called his *Probe-Jahr*, or trial year. He here takes charge of such lessons as are assigned to him, attends also as a "hospes" during his first month the lessons given by others, attends the conferences of masters, and has the power of inflicting punishments for small offences; and it is the duty of the Rector to place under his especial care and control some of the more idle and unmanageable boys, that it may be seen what he can make of them. His service is considered to be gratuitous, but "in consideration of the "circumstances of the majority of candidates," a moderate remuneration may be paid to him, if the funds of the school can afford it.

Armed with the *facultas docendi*, and with a detailed certificate of the manner in which he has passed the ordeal of the trial year, the candidate is now ready for a nomination; but if he is fortunate enough to obtain one, he must undergo, before entering on his office, a further examination, directed to ascertain his fitness for the particular post to which he has been appointed, and called the examination *pro loco*. This is ordinarily conducted *vivâ voce*, the candidate being required also to prove his capacity as a teacher by delivering some *Probe-Lectionen*.

If his original certificate, the *facultas docendi*, was not absolute, but conditional, he is further bound at this stage to satisfy the Examiners that he has now mastered those branches of knowledge in which he was wanting before.

The Ministry of Public Instruction will, however, grant a dispensation from the examination *pro loco*, on being officially requested to do so, to any candidate who has passed (unconditionally) for the *facultas* within three years past.

The candidate has now achieved the object of his ambition, but he has not gone through his last ordeal. Every subsequent promotion from the charge of a lower to that of a higher form brings with it another examination *pro ascensione*, which, however, is generally limited to a *colloquium* with the members of the Examining Commission, though they have a discretionary power to exact repeated *Probe-Lectionen*.

Finally, suppose him advanced to the dignity of Rector or Head Master of a school. Here his series of examinations ends with a *colloquium pro Rectoratu*, conducted partly in Latin, partly in German, and embracing generally the whole field of his future duties. He is here made to express his views on education in general, and its influence on the formation of character; on the purposes to which the various branches of instruction tend and their relative weight and importance; on the proper limitation of the curriculum for a given number of forms; on plans, methods, and instruments of teaching; on the proportionate value of different subjects in promoting the religious and moral feelings, the sense of the beautiful, the powers of comprehension and thought; on school discipline, and particular regulations for maintaining it; on the working of the school upon popular and home education, and their mutual relation to each other; on the position and duties of a Director in reference to his subordinates, to his scholars, and to the public. In which *colloquium* it is the duty of the Examiners to pay more regard to the clearness of the examinee's answers, the acuteness of his observations, the force of his convictions, and the zeal he discovers for his work, than to his agreement with their own opinions, or with the rules of any particular philosophical system.

G.

General Observations.

The* growth of this large and elaborate system has been very gradual. Its history is commonly dated from the Reformation, when the active personal exertions of the leading Reformers, especially Luther, Melancthon, and Buggenhagen, gave an impulse to education in Germany, and determined for a long time its direction and character. Social changes, changes of opinion, and the gradual centralization of all the powers of Government have moulded it by degrees into its present form.

The *curriculum* immediately after Luther's time comprised substantially the old Trivium. Latin, Logic, and Rhetoric, besides Theology and Singing, were the subjects for the higher forms. Some scholars, in some schools, learnt Greek, and some Hebrew. No very great change seems to have taken place in the 16th and 17th centuries. Readiness in writing and speaking Latin was the chief object of the exertions of teacher and scholar.

Early in the 18th century, though Latin and Theology still held the first place, we find in many schools Mathematics, History, and Geography; sometimes Botany, Anatomy, Astronomy, occasionally German, including composition in verse. Chrestomathies in Latin and Greek are also found. The first scheme of the great foundation-boarding-school of Joachimsthal contains Cicero, Virgil, Terence, Hesiod, Theognis, Demosthenes, Isocrates; not Homer nor Horace.

During the second half of the 18th century great changes took place under the influence of Rousseau's writings, and of the new ideas which rooted themselves in Prussia in the reign of Frederick the Great. Frederick himself, whilst he held that everybody ought to learn Latin,† set great value also on the teaching of German grammar and German composition. What would be useful to the man should be learnt, he always insisted, by the boy. The curriculum was gradually extended so as to embrace an immense multitude of subjects. At the end of the last and the beginning of the present centuries there were in many schools above 40 lesson-hours a week, including Antiquities, Statistics, the History of Philosophy, the History of Literature, *Encyclopädie*, Natural Science, Technology, &c.

During the last quarter of a century the tendency has been towards simplification.

The *government* of the schools remained for a century and a half after the Reformation mainly in the hands of the ecclesiastical authorities, and almost all the teachers were, as Luther desired, either clergymen or aspirants to orders. The first important act of control exercised over them by the State is the "*Konigl. Preuss. "Evang. Reformirte Inspections-Presbyterial-Classical-"Gymnasien- und Schul-Ordnung*," issued by Frederick William I. in 1713. The Allgemeine Landrecht, drawn up under the orders of Frederick the Great, though not published till 1794, declared schools to be institutions of the State (*Veranstaltungen des Staats*). In 1787 he established the *Ober-Schulcollegium*, a central controlling authority, whose superintendence extended over the whole country. This was abolished in 1808, and a Department of Worship and Public Instruction created in the office of the Home Minister (*Minister des Innern*). William von Humbolt was the head of this department for about a year and a half (1809–1810). It existed as a subordinate bureau only till 1817, when it was erected into an independent Ministry of Religion, Education, and Medicine (*Ministerium der Geistlichen-Unterrichts-und Medizinal-Angelegenheiten*), which has existed ever since. The *Konigl. Provinzial-Schulcollegien* were established for each province in 1825, and invested with powers of subordinate control before exercised by the Consistories, which retained only a right of supervision over the religious teaching.

The Final Examination (*Maturitäts* or *Abiturientenprüfung*), as the door of entrance to the Universities, was first prescribed by law for the whole kingdom in 1812, but with some material differences from that which exists at present. It might be held either at a Gymnasium or at a University; the Examiners in the latter case being a mixed body of Professors and schoolmasters, and there were three classes or letters, indicating respectively that the candidate was absolutely fit, that he was conditionally fit, and that he was unfit for University studies. But even a third class did not absolutely preclude him from being admitted to matriculate. In 1834 many complaints having arisen of the diversity of standards, the looseness of the examinations, and the practice of cramming for the first class,* the system was altered; examinations at the Universities were put an end to; the three classes reduced to two, and the subjects and standard carefully and minutely laid down (see Instructions of 4th June 1834, before abstracted.) Other alterations which have been introduced since 1818, are the following:—The establishment everywhere of six regular forms, and the gradual abolition of the system (*Parallel-System—Fach-System*), under which a boy might be in different forms or classes in different subjects; the appointment of a Form-master (*Ordinarius*) for the superintendence of each form; the formation of school libraries, with pecuniary assistance from the State. The examinations for teacherships, first commenced in 1810, were elaborated and reduced nearly to their present form in 1831.

But the most important, perhaps, of the changes that have taken place in the present century is the development of the *Real-Schulen*, which has both met the increasing demand for "useful knowledge," and has thereby helped to relieve, limit, and simplify the previously overloaded curriculum of the *Gymnasien*. Some institutions of this nature were founded in the last century; at one period during the present they became extremely popular, and competed keenly with the *Gymnasien* for public favour. They received their complete organization by a Ministerial Ordinance of 1859, which defines and regulates minutely their curriculum, constitution, examinations, and privileges. It has not been thought necessary in drawing up this account to enter further into this branch of the subject. It is important, however, to observe that some *Gymnasien* have parallel forms, doing the same work as the corresponding forms would in a *Real-Schule* (*parallele Real-Classen*), the "bifurcation" beginning above the second form. A boy is allowed in these schools to pass out of one form into the parallel division if, as the bent and character of his mind develop themselves, it becomes clear that the change is expedient. Head masters, as well as parents, often wish, we are told, for the opportunity of doing this, but it is strictly enjoined that, to prevent the *Real-Classen* from becoming a refuge for stupidity and idleness, the standard of work should be kept quite on a par with the corresponding forms of the *Gymnasium*. Boys who so pass over lose, of course, their chance of those advantages which they might have had as scholars of a *Gymnasium*, and acquire instead those attached to the *Real-Schule*. There are, in fact, two distinct schools, the head master, teachers, school buildings, prayers, holidays, singing-classes, and gymnastic grounds being common to both.† To illustrate the working of this system, a table showing the distribution of work among the masters of the *Friedrich's Gymnasium und Real-Schule* at Berlin has been extracted from the yearly programme of that establishment, and will be found at the end of these Notes.

Opinion in Prussia appears to be favourable, on the whole, to the maintenance of the present system, but to discover in it some shortcomings and defects.

The multiplicity of subjects, and its tendency to confuse the mind and overload the memory, present, as we have seen, a difficulty which the Government itself admits, and endeavours in various ways to counteract. Both the curriculum and the examinations have of late years been simplified and contracted with this view. On the other hand the demand for "useful" knowledge, the daily enlargement of the realm of science, the very zeal of the individual teachers in the pursuit of their respective subjects, and the impatience of parents to have their sons pushed forward as fast as possible, tend both to increase the quantity of work and to make it more superficial. So it is complained that the elder boys study Greek grammar rather than Greek literature; that the younger draw many maps without learning geography; that their work degenerates into overmuch writing (die Schüler sehen oft nur das Schreiben für arbeiten an). There are sometimes as many as ten teachers for one form, each language and science—History, Geography, Physics, Chemistry, Mathematics, &c.—having its separate teacher, "unmercifully conscientious" in exacting the labour he thinks due to his own department. At the same time the size of the forms, which has increased of late years with the increasing numbers of the schools, has become such as to make it almost impossible for the master to give that individual attention to each boy, and obtain that knowledge

* These concluding observations have been chiefly gathered from the excellent article in the Preuss. Jahrbuch, before referred to.

† "Lateinisch müssen die jungen Leute absolut lernen; davon gehe Ich nicht ab. Wenn sie auch Kaufleute werden oder sich zu was anderen widmen, so ist ihnen das doch allezeit nützlich, und kommt schon eine zeit wo sie es anwenden mögen."—Fred. II., to Zedlitz.

* The examinations of this kind at the University of Bonn for the three years 1821-1823 produced one first class, 51 seconds, and 350 thirds.

† Unterrichts u. Prüfungs Ordnung der Real-Schulen. Explanatory Observations, p. 24.

of his capacity, character, and progress which good teaching requires.* Complaints are heard in Prussia, as in England, of a decline among the clergy of classical learning, and especially of the power of writing and speaking Latin; among lawyers and physicians, of philosophical and general training. But if this is true, the Universities, it is replied, ought to bear their share of the blame. How, it is asked, can a young man be expected to keep up his familiarity with Latin who perhaps never has the opportunity of hearing it spoken throughout his University course? And from the present tendency of University teaching to break up into special lines of study (*die specialitäten des Fachstudiums*), these institutions are ceasing, it is said, in a great measure to carry on general education. A student of natural science has few opportunities of hearing a general lecture on ancient literature or theology, or a student of philology on natural science. "*Vorlesungen über die Reptilien können ihm dazu nicht dienen.*"†

The emoluments of the teachers are very unequal and for the most part inadequate. Take, for instance, the provinces of Brandenburg and Westphalia:—

	Brandenburg. Gymnasien. Max. £	Min. £	Real-Schulen. Max. £	Min. £
Director	435	150	285	112
First *Oberlehrer*	247	111	210	82
Last do.	150	77	120	75
First *ordentliche Lehrer*	142	76	112	75
Last do.	90	45	97	45
	Westphalia.			
Director	£ 202	£ 135	£ 180	£ 168
First *Oberlehrer*	150	90	135	97
Last do.	120	75	112	105
First *ord. Lehrer*	112	67	105	90
Last do.	75	45	75	60

In part, probably, on this account, the increase of trained teachers is said to be far from keeping pace with that of schools. Twenty years ago candidates with good certificates, who had passed their trial year, had often to wait long for a nomination. At present it sometimes happens that one who has had no trial must be taken to fill the place of an *Ordinarius*. The number of candidates *pro facultate* appears, however, to have risen from 75 in 1846 to 180 in 1860.

The teachers are supported partly out of foundation funds (when there are any), partly out of the payments made by the boys or their parents (*Schulgeld*), with some assistance from the public exchequer. The *Schulgeld* varies greatly, from 5*l.* or 6*l.* a year, to 1*l.* 10*s.* or 2*l.*, being lowest where the school has considerable revenues from its foundation. It often depends on the boy's place in the school, being higher in the higher forms; sometimes on the circumstances of the parents. The highest sum given, 6*l.*, is for the first form in a *Real-Schule*. At Berlin the general payment in all forms at all schools is 3*l.* 12*s.* There are some trifling extra payments for gymnastics and school-library, and occasionally upon rising from one form to another. About a tenth of the boys, as a general rule, receive education free of charge (*Schulgelderlass*).

Some of the old foundation schools are very wealthy. But there is a great want of more foundations, and more *Alumnats*, both for the assistance of clever boys whose parents cannot afford to prepare them for the Universities,‡ and because the *Alumnat*, as a place of education, and especially in respect of religious teaching and the formation of character, has great advantages over the day school. In the provinces of Prussia Proper, Silesia, Posen, Westphalia, and Rhenish Prussia, there is not a single Protestant Alumnat.

The amount of Government interference and control, and the uniformity which it creates and enforces, are deemed, even in Prussia, to have been carried too far, and the tendency of recent measures has been to give greater liberty both to local authorities and to rectors of schools. It appears, however, to be true that even under the present highly centralized system there is more than we might suppose of variety and freedom. Different schools have their different traditions, and are moulded and influenced by the personal characters and exertions of their rectors and teachers. Some have always excelled in classics, and particularly in Latin and Greek versification; others in mathematics, history, philosophy, music, Hebrew. Some have excellent teachers of natural science; others have none. The books read, the editions used, differ everywhere.* The pronunciation of Greek differs; Latin, French, and English are spoken more in some schools than in others. In some, masters and scholars go together on Sundays to church; in others there is no such custom. In some the lower forms prepare their work in school, in others out of school; and in the disciplinary regulations there are many differences of detail.†

Making allowance for some defects which are inseparable from so large, complicated, and elaborate a system, and for others which the authorities are endeavouring with good hope to remove, it works well, we are told, in the opinion of the Government, and appears to be approved by the public. The number of boys attending school increases fast; the number of schools increases; and comparing the two classes together, the *Gymnasien* multiply faster than the *Real-Schulen*, in spite of the disposition prevailing in the present day to depreciate classical learning.

Thus it appears that since 1841 the increase in the number of *Gymnasien* in the Prussian dominions has been as follows:—

In the year 1841 there were	- - -	113
„ 1851 „	- - -	118
„ 1861 „	- - -	143

The increase during the last 10 years, distributed among the different provinces, was:—

Prussia Proper - - -	6
Brandenburg - - -	4
Pomerania - - -	5
Silesia - - - -	1
Posen - - - -	1
Prussian Saxony - -	0
Westphalia - - -	5
Rhenish Prussia - - -	3
Total -	25

The increase in the number of *Real-Schulen* during the same 10 years is 10.

It may be convenient to add the number of schools of both classes in the following large towns:—

Town.	Population.	Gymnasien.	Real-Schulen.
Berlin - - -	500,000 nearly.	8	6
Breslau - - -	130,000 and upwards.	4	2
Cologne - - -	109,000	3	1
Königsberg - -	82,000	3	2
Danzig - - -	68,000	1	2
Magdeburg - -	59,000	2	1
Aix-la-Chapelle -	57,000	1	1
Elberfeld - -	54,000	1	1
Stettin - - -	54,000	1	1
Crefeld - - -	49,000	0	1
Barmen - - -	45,000	0	1
Stralsund - -	21,000	1	1
Halberstadt - -	21,000	1	1
Nordhausen - -	17,000	1	1
Tilsit - - -	15,000	1	1
Glogau - - -	14,000	2	0

* Forms of from 60 to 100 and upwards are very frequent, but the expedient is often adopted of subdividing them into parallel or successive divisions (*Parallel-Cötus, Ober* or *Unter-Abtheilungen*). For example, at Stettin the *Gymnasium* has 565 boys, thus distributed:—

I. 46	IV. 121
II. 90	V. 105
III. 109	VI. 94

With a *Vorschule* or preparatory school of 147, in three forms.

The *Real-Schule* has 595.

I. 7	IV. 129
II. 103	V. 130
III. 97	VI. 129

With a *Vorschule* of 245 in four forms. Each form in the two great schools, except form I. in the *Real-Schule*, has two divisions. The Friedrich's Gymnasium and Real-Schule (combined) at Berlin had, in 1860, 1,036 boys, including the *Vor-Schule* or Lower School.

† Pr. Jahrb. 154.

‡ The expenses, books and clothes included, of a boy who has a free scholar's place (*Freistelle*) in an *Alumnat*, are stated to average from 9*l.* to 12*l.* a year. *Pr. Jahrb.* 143.

* As to the different Grammars, the *Jahrbuch* observes: "It appears "hardly possible that any one grammar should hereafter possess the "almost absolute dominion which was obtained successively by Broder, "Zumpt, and Buttman." You find, for instance, in present use, in the province of Brandenburg, besides many Latin grammars, attached to reading and exercise books for the lower forms, those of Zumpt, O. Schultz, F. Schultz, Siberti-Meiring, Moiszisstzig, Ellenst-Seiffert, Putsche, Blume, Küttner; in Greek those of Buttman, Krüger, Bellermann, Kühner, Curtius, Francke, Schnatter. In Westphalia they have, in Latin, the two Schulzs, Zumpt, Siberti-Meiring, Berger, Middendorf-Grüter; and in Greek, Buttmann, Curtius, Krüger, Kistemaker-Wiens.

† *E.g.* "In some schools the boys as low as the under Fourth are addressed with the [more respectful] pronoun *Sie*, in others only in the "nigher forms, and in some *Du* is used even to the First Form." *Pr. Jahrb.* 146.

G.

TABLE extracted from the PROGRAMME of the FRIEDRICH'S GYMNASIUM und REALSCHULE at BERLIN

	GYMNASIUM.							REALSCHULE.		
	Upper First.	Under First.	Upper Second.	Under Second.	Upper Third.	Under Third.	Upper Fourth.	First.	Upper Second.	Under Second.
Ordinarius.	Runge.	Fleischer.	Amen.	Büchsenschütz.	Born.	Schultz.	Sperling.	Herrig.	Köppen.	Weissenborn.
Professor Krech, Dir.	3. History			3. History				3. History		
Professor Dr. Runge.	2. Physics 4. Mathem.	4. Mathem.	4. Mathem. 2. Physics 2. German	4. Mathem.						
Professor Dr. Fleischer.	8. Latin	8. Latin.	2. Virgil 3. History							
Oberlehrer Dr. Amen.	2. Horace	2. Horace	8. Latin	9. German			6. Greek			
Oberl. Dr. Büchsenschütz	6. Greek		4. Greek	8. Latin	2. Ovid					
Oberlehrer Dr. Born.			2. Homer	6. Greek	8. Latin 2. German	2. Ovid				
Oberlehrer Dr. Schultz.		4. Greek			6. Greek	2. Religion 8. Latin				
Oberlehrer Köppen.								3. German	3. German 4. Latin 3. History	3. History
Oberl. Dr. Schartmann.								3. Latin		4. Latin
Professor Dr. Herrig.	2. French. (2. English)		(2. English)					4. French 3. English	4. French 3. English	
Oberl. Dr. Weissenborn.								5. Mathem. 3. Physics	5. Mathem. 2. Physics.	5. Mathem. 2. Physics 4. French
Oberlehrer Schellbach.								3. Chemist. (2. Laborat.)	2. Chemist. 2. Nat. Hist. (2. Laborat.)	2. Chemist. 2. Nat. Hist.
Ordentl. Lehrer Egler.										
Ord. Lehrer Dr. Sperling.						6. Greek	10. Latin			
Ord. Lehrer Dielitz.										
Ord. Lehrer Mann.	(Travelling on leave for scientific purposes,)									
Ord. Lehr. Freyschmidt.				2. Virgil	2. French	2. French	2. French			
Ord. Lehrer Dr. Sarres.					3. Mathem. 2. Nat. Hist.	3. Mathem. 2. Nat. Hist.	3. Mathem.			
Ord. Lehrer Krebs.										
Ord. Lehrer Schmidt.										
Ord. Lehrer Reckzey.										
Ord. Lehrer Schulze.										
Ord. Lehrer Brock.										
Dr. Laas.	3. German (2. Hebrew)		(2. Hebrew)							
Dr. Tüllmann.		2. Homer					2. German 3. History			
Divisions-Pred. Hülsen.	2. Religion.		2. Religion	2. Religion	2. Religion			2. Religion	2. Religion	3. German
Pred. Hanstein.							2. Religion			
Dr. Weingarten.										
Baumann.					3. History	3. History 2. German				
Pariselle.			2. French	2. French						
Tappe.										
Sieglerschmidt.										3. English
Dr. Neumann.										
Giovanoly.										
Domschke.	(2. Drawing)						2. Drawing			
Schoenau.								3. Drawing	2. Drawing.	
Hauer.	First Singing Class (Tenor and Bass.)								2nd Singing Class	

G.

wing the DISTRIBUTION of WORK among the Masters during the Winter Half Year 1860–1861.

REALSCHULE.			GYMNASIUM.					ELEMENTAR-SCHULE.					Number of Hours.
Upper Third.	Under Third.	Upper Fourth.	Under Fourth.	Upper Fifth.	Under Fifth.	Upper Sixth.	Under Sixth.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	
Schartmann.		Laas.	Frey-schmidt.	Egler.	Tüllman.	Sperling.	Tappe.	Krebs.	Schmidt.	Reckzey.	Schulze.	Brock.	
													9
													22
													21
													20
													20
													20
													20
History and ography													20
Latin German	5. Latin 4. History & Geogr.												24
													20
													26
Natural History	2. Natural History	2. Natural History		2. Natural History	2. Natural History								25
				3. Relign. 2. German 10. Latin 2. Geogr.	3. Mathem.	4. Mathem.							24
						10. Latin.							26
				2. Writing	2. Writing	3. Writing	4. Writing	4. Writing					15
			10. Latin 5. French 2. History										25
Mathem.	6. Mathem.					2. Nat. His.	2. Nat. His.						29
			2. Geogr.			2. Geogr.		3. Relign. 6. Arith. 2. Geogr.	6. Arith. 2. El. Geom. 3. Religion	3. Religion			29
					2. Singing	2. Singing	2. Singing	2. Singing	3. Religion 7. German 4. Writing 2. Singing	2. Singing	2. Singing		28
							4. Arith. 2. Geogr.	4. Elem. Geom.		8. German 6. Arith. 5. Writing			29
										2. El. Geom.	3. Religion 8. German 8. Arith. 5. Writing		26
												3. Religion 11. Reading 6. Writing 6. Arith.	26
		6. Latin. 3. German 4. His. Geo.											20
					10. Latin 2. German 4. French 2. Geog.								25
													15
2. Religion. 3. German		2. Religion	2. Religion		3. Religion	3. Religion	3. Religion						20
		6. Mathem.	5. Mathem. 2. German	3. Mathem.									16
													8
													4
						2. German	10. Latin 2. German						14
English French.	4. English 4. French	5. French											24
								7. German					7
				4. French									4
Drawing	2. Drawing	2. Drawing	2. Drawing	2. Drawing	2. Drawing	2. Drawing							18
													5
(Tenor and Bass)		2. Singing	2. Singing	2. Singing									12

2. First Singing Class (Sopr. and Alt.)

II.

APPENDIX H.

Communications addressed to the Commissioners respecting Eton College.

Rev. J. Wilder, M.A., Fellow of Eton College.

On the "Pueri Commensales" mentioned in the Eton Statutes.

Sulham, near Reading,
July 12, 1862.

My Lords and Gentlemen,

As you did me the favour to request that I would commit to writing my opinion upon certain questions to which the inquiry of the Public Schools Commissioners was directed on Saturday last, the 5th instant, I proceed to consider the subject of "pueri commensales."

I may premise, however, that it has appeared to me most desirable, in any investigation such as is now before the Commissioners, to take the statutes of the College as a general basis; and to endeavour to ascertain what was the mind and object of our Royal Founder; and then to consider how that object can best be expanded, so as to meet, to the utmost, consistently with this, the exigencies of the present times, and to produce as large an amount of good as possible under existing circumstances. This would seem more just and right than to suggest some new scheme, without any reference to this fundamental principle.

The class of boys, then, called "commensales," is strictly statutable. While King Henry VI. limits the number of foundation scholars to 70, still, in addition to these he makes—(1st.), provision for the instruction in grammar, &c. of the sons of the nobility and gentry,* the origin of our present oppidans; and (2dly), we find continual mention in close conjunction with the scholars and choristers, of "pueri commensales." It is not, however, exactly specified who or of what class they are to be. In one place we read of them as "generosorum filii, pueri commensales."† At any rate it would seem that they are not the same as the "filii nobilium seu valentium personarum,"‡ above alluded to. It seems only to be ordered by the statutes that these and all beyond those on the actual foundation, shall pay for their commons, &c. "absque onere Collegii."§ We find the "pueri commensales" mentioned among those who were to be present at the chapel service at the time of the election of a Provost.‖ Again in Stat. 16¶ they are ordered, with others, to take an oath of obedience, &c. Again, at the beginning of Stat. 16 they are supposed to *dine* and *sup* in hall;** and in Stat. 36, orders are given how they are to *sleep* in chamber.††

It being so very evident, then, that the Founder made provision for an indefinite number of these "commensales" over and above the 70 scholars and 16 choristers, it would seem a very right basis for the proposed increase of the number of those boys who may derive benefit from the foundation; an object which the College for a long time has had in view, but has hitherto been prevented, having had no surplus funds which could be applied to such a purpose.

Although these boys would be lodged and fed at their own cost, they may be supposed to be of much the same social class as the scholars. And they might, in part, be elected out of the number of those who present themselves as candidates for College at the annual election: a number always far exceeding the existing vacancies. And if they were elected after examination and by competition it would confer an honorary distinction upon this class, which would greatly tend to remove all invidious comparisons between them and the oppidans, as to the lower rate of payment. Indeed, with this exception, they would in all points be exactly as collegers.

It is evident that the great object of the Founder was to give a good and liberal education especially to the sons of parents of small means; and the more this idea is carried out the better. It is quite wrong that so noble an institution as Eton should not be more freely open to a much larger number of the sons of the clergy and of professional men; many of whom would gladly embrace the opportunity of placing their boys at Eton as commensales, at a cost (say) of 60*l.* or 70*l.* per annum, but who cannot afford the present expense of an oppidan education. The College could provide food and lodging at cost price, without any pecuniary profit. The boys so elected as commensales might of course at any future year become again candidates for the actual scholarships.

This scheme has been objected to by some, on the ground that, for the purpose of lightening the expense of parents, it would be better to found a certain number of exhibitions of 10*l.*, 15*l.*, or 20*l.* per annum, which might be competed for by oppidans, and which would stimulate them to greater exertion and industry in their school work. I quite agree to the desirableness of some such plan, if the funds can be provided for it; and I should gladly see it carried into effect. But I would venture to suggest that *both* these plans may be effected, without at all interfering the one with the other. Indeed in their nature they are altogether distinct. The case of the "Commensales" would be especially and solely applied to those parents whose means are small and require help, and to these an Eton education might be afforded for their sons at a diminution of about half the ordinary expense of a tutor's or dame's house, whereas the exhibitions must probably be fewer in number, and would, at most, save a parent 20*l.* per annum. And it would be impossible, as well as undesirable, to confine the competition for these to oppidans who most needed them as a pecuniary advantage. The son of a wealthy man or a nobleman might of course gain an exhibition, as well as the son of a poor man.

I would beg the Commissioners to allow me to make a few further observations upon another class of boys, frequently noticed in the statutes. It is evident that the Founder in his careful provision for 16 *choristers*,* besides the 12 *lay clerks*,† had in view not only the devout performance of daily service in the chapel, upon which he laid great stress, but also the educational advantage of a certain number of boys, in addition to the 70 scholars. It would be of immense benefit to many highly respectable persons of the middle class, and even to clergymen with large families, and small incomes, to have the opportunity of obtaining a place for a boy among the choristers at Eton, if the education were gratuitous and really good. And this especially, if the Founder's intention were carried out, that the chorister boy who might show any talent or capacity for classical studies, might offer himself as a candidate for College. Indeed the statutes direct that a preference shall be given to these, "quos, propter labores, &c. dignum est, "juxta eorum merita, cæteris quibus, &c. pares fuerint, "anteferri."‡

The plan of raising the position of chorister boys in this way, reference being made not only to their vocal and musical abilities, but to higher grades of education, has for some time been in active operation at Magdalen College, Oxford. And at New College, Oxford, there have lately been established, with a prospect of eminent success, choral scholarships, to be held by young men at the University for five years. These take the chief part in the choral services in chapel, and are intended, I believe, gradually to supersede the lay clerks. The sons of gentlemen gladly compete for these scholarships, and the position is regarded in no way as derogatory to them. Indeed, the greatly increasing practice now-a-days, at several schools and preparatory Colleges, of giving boys good and regular instruction in music, and in training them to perform the choral service, might become of great value at Eton likewise; and would be in strict accordance with the Founder's intention. Such a training might be beneficial to the boys throughout life, especially to those who hereafter might enter holy orders, and have to superintend the musical services of their own parish churches. Might not the "*XIII. Juvenes*,"§ so often mentioned *in the Statutes*, who were intended to be those who had before been choristers, or to be chosen from the oppidans,‖ and who were to remain in connexion with the foundation till the age of 25,¶ form some such class of youths as I have above spoken of.

Another great object of the Founder, if not greater even than the educational advantages which he proposed, was the religious elements and the keeping up a continual system of daily prayer, in which every one on his foundation was ordered to take part. The daily service still continues with regularity, under the superintendence of the Provost and Fellows in residence. But of late years the educational element has been allowed very greatly to interfere with, if not to supersede, the chapel services, as far as it regards the boys. The school hours continually clash with the hours of prayer. The boys attend the service during the week,

* See Stat. 18, p. 535, Heywood.
† Stat. 16, p. 532, Heywood.
‡ Stat. 18.
§ Stat. 18, p. 535.
‖ Stat. 7, p. 494.
¶ P. 515-516.
** Stat. 16, p. 531.
†† Stat. 36, p. 576.

* Stat. 10, p. 516.
† Stat. 10, p. 514.
‡ Stat. 3, p. 479.
§ Stat. 10, p. 515.
‖ Stat. 16, p. 532.
¶ Stat. 16, p. 517-518.

only on ordinary holidays and on Saints' days, &c., and then frequently without the choir. And thus they are led to look upon the service with less respect and devout feeling than would probably exist if the whole were conducted on the regular system of daily prayer, so manifestly intended and enjoined by the Founder. On the Sunday mornings, the service is particularly cold and meagre. Owing to the sharing of our choir with St. George's Chapel, at Windsor, whenever the hours of public service are the same, as is the case every morning, they do not attend at our College Chapel. The lay clerks and choristers reside in Windsor.

A short daily service, either choral or otherwise, might easily be arranged, at which the scholars, and some, if not all, the oppidans, might be required to attend, at least every *morning*. And from the manifest improvement which has taken place in the devotional behaviour of the boys, consequent upon the recent improvements in the chapel, we may fully hope that the greater part of them would rightly appreciate this daily religious duty. Indeed, it has been the chief desire of the College, in all that has been done of late years, to effect this important object. As likewise by what has been done to the scholars' rooms, and to the college hall, a very marked effect for the better has been produced upon their moral habits and gentlemanly deportment. By these and other improvements we have endeavoured, as far as possible, to remove any marked distinction, in their treatment and habits of life, between the oppidans and collegers. We have never wished, however, to do away with the gown, which the scholars themselves are far from looking upon as a mark of inferiority, and it is a thing with which they would most unwillingly part. Indeed it is so decidedly a collegiate costume, that as long as it is worn as the academic dress in our Universities, it ought to be retained also at Eton. I would strongly deprecate its abolition.

To sum up what I have above said, I would venture to propose a gradual addition of at least 30 commensales to the present 70 scholars; a separate choir; and the improved education of 16 chorister boys; daily service for the scholars and others; perhaps, a certain number of choral scholarships; and, exhibitions for the oppidans.

The chief difficulty in effecting these very desirable objects, is the want of funds. The present, as well as previous bursars, have done their best to husband and to increase the revenues of the College, and these are in a healthy and improving state. But owing to the many expensive improvements which have of necessity been made of late years, the annual income has, with difficulty, kept pace with the outgoings. Even at the present time, in order to accomplish the building of the new schools, so greatly needed for the boys, the College has been compelled to borrow a very large sum, the repayment of which will, for some years, be a still further burden upon its revenues.

If exhibitions should be established for the oppidans, might not funds for the purpose be provided by a small annual payment from every oppidan?

I have the honour to be,
My Lords and Gentlemen,
With great respect,
Your faithful and obedient servant,
J. Wilder,
Fellow of Eton.

To the Royal Commissioners
for the Public Schools.

Rev. Wharton B. Marriott, M.A., late Assistant Master at Eton.

On Eton College and School.

H.

Part I.

The School.

There are two ways in which the subject of Eton Reforms may be approached by one who looks upon the many changes already brought about as earnests of further improvement, not as reasons for stopping short at the point already reached. Either he may confine himself to the consideration of the existing system, and inquire only whether there are any defects in its working, which admit of present remedy; or he may call that system itself into question, and placing before him an imaginary standard of excellence, proceed to inquire by what means it may reasonably be hoped to see such a standard approached at least, if not actually and fully attained. From whichever point of view the subject be viewed a wide field is opened for discussion I shall however confine myself to one or two points relating to the school (Part I.), and to the College (Part II.), which appear to me of primary importance; beginning with that which naturally comes first, an inquiry into the defects of the existing system.

Under ordinary circumstances it would be an invidious task for one engaged as I have been for many years in the work of the school, but now no longer able to take part in it, to assume the office of a critic, and, with the recollection still fresh of attacks such as have lately been made against the school, to point out to those without what he may deem deficiencies in the system now in force. But as things are I feel no such difficulty in discussing freely any such question; because, as I shall hope to show, what appear to me defects, are such as might naturally be expected to result incidentally from changes so great as have of late years been brought about, and from the unexampled increase in the numbers of the school produced, doubtless, in great part, by those very changes.

2. For if I were asked to state in two words what appear to me the main faults of our present system, as regards the instructional part of our work with which alone I am now concerned, I should say that one of those faults was an access of work required of boys in the lower parts of the school (especially in the remove and the lower fifth); the other, a deficiency of organization in the body of masters responsible for that work. The first of these statements will sound like a paradox to those who know Eton only by hearsay, or by the traditions of fifty years ago; but those who know it best will I think bear out my assertion. The second cause I have named is perhaps more apparent to those who now, like myself, look on from without at the working of the machine, than to those who are actually engaged in it, constantly occupied as they are with pressing duties, and passing, as they have passed, by almost imperceptible steps from one state of things to another. They may possibly hardly have realized the fact, that an organization which was sufficient for a staff of six upper school masters, and some four or five hundred boys, half a century ago, is alterly inadequate to the needs of the present time, when the number of boys is nearly double, and the number of masters in the upper school is exactly three times, what it formerly was.

3. It is to the question of this last deficiency, that of organization, that I shall address myself almost exclusively in this paper. For I find, even while I write, that the re-arrangement of the work is at this very time under the consideration of those best able to deal with such a question, and further I believe, that, with a proper organization once established, this and all other remediable defects would speedily, and without great difficulty, be removed.

4. I must begin by saying that the part of the school work (as distinct from that of pupil room) of which I have had most experience, is that of the fourth form and the remove, and to speak first of the fourth form, I may venture to quote an opinion which I have heard more than once expressed by one in this place who has more means for judging of the question than fall to the lot of most, viz.: that though the work to be done in the fourth form now is in the main what it was in "Keate's time," (some few *additions* only excepted) yet that in the results produced there has been a decided falling off, especially as regards Latin verse composition and accurate knowledge of grammar. I should state, however, that this criticism applied, not to the last two or three years, during which there has been in one respect at least an important change for the better in the conditions under which the fourth form work has been carried on, but to a somewhat earlier period, during great part of which I was myself a fourth form master. And as regards that time I have no hesitation in saying that I am quite sure there must be very great truth in the opinion to which I refer. Not indeed that I know, of myself, that the results of fourth form teaching then, were, in point of fact, inferior to those produced 30, 40, or 50 years ago. My own recollections do not go back to "Keate's time," nor had I, as a boy, any experience of what the fourth form work was at a somewhat later time; and therefore I have no means of estimating one of the two periods compared. But I feel convinced that in the nature of things there *must have been* such a falling off as that complained of; because to maintain the contrary would imply, either the gravest accusation of neglect against the teachers of former times, or the attribution of almost superhuman gifts of teaching to those of the present generation.

5. In order to explain what I mean by the admission just made, and to arrive at the conclusion to which it points, it will be necessary to enter, in some little detail, into a comparison of the arrangements of the school-teaching under what may be called the "old system," that of "Keate's time," and that which in later times has taken its place. And I do so the rather, because, without such explanation, the mere statement of the statistics of the school for the last 50 years, for which the Commissioners have asked, might

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lead, like other statistics, to very mistaken conclusions. It should be observed, then, that in the last 25 years, the whole arrangements of the upper school have undergone a complete transformation. Under the "old system," which was maintained till the year 1835, when the present Provost became head master, the school divisions were so arranged that the whole of the upper fifth, and of the sixth form, varying in number from 100 to 150 boys, or even more, formed one great division under the immediate instruction of the head master. But it is important to observe that it was *only for construing lessons* that the division was so assembled. The repetition lessons, and the looking over of exercises in school, were delegated to the fourth form masters and the other assistants (the remove master only excepted), while *per contra*, the head master took upon himself the looking over in school of the fourth form verses,* and the entire conduct of the trials, which, with the one exception of the verse composition, were wholly *viva voce*. Again, as bearing upon the same point, I may mention that, under the arrangements then in force, the fourth form divisions, which were *very small in numbers*, were assembled in the same room (the upper school) as that occupied by the head master; an arrangement which, though attended by many grave inconveniences, had at least one advantage, that it brought immediately under the eye and ear of the head master the mode of instruction pursued, and enabled him to judge of the sufficiency, or otherwise, of the time and of the force allotted to that part of the school work.

6. It is not necessary for me to stay now to point out how great were the evils attending such an arrangement of the divisions in respect of the immense numbers of boys, mobs rather than classes, who in the *upper parts* of the school were then massed under one master. The point with which I am now concerned is this, that bad as such an arrangement was in many respects, there was a manifest advantage attending it as regards *the fourth form*, seeing that the whole of the work from first to last, both in the course of instruction, and in its results in trials, was brought under the cognizance of the head master; and that the fourth form divisions, instead of numbering 50, 60, or even more boys, as they have done in my recollection, consisted, on an average of 10 years, of from 31 to 32 boys each.

7. The many evils, however, as respects the instruction of the other school divisions, by which these advantages were outweighed, have led to an entire re-arrangement of the system, the nature of which will have been made clear to Her Majesty's Commissioners by the returns made to their papers of questions. And it will be seen that under present arrangements, greatly improved as they are in many respects, there is this serious defect, that the work of the fourth form is committed to the three or four youngest, and therefore least experienced teachers; and that these three or four are left practically without any directing and organizing head, responsible for the carrying out of the special work to be done. As things are, there is no one to combine the work of the various subdivisions, so that all shall be co-operating to one definite end; no one to give to young and inexperienced men, new to the work of tuition, that assistance, in the way of suggestion and advice, which one of long experience in teaching could well furnish.

8. The same remark will apply with equal, or nearly equal, force to the remove. There the work is more varied, very much more difficult, and, if I do not mistake, very much too great in amount. And if for the last ten years there had been one of the senior masters, specially and permanently responsible for the direction and control of the work of that part of the school, with two or three junior men working under him, I cannot doubt that both the work done, whatever it were, would have produced very improved results, and that changes in detail, the need of which has long been felt, would long ago have been carried out.

9. What therefore I should look to as calculated more than anything else to promote the efficiency of the school work is this, that for each of the great sub-divisions of the school below the two upper divisions (the head master and the senior assistants under present arrangements) there should be appointed, by the head master, one of the senior assistants, to whom should be committed the direct responsibility for the organization and control of the work proper to that part of the school. There would thus be, intervening in position and authority between the head master and the rest of the body, three "senior assistants," one of whom would be "fifth form master," one "remove master," and one "fourth form master," each with something like 200 boys under his immediate charge, and with an adequate force of younger men working under him, each being the organ of communication, both to and from the head master, upon all questions relating to the special department committed to him.

10. It is of importance to observe that such an organization as is here proposed would not be properly speaking an innovation, but a return, with necessary modifications, to a principle of arrangement which long prevailed, and yet avoiding the evils by which in former times that arrangement was attended. Under the old system you had men of long experience superintending each department of the work, but you had a staff far too small in number for efficient teaching. Under the arrangements now in force, the divisions have, by multiplication of the staff of masters, been reduced to a manageable size. Under the system now proposed the advantages of both would be combined; you would have a staff adequate in numbers to the work required, and at the same time so organized as to bring to bear with effect upon the school generally the greater authority, and the acquired experience in teaching, which naturally belong to the seniors among the assistant masters,

11. If need were I might point out numerous incidental advantages which would result from the change here advocated. One of paramount importance, I cannot help mentioning, that the senior assistants, to whom the electors naturally look when a vacancy in either of the head masterships has to be filled up, would be gradually trained to those habits of organization without which the ablest and most conscientious head master must find his good intentions fail of adequate result. And not only so, but opportunities will thus be given to those with whom the choice may rest, of judging by practical experience of the fitness of one and another for the various posts of responsibility to which appointments have to be made. I may add that the position of these senior masters would mark them out as the natural representatives of the assistants as a body, thus furnishing to these last a mode of effectually bringing to bear the results of their common experience, and providing the head master with a sort of consultative council, sufficiently limited in numbers to be of practical utility to him.

12. I will only add one word in reply to possible objections. It may perhaps be said that even under present arrangements the senior of the fourth form assistants for the time being, and the senior of those in charge of the remove, is supposed to occupy very much the sort of position which I wish to see confided to one of the senior assistants of the whole body. Such a statement would not be altogether without truth, but it would be entirely beside the mark. The simple fact is that the assistants referred to have a merely nominal primacy, and one which cannot in the nature of things be made a real one. For it is obvious that a man removed but by one step of seniority from those with whom he is associated, and with no actual powers to make his nominal responsibility a real one, a man, too, who, after he had been "fourth form master" for six months, is in all probability transferred to the remove, thence perhaps, as the numbers of the school vary, to return a year later to the position he formerly occupied, cannot, in the nature of things, take the place which would be filled without difficulty, and with general consent, by one of the senior assistants of the body, selected and appointed to that particular post by the head master, and occupying it for a considerable time.

13. I have heard another objection made to such an arrangement as I have advocated in this paper, to which greater weight may seem to attach. It is said that those who were at the time of such a change the seniors among the body of assistants, would not like to descend, as it were, in position, and after having one of the higher divisions of the fifth form entrusted to them, to take charge of a lower department of work. It might perhaps be sufficient to reply that such an objection does not touch the really important question, whether the change proposed is in itself beneficial or no, but points only to one of those little temporary difficulties which generally attend a change of system however desirable or even necessary such changes may be, and which, like the hills of a highway road, are found much less formidable in reality on a near approach than they appeared when viewed from a distance. But I will not content myself with such a reply. I will admit what will be obvious, probably, to Her Majesty's Commissioners, that in order to the efficient working of a system such as is here proposed, it would be necessary to make the position of "remove master," or "fourth form master" an object of laudable ambition and of advantage, not a responsibility to

* As to this point I find some difference in accounts referring to different periods of "Keate's time." Those of my informants whose recollections go back the farthest described matters as I have above; while others, referring to the year 1830 or thereabouts, tell me that it was only the verses done *in trials* which were looked over in school by the head master. Very possibly the practice in this matter may have been changed between the two periods referred to.

be unwillingly submitted to in deference to authority, or undertaken only under a pressing sense of duty to the school. To admit this, is to admit, in other words, that the introduction of an organization such as I have described, would render highly desirable some further changes, calculated to confer upon the proposed "senior assistants" advantages of position corresponding to their increased responsibilities, and the further calls upon their time which their position would entail. I willingly make this admission, because, as will be seen by the second part of this paper, changes calculated to meet the want here noticed, appear to me to be imperatively called for on other and independent grounds. At present I will only suggest that in the event of such an organization being adopted, the present system of becoming "candidates" by personal application for this and that position of responsibility, or of advantage, might be done away with (a system attended by many grave inconveniences), and that it might be understood that, while the electors should not be limited in their choice in case of need, yet that the lower master and the "senior assistants" were, by virtue of their position, candidates for any higher posts which became vacant. Another change calculated to make the position of these "senior assistants" desirable in itself would also be of advantage, I think, in other ways, viz., that they should be allowed, while retaining their houses for boarders, to delegate the tuition of any number of those boys that they might wish to younger masters without houses. It would be an advantage to the individual, because it would enable him with comparatively small pecuniary sacrifice to throw off some of the burdensome pressure of pupil-room work, and to give more time and higher energy to the other duties which his position would entail. And it would be an advantage, I believe, to the school, because, by thus providing positions of higher influence, and involving less constant and less laborious toil to men as they advance in years, you would retain in most useful and most needed service to the school, men who now, in the prime of life and of active power, and at the very time when their ripened experience could be of most avail, jump at the first opportunity which offers of escape from the heavy burden of pupil-room work.

14. The one change which I have advocated in this paper would, I believe, be productive of good effect upon the school in a great variety of ways, both directly and indirectly, and if the want of such an organization has been felt in past times, as I have reason to believe, I venture to say that it will be felt still more with every coming year, when new studies shall have been engrafted, as happily they are likely soon to be, upon those which have been traditionally our's. And this change, so far, is complete in itself, and might be carried into effect if approved of by those highest in authority without any aid from without. Such is not the case with the changes proposed in the paper which follows, and which, for that reason, may perhaps better be treated under a separate head.

Part II.

The College.

I proceed now to question of greater difficulty than any that I have yet considered, that of the constitution of the College viewed in relation to the interests of the school.

2. In the first place it is natural to inquire whether the College, as now constituted, does subserve the interests of the school as effectually as, considering the purposes for which it was founded, it might fairly have been expected to do. I will at once avow my own conviction that this is very far from being the case. I am quite prepared, if called upon to do so, to state the grounds of this conviction. But as I have reason to think that sufficient evidence to this effect will have been laid before the Commissioners by persons better entitled to a hearing than myself, I shall assume, for the saving of unnecessary argument, that such is the case, and proceed at once to the inquiry, by what modifications of the present system it may reasonably be hoped to remove existing defects, and to make provision for meeting those needs of the school, the pressure of which will be felt as time goes on even more sensibly than hitherto. For with the greater development, and more vigorous working, of our educational machinery, the pressure will be greater upon each part; and it will be more and more important that every wheel and every joint shall be thoroughly fitted for the office assigned to it in a complicated mechanism.

3. The nature of these modifications must evidently be determined by the particular ends to be attained, which, as far as I can judge, should be these:—

1st. To give power of action, where action is needed, to those directly responsible for the successful conduct of the school.

2nd. To provide sufficient security against ill-considered or premature innovations.

3rd. To bring about greater union of interests, and more combination in action, between the College and the school than is now possible.

4th. To provide that the religious teaching of the school shall be committed mainly to those who know the boys, and are known of them.

5th. To make provision for a system of promotion, and of retirement, such as shall reserve the positions of highest influence, and of greatest value in other ways, to long and successful service in the school, to the ablest and best of the scholastic body; and, at the same time, shall furnish opportunities of retirement, without discredit, and without ruinous loss, to men who find themselves, or are found by others responsible for their opinions, and able to give effect to them, not to be in all respects suited to the special work required of them at Eton.

4. All these ends I venture to think might be secured by changes in the existing system, which would be entirely within the spirit of the statutes, and, as far as I can judge, not contrary even to their letter; changes, which, without interfering in any way with existing interests, would, in the natural course of events, set free ere long considerable sums available for use "*ad incrementum collegii*," for the promotion of the great end for which the College was founded,—the diffusion, namely, over as wide an area as possible, of the blessings of sound learning and religious knowledge.

5. The constitution of the College, under the system now contemplated, would be this: the governing body of the College would consist of a Provost and ten Fellows; of these last, one would be Vice-Provost, two would be bursars, a fourth would be precentor and librarian, a fifth the master resident in College. The other five Fellows would be the head master and the lower master, and the three "senior "assistants" spoken of in the first part of this paper; and these last five (or even six, if the master in College took pupils, as it appears to me extremely desirable he should), being directly engaged in the work of the school, and deriving a sufficient income from it, would not need to draw upon *College funds* for their maintenance, unless, indeed, it were thought desirable, on other grounds, to assign to them their statutable "stipendium" of 50*l.* a year.

6. Now, as every member of the College under such an arrangement would have definite duties to perform, *and would hold his position in virtue of the performance of those duties* (the Vice-Provost only being, as it were, in reserve, ready to fill up an occasional gap caused by illness, or other temporary cause), there would be, to the great advantage both of College and school, no room for non-resident members (non-resident, I mean, for eight or ten months out of the twelve) and, therefore, no need for retaining the College livings for distribution among the Fellows themselves. Without entering into details as to the mode in which the distribution of these livings should be regulated, I will merely remark by the way, that here is at once the very resource that was needed as a means of retirement, to an adequate sphere, at once, of duty and of emolument, for men who feel themselves, or are found by others, better qualified for the duties of parochial life, than for the various posts of higher responisbility in the school already spoken of.

7. The question now touched on involves matters of the highest importance to the thorough efficiency of the school-teaching. It will be obvious, for example, that the success of such a system as that advocated in the former part of this paper must depend, in great measure, upon the power of the head master to select for the highest offices the really best men. In theory, no doubt, it is always in his power to do so; but any one, practically acquainted with the working of a system like that of Eton, will be aware that, practically, a head-master's hands would be tied, except in some very extreme case; and that the three "senior" assistants already spoken of, would be no other than the three seniors for the time being in the body of masters. But it is essential to the thoroughly successful working of the school, that the head master should have, not only in theory, but in reality, the power of choosing the best instruments for the highest work; and in order to this, human agents being necessarily imperfect, it is necessary that he should have the power of *facilitating the retirement* of such of his staff of assistants, as he may either think to be ill-suited for posts of higher responsibility than those which they have filled from the first, or whom, upon trial in such posts of responsibility, he shall find to be unsuited to their position. I need not, I think, enter into further details, in order to show how the livings, now in the gift of the College, might be made available, so as to ensure that the masters, who are from time to time first in seniority among the assistants,

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shall also be those who, by their general ability, and by their success in the work committed to them, shall be the best fitted to take a leading place, under the head-master, in the instruction and government of the school.

8. The enlargement of the number of the collegiate body which would result from such an arrangement would be in itself no unimportant advantage. Of still more value would be the introduction into the collegiate body of persons directly connected with the discipline and instruction of the school. It would lead me into a discussion of greater length than I could venture to ask attention to, were I to enter into detail upon the reasons which lead me to attach special importance to these points. I need only say generally that the 3rd and 4th of the ends enumerated in section 3, would thus be provided for; I mean the bringing about of greater union in interests and in action between the College and the school, and the insuring of certain desirable changes in the religious instruction of the school in chapel.

9. And this leaves for further notice one only of the subjects referred to in section 3, that contained in the 1st and the 2nd of the heads there specified. The subject to which I refer is that of the due division of powers of action, and powers of control, between the head master and the College. How those powers are now exercised, the Commissioners will have learnt from other sources. And I need therefore only say what, as it appears to me, would be the natural and highly beneficial arrangement under such an amended constitution as I have supposed. Whatever the head master proposed to the Provost as being in his opinion desirable for the good of the school, he should, if the Provost assented, have power, as now, immediately to carry into effect. On the other hand, if the Provost doubted as to the wisdom of the measure proposed, he (the Provost) should have power to say, not, "It must not be," but, "It requires further "consideration, and must be determined by the College." In such a College as proposed, consisting in great part of persons actually engaged in the instruction of the school, and by virtue of their position better acquainted than any one else with its real needs, you would have a body qualified as well as any could be to decide upon such doubtful questions. And it would be all the better fitted for a court of ultimate appeal in such matters in that it would also contain within it representatives of the older traditions of the school, a conservative, as well as a progressive element.

10. It is obvious that a scheme such as that now proposed, like every other scheme involving change in long established institutions, is exposed, by its very nature, to objections from a great variety of quarters. Of these I can hardly doubt that some would occur to others, of greater experience than myself, which would point to real defects in the scheme itself. Even should it so prove I think it may be well to observe, not more with regard to this than to other proposals for reform which may be laid before the Commissioners, that when all is said the question to be solved is not that of finding a scheme in which no one shall be able to detect a fault, but one which may be reasonably relied upon to remedy patent defects in the existing system, without entailing more in the way of drawback than is inseparable from all human institutions. A scheme of reconstruction with which no one could find fault would probably be one which, after five years' experience of its working, no one would be found to commend.

11. Some objections, more specious than real, occur to my own mind, and I should like, before concluding, to say a few words in regard to them. It will be said, for instance, that in a collegiate body such as I have described, sufficient margin is not allowed for the incapacity of active work which old age naturally brings with it. I do not think that this would practically be found to be the case, seeing that the offices assigned to the non-scholastic members of the body, though extremely important, are by no means laborious. Moreover, in a body consisting of ten or more members, some one might always be found ready to take up in behalf of another duties for which the other were temporarily incapacitated. If, however, it should be thought really necessary to provide for such a contingency, I would do so, not by endowing sinecure Fellowships on the chance that through the nfirmities attending old age they might some day or other be of use, but by making distinct provision, in the revised statutes, for the appointment of substitutes, in the case of members of the College disqualified by extreme old age or other infirmity for the performance of the duties of their office.

12. I foresee yet another objection which will perhaps be made to the scheme proposed; one, however, which would have more weight with persons unacquainted with Eton, than with those who are capable of appreciating its real condition. It may be said, and so far said with truth, that, under arrangements such as I have contemplated, three members of the collegiate body would virtually be appointed by the head master, and that hence a danger would arise of undesirable combinations within the body. Persons for instance, who have known anything of the working of parochial committees know perfectly well that, if you put on a committee a rector and his three curates, the simple result is, that, in all important questions, you give the rector four votes instead of one. But at Eton "*non vivimus isto* "*modo.*" Men, who, under a system such as I have described, had worked their way up to positions of seniority in the school and College, would feel, and would have good right to feel, that they owed their position to no personal favour, but to a just recognition of honest and honourable service to the school, and that they held it by no other tenure than that of the services by which it was won. Among such men there would be, I allow, frequent and effective combination, but it would be a combination of all others to be desired, concerted action for the attainment of such objects as were really demanded in the interest of the College and the school.

13. I have now said enough, more than enough I fear it will be thought, upon the two subjects which I undertook to discuss, the school and the College in its relations to the school. But I cannot finally conclude without one word of apology for myself, and something also having reference to others. For myself, I cannot help expressing what I have felt again and again while writing, that no one can be less fitted than myself to pronounce anything like a judicial opinion upon the system of things on which I have been commenting. Neither age, nor position, nor prolonged experience, entitle me to claim attention to my opinions as such. And if, in spite of this, I have in this paper given free expression to my thoughts, it has been mainly from a feeling that any opinions founded on actual experience of of the work of the place and of its needs, may furnish materials for maturer judgment to others, however little value they may in themselves possess. And while saying this in justice to myself, I hope I may be allowed to add, that the spirit in which I have written would be entirely mistaken, if it were thought that in finding fault, as I have done, with the existing constitution of the College, as having a prejudicial effect upon the interests of the school, I have any wish to throw reproach upon the members of the College, either individually or as a body. The system, be it good or bad, is not one which they have created for themselves, but have inherited from former generations. Even were it otherwise, I am not in a position which gives me a right to express either blame, if there were occasion for it, or approbation, if, as I believe to be the case, they may on many grounds rightly lay claim to approbation. My only desire has been to do what little in me lies towards carrying out to greater completion changes for the better, which, either in actual realization, or in the convictions and wishes of those of greatest influence in this place, have long been making progress. I shall think myself happy if anything that I have said, or any further information which it is in my power to give, shall contribute in any degree to this end.

WHARTON B. MARRIOTT.

Eton, Dec. 31, 1861.

T. D. ACLAND, Esq., D.C.L., late Fellow of All Souls College, Oxford.

On Eton Education, and containing a Proposal for a General Board or Commission for Examinations of Public Schools.

January 1863.

I WILLINGLY avail myself of the opportunity afforded me to lay before the Commission on Public Schools some opinions and suggestions. My attention has been drawn for many years to the defects in the education of various classes in England, and to the means proposed for remedying those defects. If I do not feel guilty of presumption in offering any opinions I may have formed to the consideration of a body which has had ample means of gaining information, it is because I rely rather on the intercourse I have had with some of the most eminent teachers and reformers of education, and on the gradual modification of theories and practices, in the working out of which I have taken a part, however humble, than on any impressions formed at the present moment.

Circumstances led me to look closely into the discipline of Eton in 1859, and brought me into contact with the highest authorities of that great national institution. As a consequence of those communications, I addressed a letter to Sir John Coleridge, setting forth my opinion as to the defects of Eton. Sir John Coleridge was good enough to entertain the proposal that, after adjusting our respective views, we should endeavour to collect those of other

Etonians, or parents of Eton boys, and bring them confidentially under the notice of the authorities. The delivery of Sir John Coleridge's lecture at Tiverton, and the discussion in widely circulated periodicals which followed, appeared to me to render any further intervention on my part inexpedient at that time.

The principal subject on which I addressed Sir John Coleridge was the mode of dealing with boys of moderate capacity, destined for active professions, such as the army and navy, and other occupations, into the special preparation for which many boys pass direct from Eton, and without going to the universities.

Admitting that much of the alleged luxury of Eton only reflected the indulgent habits of our own homes, I represented that those who wished to discourage such habits were apt to complain that idleness was connived at, and the habit of living for mere amusement and of shirking duty was almost fostered;—that boys seemed to leave Eton with a precocious knowledge of the world, but wanting that mental discipline or information without which an English gentleman cannot expect to keep up his influence for good; and further—that it was a grievous alternative to set before a parent that, in order to secure his son's success in the world, he must remove him from the free air of a public school to the confined moral atmosphere of the professional cramming establishment, or run all the risks attendant on pleasure and ignorance; I also pointed out that the private schools were rapidly improving under the influences recently brought to bear upon them, and were adopting the best points in the public school methods, so far as relates to instruction;—and I suggested that the first step to be taken was to induce the authorities to look fairly in the face the fact that they have committed to their charge two classes of boys, those in training for the universities and learned professions, and those in training for active life at an earlier period.

I, therefore, contended that the uniformity of the old system should be relaxed, and that, after a certain period of preparatory drill in the lower forms, other subjects than those at present in use should be recognized in the studies of the school; and this not as if the new studies were admitted only on sufferance, but that provision of the most efficient kind should be made for admitting as an integral but alternative part of the school system such subjects as those to which importance is attached by the Council on Military Education, especially mathematics, French and German, and drawing, to which I added, on the strong representation of an Eton man presiding over a great institution in the metropolis, English literature and English composition. Of course, I was aware of what might be said about the actual teaching of mathematics, and I was and still am very sensible of the obligations of the boys to Mr. Stephen Hawtrey.

These views were expressed after consulting one of the most eminent Eton masters, not now a master, a military officer, educated at a public school, and connected with the education of the army, and young men of great abilities who had recently left Eton.

The views thus expressed tended (in accordance with the strongly expressed opinion of the military man referred to, but given three years ago, and possibly like my own since modified) in two directions:—

1st. To advocate the French system of bifurcation.

2ndly. To urge on the authorities of public schools the paramount duty of raising the standard of their work to such a point for average scholars that the heads of the great public departments of the State would be justified (if they should deem it expedient) in accepting the duly certified results of public school education as sufficient evidence of general preparation for the public service, reserving to themselves the duty of judging solely of special qualifications for the particular branch.

I have been led, partly by inquiries made in France during a residence of five months devoted to education, to modify the opinion I had formed on the principle of bifurcation; and a more close discussion with very able teachers in public schools has confirmed me in such modification of opinion.

The importance of the second step has been strongly confirmed by much that has since occurred, and no one rejoiced more than I did to see the task placed in hands at once so friendly and so powerful as those of the present Commission.

I trust that, as one result of the labours of the Commission, it will be recognized before long that the education of the English officer resolves itself into the education of an open-hearted and intelligent gentleman, and that our young officers may enter their professions with a thirst for information instead of a distaste for books made hateful by the cramming system.

I cannot add much to the information on points of detail, which the inquiries of the Commission, searching and extensive as they are reported to have been, can hardly fail to have elicited.

I can only hope to present a portion of the facts in connexion with certain principles which appear to me to be important; and to suggest some practical measures for giving effect to those principles, so far as they commend themselves to competent judges.

It is, perhaps, to be regretted that the field of inquiry open to the Commission, wide as it is, has not been wider.

The schools submitted to their examination fall, I apprehend, under two classes, of which the ancient foundations of Winchester and Eton may be taken respectively as the types; the characteristic features of the Eton type being the tutorial system, the freedom of the boys, involving the principle, so to speak, of task work as opposed to day work, or to work for a given number of hours during which lessons are prepared under the eye of the master.

The inquiry into the question of public school education in the present state of English scholarship and English society, must be incomplete if it takes no cognizance of what is going on, or of what has been attempted (and perhaps, in some points, given up) in schools founded on the proprietary principle or by the efforts of individuals, as at Marlborough, Cheltenham, Liverpool, Radley, Bradfield, not to mention some very notable cases of grammar schools of old foundation recently expanded or improved.

The eminent success achieved by more than one of the schools I have named cannot have failed to come under notice. Why in certain cases such success has not been permanent, and how far solid results have been attained without brilliant success in other cases, are questions the answers to which would be very instructive, and would contribute to the formation of a sound public opinion on those schools for which their fond alumni lay exclusive claim to the name of "public schools."

I propose to confine my own remarks chiefly to Eton, though I have had some experience of Harrow and Rugby, and admire both, and though I appreciate the peculiar merits of Winchester, and schools founded after its model, I do so, 1st, because Eton appears to me to be the most important, and in one sense, for certain boys, the best school in England; and 2ndly, (however inconsistent it may seem) because I believe no school stands so much in need of pressure from without, to make it as good as it might be and as it ought to be, in order to be fully worthy of its noble traditions and high reputation.

In stating the principles on which I propose to found suggestions, I will not waste the time of the Commission by proving such points as the following:—

1. That school must not be confounded with apprenticeship.

2. That the object of school is primarily training, subordinately information.

3. That apprenticeship implies experience of real life. The school cannot be in any real sense a model farm, nor a military college a model regiment. Therefore the introduction of special professional studies into school is a departure from the true purpose of a school.

4. That the real training of school depends on habits, on personal affection, and social intercourse, as well as upon knowledge.

5. That improvement in a school must be a matter of growth, arising out of existing methods and recognized wants.

6. That schools should be tested by their results, and left as free as possible in their means and methods.

I pass on to some principles which may not be obvious truisms; I venture, at the risk of seeming pedantic, to state them dogmatically with the inferences I draw.

7. Young boys under 14 are easily interested by their elders, if their imagination and observation be appealed to. Their attention may be fixed by the exercise of memory; but they forget all they learn, unless it is kept up by frequent application of the very simplest kind. The development of their reasoning powers is hindered by premature exercise, and their powers of attention weakened by abstract theories. Little boys cannot think without tangible matter to think about, and this matter must be on the level of their experience or imagination.

Inference.—The elementary education of Eton is sound in principle, especially the attention to the accidence of the grammar, and the exercise of the mind called out by easy verse composition. On the other hand, I believe that exclusive attention to Latin and Greek is positively injurious to the scholarship of boys; and that if they received instruction analogous to that of the gallery lesson in primary schools, and were called on to reproduce it on paper, they would be gainers in the end even as scholars. Such lessons might be narrative, descriptive, or experimental.

II.

8. Boys after 15 are not easily guided as to the subjects in which they should take interest; they are eager for action, strong in will, hasty in judgment, and easily bored by anything savouring of theory; they are almost always impatient for "something to do." If their will is curbed, and they are put under restraint, they are tempted to break out into unseemly riot, or, if less high-spirited, to become sullen, deceitful, or unhappy.

Inference.—The Eton system of making composition the main test of work is sound. The lessons said by heart are also useful, but they operate with great injustice as a test indiscriminately applied; as put in force at Eton, they tend to a mumbling confused utterance, and to some shuffling tricks, whereas manly recitation of poetry, modern as well as ancient, might produce a very different effect.

The practice called "description" in the remove, as applied to geography, has great value; it is admitted to be hard work (what boys call a "grind"). The principle might be applied to other subjects, and carried on into the fifth form for boys incapable of Greek iambics and the more refined Latin composition. Compulsory attendance on lectures on natural philosophy would be a *doubtful* expedient at this age.

9. Only clever boys are acted on by the motive of emulation. A spirit of duty, or immediate gain of comfort or enjoyment, are of most avail to move dull boys. Strong muscular boys seek distinction in sports; weaker boys, ill brought up at home, in foolish fashion, which, however, is against the general tone of Eton.

Inference.—The effect of single prizes is very limited. Marks for daily work or weekly work, telling on the place in school, have not been generally* adopted at Eton, but are found to work well elsewhere; no mechanical device, however, can have much effect unless supported by a vigorous tone of work in the school, aided by home influence.

10. The shirking power of all boys but the ambitious is a fundamental fact to be taken into account in all schemes for effecting a reform by substituting one subject of study for another.

Inference.—On this ground the army class at Eton appears to have been a complete failure; it was used as an excuse for exemption from regular school work. I have known of boys, knowing little of modern languages, going in for the Prince Consort's prizes, merely to seek a change from the routine of lessons. Idle boys, if they have choice of subject, will calculate to a nicety what gives least trouble; they cannot be trusted with responsibility for their own mental discipline.

1. The interest taken by the majority of healthy boys is not much greater in one subject than another. Their living interest is in their games and social life; their interest in their work depends on its being definite, and on getting it over that they may gain their liberty.

Inference.—The habit of preparing lessons out of school has considerable advantages. Boys work together voluntarily and help each other, and both derive some benefit. The desire to get out of doors promotes concentrated effort and activity of mind. The system may be carried too far, and of course presumes that the work done shall be well tested, which is impossible if the classes are too large for the staff. The principle of the Eton pœna, namely the copying out of lines, is really good. A boy will never take a real interest in doing a punishment well. It operates simply as a delicate form of imprisonment, which can be aggravated by requiring it to be shown up at inconvenient times, clashing with favourite out-door pursuits.

12. Boys, if left to form their own habits as to hours of work, are apt to waste the morning, and put off their work till night,—a habit mischievous on moral and physical grounds.

Inference.—The pupil room system is a great protection against idleness, whether that idleness is voluntary or enforced by older boys; but probably certain fixed hours for composition, in divisions, under the additional masters proposed below, would be desirable, especially if exemption from such restraint could be purchased by proved diligence.

13. The self-indulgence and indolence of many who live at ease may need the spur of personal chastisement; but punishment to be effectual must be supported by public opinion, and should be judicial, not capricious.

Inference.—The power of flogging should be retained, but its abuse and frequency at Eton take away the disgrace. Unless properly guarded by the judicial act of the Head Master, and personal conference with the tutor, it may be abused by a compromise between an idle boy and an inefficient master, as a substitute for moral effort on either side.

The late Head Master intimated to me, on a special occasion, his intention to require in future that no boy be sent to him for corporal punishment without previous communication with the tutor, and that, if the master in school and the tutor disagreed, the responsibility of decision would rest with himself.

It would be well to ascertain whether this principle is fully acted upon, and whether opportunity is given to all masters alike for bringing their complaints under the notice of the Head Master, with due security for proper investigation into the circumstances, and for the support of authority. The difference between Eton and Rugby, as to the principle and frequency of flogging, has no doubt come under notice.

Enough has been said to show a warm appreciation of the merits of Eton. I do not speak of the imputed general idleness of oppidans; I believe that has diminished of late years; but I must say, most emphatically, that the attempt which I understand is being now made, with the most conscientious intentions, to enforce more tightly the old routine, under the idea of doing thoroughly what has been formerly professed, and of repudiating novelty and variety, will seriously dishearten some of the best friends of public schools. It is said that such plans as the introduction of classical works of English authors, the recitation of English poetry, the publication of "prolusiones," much desired by some of the masters, the recognition of French in school work, had been all but sanctioned by the late Head Master, but are now suppressed, and that in some points discipline is relaxed, owing to the mathematical masters not being supported. I can only speak from hearsay; the Commissioners no doubt have access to the best evidence.

I now proceed to apply the desultory remarks which I have made in the form of general conclusions, premising that in any attempt to deal with Eton, and possibly with Harrow, great care should be taken not to injure a number of quiet well-disposed lads from good homes, who may be influenced by affection and duty, and by a sense of general propriety and self-respect, but not by the stimulus of competition, nor by the prospect of a struggle for success in life, of which they do not see in their own case the necessity.

It would be a serious evil if members of the aristocracy, or the sons of wealthy men having an assured position in commercial life, were alienated from our chief public schools by subjecting them to an obnoxious pressure; on the other hand, the desire to attract such boys should not be allowed to ruin the prospects of others less fortunate by preventing measures tending to promote the diligent discharge of duty in the school generally.

General Conclusions.

1. That, as far as possible, the *homogeneous character of education in public schools should be retained.* That is, that all the boys should, in their general education, pursue the same studies in kind, though not in degree, on the grounds —1st, that the higher public schools are nurseries of statesmen, and of others who may rise to posts of high command and responsibility in the army, navy, or learned professions, or in the administration of landed and commercial property: the education, therefore, of persons so destined should generate as much sympathy as possible between the leaders of different departments, and also between the leaders and their followers;—2ndly, that there are strong practical objections to boys being allowed to avoid work which they have no natural taste for, and which their minds may require as a matter of discipline;—3rdly, that school life is not adapted for professional study in any real or practical sense.

That the system of bifurcation as adopted in France, under the operation of which it is necessary to decide between "letters" and "sciences" about the age of 15, is found to tend towards shallowness in scholarship, and narrowness in science. It may be possible to preserve the general character of study, and yet to allow boys to pursue certain studies more intently, and to drop portions of others, if the tutorial system be adhered to, and the staff of masters be adequate to the work.

2. *That the foundation of the general education in public schools should be, as heretofore, literature.* Such literature should be, throughout the school, in the widest sense, classical; that is, consisting of the best models generally accepted. In the lower parts of the school Latin and Greek should form the staple of the literary teaching; provision should be made, without extra charge, for the effectual teaching both of English and French grammar to all boys in whose preparatory education either of those languages had been neglected or imperfectly taught.

This opinion is given on the grounds, 1st, That the assumption that a thorough knowledge of English is best acquired indirectly from the learning of Latin, is unsound, contrary to experience, and not in accordance with the

* I have been told that marks were applied with very good results by Bishop Chapman when he was a master at Eton.

critical study of the English language pursued in training schools and elsewhere. 2d. That the analysis of English sentences, and the teaching of the French grammar, may be made, in the hands of good classical scholars, an important instrument of training. 3d. That all boys should pass into the upper forms of public schools in a state of preparation enabling them to use French as a medium through which they may pursue various important studies, and qualifying them to benefit by the study of English literature of a high order.

That high attainments in classical subjects should entitle boys to exemption from a formal attendance on subordinate subjects, provided they could show by passing an examination that they possessed such knowledge of those subjects as might be deemed generally indispensable.

That, on the other hand, the advanced pursuit of English, German or Italian literature by boys having attained a certain standard of knowledge in Latin, Greek, and French, should be rewarded in general examinations, and count towards the place of those boys in the school,

3. *That mathematics should not only be well taught, but put on an equal footing with classics,* as regards the consideration shown to the mathematical masters; and that the special study of mathematics be put on the same footing as the special study of certain branches of literature, with this reservation, that literature should not be wholly dropped by any boy. It is probably desirable, in like manner, that mathematics should never be wholly dropped by any boy, though the form of the teaching might be varied in special cases. (See below, School of Science and Art, General Conclusions, No. 5.)

4. *That the introduction of the study of physical science into the regular school work is unnecessary and inexpedient,* on the general ground that while the study of physical science may enlarge the interests of a man well grounded in language and mathematics, it has a tendency to narrow or weaken the mind of a boy when made a substitute for either.

That what is desirable in the way of mechanics may be either taught in connexion with mathematics, or by occasional lectures (with experiments) on natural philosophy. That the exceptional cases of boys incapable of training in language, and capable of being really educated by science, are few in the upper classes, and may be specially provided for without disturbing the school routine.

I beg to quote, on this point, the opinion given by my friend Dr. Voelcker, Professor of Chemistry at Cirencester College, and Chemist to the Royal Agricultural Society:—

"As an educational means, chemistry is not to be compared with other means of training the mind. The reasons are too obvious to require notice. The direct benefit resulting from the teaching of analytical chemistry in schools is nil.

"Chemical science, I believe, can only be taught by lectures illustrated by experiments, and by practical instruction in the laboratory. The lecturing system applied to schools for lads who ought to be made to work in class-hours, I consider to be one of the delusions of the present time, a delusion fraught with evil consequences.

"I grant that two or three boys out of fifty, may be benefited by practical instruction in experimental and analytical chemistry; but am also bound to add, that the rest only waste time which may be more usefully employed.

"This is the result, not only of my own personal experience, but also that of many of my scientific friends in this country, at least of those who love science and desire its prosperity. Moreover, I would direct your attention to the fact, that the attempt has been made in Germany, on a large scale, to teach chemistry practically in schools for lads under 16 years of age, and has proved so complete a failure, that it has been all but universally abandoned in my native country."—*Extract from a published Letter,* 11 June 1857.

The opinion of the late Professor Henslow as to the educational value of botany in village schools, is entitled to respect, but can hardly be held to prove the point in reference to boys at public schools. Probably the good effects he witnessed were more due to his personal influence than to the subject.

5. That special provision for the communication of information on scientific subjects as distinct from mental discipline by means of those subjects, might be made in connexion with a school of science and art analogous to the department at South Kensington.

That the primary object of such school should be to teach the elementary principles of drawing to nearly the whole school. That instruction in practical geometry, and in other subjects giving scope for manual skill, might be given in the same school to boys ascertained, on good grounds, to be more capable of benefiting by such instruction than by the usual studies.

That the substitution, even to a limited extent, of such mechanical instruction for literary and mathematical training should be jealously guarded, and real hard work stringently exacted, under very able teachers, who should be university men.

By drawing is meant such expression of linear form as may be learned by any one who can learn to write; the cultivation of the artistic faculty, which is rare, is another question.

That the present payment for drawing, at Eton, 10*l.* 10*s.* for instruction and 4*l.* for materials, operates as a great discouragement, may be inferred from the small number of boys who learn from a distinguished artist, who is in one point of view a good teacher.

It is a duty not to shrink from the endeavour to reduce the foregoing criticisms and general conclusions to the test of practical suggestions. It may, however, be pardonable also to express great diffidence as to detailed plans formed with imperfect information.

The suggestions I have to offer fall under two heads:—

I. The provision of an adequate staff and machinery for teaching.

II. The means of offering adequate inducements to masters and boys to use their best efforts.

I. *Provision of an adequate Staff and Machinery for teaching.*

Referring on this point chiefly to Eton, I feel bound to notice an opinion, which I believe is entertained even by some Eton men, that the one great reform needed for Eton is to provide security for placing at its head a man with a powerful mind, unbiassed by Eton prejudices, unfettered by the retired masters, capable of impressing his independent convictions on his subordinates, and of supplying their defects by vigorous superintendence and by moral influence over the boys.

I cannot agree in this opinion. Eton, as it has been, as it is, and as it is likely to continue, may be regarded as a national institution, reflecting rather the image of English society than of any one mind, however great or virtuous. The risks of transferring its leadership to a man promoted from another school, or to a young and untried scholar from one of the universities, would be, in my opinion, greater than the evil of having to wait for a healthy growth from within the institution.

This apprehension is founded partly on the observed rise and fall of other schools, where the influence of the master is greater than that of tradition, partly on the observed good effects of Eton, notwithstanding all its shortcomings.

It may, however, be admitted, indeed strongly urged, that the Head Master should be set free from the control of the college, not only in the details of school work, but in the chapel. The example of Arnold has been followed by almost every earnest-minded master in claiming for those, who watch the daily struggle between duty and temptation, the right to lay down the principles of Christian training and of self-discipline.

Whether it be desirable to confine the appointment of assistant masters to Etonians is, perhaps, unimportant in comparison with the essential question how best to provide a sufficient staff of teachers, and how to secure to the whole of them the social conditions for a free interchange of opinion.

Assuming then that the Head Master will be, as heretofore, promoted from among the tutors, and assuming also that the fundamental principles of the tutorial system are sound, I would propose:—

1. That the number of masters should be largely increased by the addition of a staff of young men with advantages equivalent to those of a college fellowship in the university, including chambers and a common room, such young masters to be at liberty to retain a college fellowship, or to marry, but not to keep houses till after their powers of managing boys, and their aptness for school life, have been tested.

2. That a special composition staff be formed, whether in aid of the tutors, of the class-masters, or of both. Young men may be excellent critics of composition, and yet have everything to learn in the art of teaching.

3. That the employment of extra masters should be discouraged.

4. That the fees customary on leaving should be discontinued.

5. That the annual payments for school fees should be consolidated and raised, so as to include all the expense of general education, except the superintendence of the tutor, as distinguished from the expenses of lodging, board, and personal comforts.

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6. That out of such consolidated payments a due proportion be applied to the payment of the staff, in proportion to the number of boys in the school.

It is understood that out of the payment of 6*l.* 6*s.* to the Head Master, which, as well as the leaving fee, is doubled in the case of noblemen, only 1*l.* 1*s.* goes to the increase of staff.

If the annual fee of 5*l.* for mathematics were merged in the general school fees; if extra payments and leaving fees were abolished; and if an annual sum of 15*l.*, or even 20*l.*, were charged, the parents would in many cases be gainers in a pecuniary sense, and a large sum would be available for the increased staff, after allowing to the Head Master an income little inferior to that of the high functionaries of the Church or of the State.

I forbear to enter on the management of the college revenues, as I have no information that I can rely on; but I believe that the suggestions already made require a special consideration of existing interests.

One other point in the way of machinery may be mentioned, namely, the establishment of a gymnasium, such as that of Mr. Maclaren at Oxford, and those at Aldershot and elsewhere. I have reason to believe that Eton boys would value such an establishment; probably for this and other purposes, such as drawing school, class-rooms, &c., requiring new buildings, money could easily be raised among those interested in Eton.

II. *Inducements to Masters and Boys to use their best efforts.*

This subject is, confessedly, the most difficult of all; external influences alone cannot be relied on. One characteristic of the life of Eton is its freedom from direct pressure. Its own traditional mechanism provides very important checks. It has also a peculiar competition of its own. It inherits, along with much idleness, a certain quiet sense of duty and self-respect, manly good sense and independence of character, qualities which might be much impaired by any approach to the cramming system. It would, moreover, be a great evil if some of the upper boys, who occupy a sort of senatorial dignity, after their last competitive trial, were driven away from the school by fear of an examination.

It may be hoped that the free academical spirit of the young masters, if it be relieved from needless restraint, may offer a more healthy pledge for progress than any external influence.

Still, after all due allowance has been made for these considerations, it must be taken into account that systematic idleness and a life of mere amusement, extolled by society and supported by fashion, are great evils, and a bad preparation for the duties of active life; and that habits of concentrated work do not necessarily imply cramming, still less do they diminish happiness. It must be remembered, also, that parents, however much they desire to promote industry, have no remedy but removal if they are not satisfied.

On the whole, therefore, it does seem to deserve serious consideration, whether it is not expedient to establish some definite test of the results of public school education, such test being applied by a friendly but impartial public body to public schools generally. It is of the utmost importance that the freedom of public school education should not be subject to the direct control of the executive Government, influenced as that is by the politics of the day. Also, that no official, literary, or scientific clique armed with compulsory powers, should be able to dictate a curriculum to all such schools. It is also very desirable that the results of the work and discipline of schools should be judged of principally by persons selected for their experience in the work of education, rather than for their eminence in learning or science as such, but that there should be associated with them persons who have the means of knowing what society and the professions expect from educators—that the examination of a great school should have reference to what the school professes to offer and not to an arbitrary standard; and that the authorities of the school should be perfectly free to choose their own studies and methods—that a school should gain credit not only by the performance of a few picked candidates for honour, but also by the effect of the teaching on the mass of the scholars after a sufficient time spent in the school—that the elementary work should be well tested—and that credit should be awarded for the systematic cultivation of individual talents and tastes, provided that the elementary education has first been secured.

These general views are closely connected with the recognition of the following facts:—

1. That not only the great public schools, but also a large number of grammar schools, contain two classes of scholars, the first class consisting of those who are preparing for university life (in many schools the minority), the second class, of those who are going from school into active life.

2. That if the rightful supremacy of classics in the prolonged education of the first class be admitted and sustained, other subjects have been proved, in the hands of university men, to be capable of training the mind for the work of life.

3. That the direct influence of university scholarships and degrees on the studies of schools is limited to the first class, and only to a portion of that class; while the indirect influence on the rest of the school is very questionable, and parents have no valid test whereby to judge of the training of those who are not affected by the honours of the universities.

4. That the local and non-gremial examinations recently instituted by the universities do not reach either the schools in the highest social scale or those which are ambitious to be classed with them as distinguished from commercial schools, or at least they only confer distinction on a few candidates, without testing the general condition of such schools.

5. That in the conduct of those examinations, and also of those connected with the civil and military services, much valuable experience has been recently gained in reference to the effect of various studies and methods on education, and to the best means of estimating those effects.

6. That much of this information and experience might be brought to bear with advantage on the higher public schools, grammar schools, and proprietary schools, if a number of university men, sufficient to ensure a representation of various shades of opinion and practical experience in education were associated, for a time at least, with persons having experience of active life in other forms, for the purpose of directing examinations in some of the most important schools.

I venture therefore to subject to criticism the following proposal:—

1. That a joint board or commission be formed on the nomination of one-third of its members by each of the two older universities of England (that of London being an examining not an educating body), and on the nomination of the other third by the principal functionaries at the head of the army, navy, and three learned professions, and by the Lord President of the Council as head of the Committee on Education. It might, however, be desirable to add to the board the Chancellor or Vice-Chancellor of the University of London, the President of the Royal Society, and the President of the Royal Academy.

2. That to such body be committed for a limited number of years authority to make regulations under which examinations of public schools may, on the voluntary applications of such schools, be either instituted or confirmed, to appoint or confirm the appointment of examiners, and to certify the results of the examinations.

3. That a considerable fee should be required for each examination, with a view to establish a pecuniary qualification, and to render the system if possible self supporting.

If a fee of 50*l.* were fixed as the minimum, rising by 25*l.* or 20*l.* for every 100 boys over 200, the system would be confined to the larger and more wealthy schools; but it would only involve an annual charge of a few shillings to each parent.

Such a system as that now proposed though at a lower scale of expense is in operation under authority of the University of Cambridge.

It is obvious, that unless some inducement were held out to schools to apply for such examinations in consequence of the value attached to the certificate of the proposed commission, the most prosperous schools would feel that they could dispense with the examinations, and those conscious of their own shortcomings would avoid a dangerous step.

The success of any such plan would therefore depend in great measure on the course taken by the great departments of the state, by the learned professions, and by the universities, and on the decision of the question whether they would accept the certificates of the commission as evidence of *general education* in preparation for professional or academical training.

Precedent is not wanting for such a course with reference to existing examinations. That of the Medical Council may be specially referred to.

It may be anticipated that many of the evils which are now experienced as resulting from the cramming for examinations, more or less stereotyped, conducted by examiners holding permanent appointments, would be mitigated if a closer connexion were established in schools as in the universities, between the educating and the examining bodies; or rather if the application of the test of general education were relieved from professional considerations, and placed in hands which could sanction examinations based on a

variety of systems of education and framed in conformity with those systems.

It may be undesirable to enter much further into detail, but it may serve more clearly to define the proposal if it be suggested that there should be two examinations in each school; the first to be passed by boys not later than the age of 15, and to be of an elementary character, confined to English, French, Latin, Greek, mathematics and the religious instruction sanctioned by the constitution of the school; the second to extend to the whole of the upper part of the school, or to an integral part of the same, and to include, in addition to the subjects already enumerated, other special subjects taught or encouraged in the school.

The examinations for direct commissions in the army may be referred to as offering an illustration of the general arrangement of subjects here proposed, and as indicating a proportion between literature and other subjects not unworthy of imitation.

The following is the scale of marks for direct commissions in the army:—

The classics, { Latin 2,000 / Greek 1,600 }	3,600
English language	1,200
Modern languages (each)	1,200
History, ancient and modern, with geography	1,200
Mathematics, pure and mixed	3,600
Natural sciences	1,200
Experimental sciences	1,200
Drawing	600

Minimum number of marks required for qualification 1,800, of which 600 must be obtained in English, arithmetic, and mathematics.

It would be necessary, in applying such a scheme to boys about to proceed to the university, to reward advanced scholarship, and especially Greek, in higher proportion. Of course, in the case of all candidates from public schools a minimum of Latin should be required. I think, also, that, with a view to make history more than a lifeless skeleton, ancient history should be treated as a distinct subject, and modern history divided into two or more periods. It would, also, in my view, be desirable to raise the marks given to drawing, and to give marks for music, in order to meet the case of boys not going to the universities, and willing to cultivate accomplishments in such a manner as really to train their faculties; and although the suggestion may provoke a smile, I think that physical training is, in the present state of this country, so essential to intellectual success, and even to the active discharge of duty, that I cannot see any valid objection to the proposal to allow some credit in an examination to systematic physical training in a gymnasium properly conducted.

I cannot resist the temptation to quote in conclusion the remarks of an Eton friend to whom I feel much indebted, containing as they do a just tribute to Rugby, to which I have not less reason to be grateful, and of which I have not spoken because it seems to be doing all that is needed. After noticing the pride and gratitude with which Eton men speak of their school, he admits that Rugby men are more solidly thoughtful and manly-minded, and he adds:—

"They have come from a place still fragrant with the moral enthusiasm of a man who cared not merely for the beauties of the Latin language, but for the life of the Roman people, and its analogies with the life of the English people.

"Eton has never felt the touch of a bold and hearty teacher who cared for such ideas as law, nationality, aristocracy, in short, for history and politics, and the phases of the human mind. It is this, and not science, which we desiderate at Eton."

H.

SIGNOR GIROLAMO VOLPE, Teacher of Italian at Eton College.

On the Teaching of Italian at Eton.

August 5, 1862.

CONSIDERING it to be within the competence of every person connected with an educational institution to present a report to the Commissioners of Public Schools respecting any points which he deems entitled to their scrutiny, the undersigned, in the quality of Italian Master at Eton College, ventures to submit to the Commissioners the following petition.

The Italian language deserving to be accounted a noble element in modern education, as well for other reasons as because it constitutes a link between the classical and modern languages, it follows that the Italian Master at Eton ought to be placed in a correspondingly dignified and satisfactory position.

But this is far from being the case, because his pupils are very few, while his emolument depends only on their number.

This year he happens to have three pupils among the scholars; although for this year some of the masters were pleased to read Dante with him; next year he may have more, and very probably will, but he may possibly have fewer.

This scarcity of pupils has two inconveniences. First, that a noble study comes to be in no way encouraged; secondly, that a Master bearing an honourable title is reduced to a necessity which reflects no dignity on the College itself, of coming down from town twice a week, at his own expense, to give lessons at Eton, which he is bound to do, if even he has two pupils only.

This point clearly deserves, therefore, to engage the good offices of the Commission, both in order to promote the study of Italian at Eton as an essential branch of the college system, and to improve the condition of the Master, who alone among his colleagues remains deprived of a substantial remuneration. He ventures, therefore, to solicit that the interest of the Commissioners may be exerted towards procuring him a fixed salary, on the condition of his residing in College; being encouraged to offer this request by the circumstance that the late esteemed Dr. Hawtrey, Provost of Eton, had already signified to him his intention of maintaining an Italian Master at Eton with a suitable remuneration, in order to promote the study of the language.

The fixed salary might be granted under the condition of a certain number of pupils being taken, which number should, in some way or other, be constantly maintained, or else fees might be taken upon the understanding that Italian should be taught to as many of the scholars as might wish to inscribe themselves, it being competent for the Head Master to charge separately for the study or not, as he thought proper.

The undersigned further takes the liberty of soliciting a room in the College for lessons and himself, which concession might lead a greater number of the scholars to become his pupils, besides that a place of shelter is necessary to him when he comes from London, especially in bad weather and cold season.

Should the undersigned obtain a better position at Eton, he will devote himself to occupations suited to his office, exerting himself in particular to improve on the present unsatisfactory educational works in vogue for the Italian language. With this view he has nearly completed a grammar which he designs to publish, at his own expense, in the course of the approaching autumn, and which he hopes to follow by other works of a similar nature.

The undersigned trusts that the circumstances and arguments here brought forward may entitle his request to engage the consideration of the Commissioners.

(Signed) GIROLAMO VOLPE.

To the Commissioners of Public Schools.

APPENDIX H a.

H a.

CLAIM of the BISHOP of OXFORD to the VISITORSHIP of ETON COLLEGE, and CORRESPONDENCE thereon.

MY LORDS AND GENTLEMEN, July 3, 1862.

UNDERSTANDING that you are now inquiring into the College of Eton, and learning from the Provost that the College, in reply to questions from you, has named the Bishop of Lincoln as being by statute their Visitor, I beg to lodge with you this protest against the correctness of this answer, as on behalf of the see of Oxford I contend that the only legal Visitor of Eton College is the Bishop of Oxford. By the royal foundation of the College the visitorship is lodged in the *Bishop of the Diocese*, and so long as Eton College was in the diocese of Lincoln, doubtless the Bishop of Lincoln was Visitor, but the College having been transferred to the diocese of Oxford, and no legal step having been taken to bar the requirement of

H a.

the royal founder, that the visitorship should be vested in the *Bishop of the Diocese*, I maintain that the change of the diocese made of necessity a change in the Visitor; and I respectfully request your Lordships to investigate this point and report accordingly.

I am, my Lords and Gentlemen,
Your obedient servant,
The Earl of Clarendon, K.G., &c. S. Oxon.

Public Schools Commission,
My Lord, July 4, 1862.

I am desired by the Commissioners to acknowledge the receipt of the protest which you have addressed to them, and to assure your Lordship that it will receive from them due consideration.

I have the honour to be, my Lord,
Your obedient servant,
Mountague Bernard.
The Right Rev. the Lord Bishop of Oxford.

Sir, Riseholme, Lincoln, July 4, 1862.

I am this morning informed by the Bishop of Oxford that he has lodged with the Public Schools Commissioners a claim on behalf of the see of Oxford to the visitorship of Eton College.

I am not aware how far the examination and decision of such a claim may fall within the objects and powers of the Royal Commission: but should the Commissioners decide upon investigating it, I request on behalf of the see of Lincoln, which has held and exercised the visitorship of Eton College for 420 years, to be furnished with a copy of the statement of reasons on which the Bishop of Oxford rests his claim, and to have the opportunity of communicating with the Commissioners thereupon.

I am, Sir,
Your obedient servant,
Mountague Bernard, Esq. John Lincoln.

Public Schools Commission,
My Lord, July 5, 1862.

I am desired by the Commissioners to transmit to your Lordship the enclosed copy of the protest addressed to them by the Bishop of Oxford and referred to in your letter to me.

I am also to inform you that it will become the duty of the Commissioners, in making their report to Her Majesty, to take notice of this protest, and to add that should you desire to address any communication to them on the subject they will afford you the opportunity of doing so in any way which you may prefer.

I have the honour to be, my Lord,
Your obedient servant,
Mountague Bernard.
The Right Rev. the Lord Bishop of Lincoln.

Sir, Riseholme, Lincoln, July 7, 1862.

I beg to acknowledge with thanks a copy of the Bishop of Oxford's letter of July 3 to the Public Schools Commissioners on the subject of the visitorship of Eton College.

May I request further to be informed whether the Commissioners are merely proposing in their report to take notice that they have received the Bishop's protest against the correctness of the reply of the Provost of Eton, or whether they are prepared to comply with his request that they will investigate this point and report accordingly.

I am, Sir,
Your obedient Servant,
Mountague Bernard, Esq. J. Lincoln.

Public Schools Commission,
My Lord, July 8, 1862.

With reference to the letter addressed by your Lordship to this Commission on the 3rd inst., in which you claim on behalf of the see of Oxford the visitorship of Eton College, and request that the Commissioners will investigate the point and report accordingly, I am desired by the Commissioners to inform you that they have considered your Lordship's application, and that the matter is, in their opinion, one into the examination of which they cannot properly or usefully enter.

The question whether the visitorship of Eton College belongs to the Bishops of Oxford or to the Bishops of Lincoln is a question of law, depending, as it appears to the Commissioners, on the construction of the statutes of the College. Such a question can only be decided by a Court of Law, and any opinion which the Commissioners might express upon it would have no authority, and would practically leave the case as it stood before.

The Commissioners will, however, feel it their duty to record your Lordship's protest in making their report to the Queen.

I have the honour to be, my Lord,
Your obedient servant,
Mountague Bernard.
The Right Rev. the Lord Bishop of Oxford.

Public Schools Commission,
My Lord, July 8, 1862.

With reference to your Lordship's letter to me of the 7th inst., I have the honour to transmit to you a copy of a letter which, by the direction of the Commissioners, I have addressed to the Bishop of Oxford, and which conveys an answer to your inquiry.

I have the honour to be, my Lord,
Your obedient Servant,
Mountague Bernard.
The Right Rev. the Lord Bishop of Lincoln.

Sir, Riseholme, Lincoln, July 14, 1862.

I beg to thank you for a copy of the letter which, by desire of the Public School Commissioners, you addresssed on the 8th inst. to the Bishop of Oxford, in reply to his request that the Commissioners would investigate and report upon his claim on behalf of the see of Oxford to the visitorship of Eton College.

As the Commissioners have therein expressed their opinion that the matter is one into the examination of which they cannot properly or usefully enter, it will not be necessary for me to trouble them with the grounds on which it would be my duty to maintain that, notwithstanding the transference of Eton to the diocese of Oxford, the visitorship of Eton, no less than that of King's College, Cambridge, remains vested in the Bishop of Lincoln, in accordance with the statutes of the Founder.

I am, Sir,
Your obedient Servant,
John Lincoln,
Visitor of the two Royal Colleges of Henry VI.
Mountague Bernard, Esq.

I.

APPENDIX I.

Correspondence respecting Winchester College.

Winchester College,
Dear Sir, Oct. 18, 1861.

In compliance with the wish of Her Majesty's Commissioners, I have taken an early opportunity of forwarding a copy of the Statutes of Winchester College, together with the Ordinances of the Oxford University Commissioners, and such answers as I am able to give to questions 6 and 9, Part II. As Winchester College having been so very recently the subject of legislation, stands at this time in a position entirely different from that of every other school in the kingdom, I had formed the not unreasonable hope that we should be dealt with in a special manner adapted to the peculiarity of our case, and be spared the enormous labour which the questions relating to the *past* condition of the College will entail upon us, and which can scarcely lead to any practical results, inasmuch as it is highly improbable that Her Majesty's present Commissioners would recommend measures at variance with the recent Act of Parliament by which we are governed. I have no hesitation in saying that no one but an antiquary who had passed years in our muniment room could hope to give satisfactory answers to what I may term the archæological questions of the Commissioners; and those answers, if given in full, would fill volumes. Still if it is the command of Her Majesty's Com-

missioners that I should make the attempt, I will perform the duty to the best of my ability, and am sure that the Commissioners will attribute any deficiency, not to a wish to withhold information, but to the real cause, viz., the shortness of time during which I have held my office, during which the press of business has not allowed me leisure to obtain such minute information as I am suddenly called upon to furnish. I am also, by the premature death not long since of one of the Society, the sub-librarian, deprived of the valuable assistance which his accurate knowledge of the archives would have enabled him to give to Her Majesty's Commissioners and myself; for although he had spent many years in this labour, he died before it was completed, or the fruits of it so digested as to be made available for the present inquiry. But I would here call the attention of the Commissioners to a book entitled "William of Wykeham and His Colleges," by Walcott, published by Nutt, 270, Strand, in which, though by no means free from inaccuracies, the author has brought together much curious and valuable information, copies of charters, dates of visitations, &c. &c., all of which Her Majesty's Commissioners would probably find very useful in their work. I wish also to take this opportunity of distinctly stating that if Her Majesty's Commissioners had both the will and the power to exempt Winchester *altogether* from this inquiry, I should deprecate their doing so; it would be matter of regret that they should be ignorant of how much is done for the scholars on the foundation, which approved itself so far to the Oxford Commissioners that they did not even suggest any improvements in this respect; and there are few who would not be of opinion that much good may accrue to this, as well as to other foundations, by the recommendations which Her Majesty's present Commissioners would probably feel it their duty to make with respect to the curriculum of education. As then the Oxford Commissioners *did* go into the question of property, receipts, expenditure, &c., but only touched lightly the educational question, I venture to suggest that Her Majesty's present Commissioners might reasonably undertake to spare both themselves and us unnecessary labour by confining themselves, in our case, principally to the question of education, and *present* condition of persons on the foundation; and if they would be satisfied with the returns of the receipts and expenditure made to the late Commissioners, such returns can be had at once, with the exception of the account of trusts held by different trustees for the benefit of exhibitioners, &c., which shall be forwarded as soon as they are prepared.

I shall hold myself in readiness to appear personally before the Commissioners whenever they may wish for an interview, not doubting that points of consideration will occur concerning which much tedious correspondence might be saved by a personal conference; but the time least convenient to myself for this purpose would be between the latter part of November and December 21st, because in those weeks there will be an extra amount of business on my hands. Requesting you to lay this communication before Her Majesty's Commissioners as early as possible,

I am, dear Sir,
Yours faithfully,
GODFREY B. LEE,
Warden.

To the Secretary,
Public Schools Commission.

Public Schools Commission,
2, Victoria Street, S.W.,
Nov. 9, 1861.

DEAR SIR,

WITH reference to your letter of the 18th ult., in which you inquire whether the Commissioners would not think it reasonable in the case of Winchester College to confine themselves principally to the question of education and the *present* condition of persons on the foundation, and whether they would not be satisfied with the returns of receipts and expenditure made to the Oxford University Commissioners, together with the accounts of particular trusts, the Commissioners desire me to state to you that they would gladly relieve the College and yourself from the labour of returning answers to a second inquiry, if and so far as they could do this without defeating the objects of their Commission.

The Commissioners think, however, that they could not, consistently with their duty, omit in the case of Winchester all inquiries bearing on the history and past condition of the foundation. The objects of the Commission are twofold—to elicit information, and to recommend such changes as may appear to be desirable. The alterations made by the recent ordinances are a most important part of the history of the foundation, but they are only a part of its history. The information which the report would present, if confined to them, would be obviously incomplete; nor, on the other hand, could the Commissioners judge satisfactorily whether further changes were desirable, without knowing the nature, extent, and results of the changes already made, which necessarily involve some inquiries as to the preceding state of things.

But since these general reasons may not apply conclusively to every question, the Commissioners desire me to ask you to have the goodness to point out precisely the questions or parts of questions which you would wish to be relieved from answering, and they think it would be advisable for you to state in each case the grounds on which you think the exemption would be reasonable. They desire me at the same time to state that if, by references to Mr. Walcott's book, or to any other means of information accessible to them, you could lighten your labour, they would not object to your taking this course. But it would be necessary, of course, that every reference should be particular and specific, so as to make the passages referred to part of your answers, and that you should consider yourself responsible for the accuracy of them to the same extent as for your other answers. I need hardly say that the Commissioners could not place implicit reliance on the authority of a book which in your opinion is not free from inaccuracies. With respect to the accounts of income and expenditure furnished to the Oxford Commissioners, they would be received in lieu of those asked for if they furnish all the specific information which the questions under that head require, and if you are prepared to state that they accurately represent the *present* income and expenditure of the College; otherwise they would not, as you will perceive, answer the purposes for which accounts are required.

If you should wish to make any further representation or suggestion on this subject, the Commissioners will be ready to give their attention to it.

I am, dear Sir,
Yours faithfully,
MOUNTAGUE BERNARD,
(Secretary.)

The Rev. the Warden of Winchester College.

The College, Winchester,
Nov. 16, 1861.

DEAR SIR,

I HAVE to thank you for your letter dated November 9th. It appears to me that to act on the suggestion of Her Majesty's Commissioners, and to state in the case of particular questions or parts of questions the reasons why I should wish to be excused from answering them, would entail a great deal of unnecessary trouble on both parties, and I shall therefore endeavour to answer *all* the questions sent as correctly as circumstances will admit.

I am, yours faithfully,
GODFREY B. LEE.

[With reference to the subject of the foregoing correspondence, the following letter was addressed to the Earl of Clarendon, as Chairman of the Commission, by the Secretary of State of the Home Department.

Whitehall, November 1861.

MY LORD,

IN accordance with the intention of Sir G. C. Lewis, my predecessor in this office, I beg to call the attention of your Lordship as Chairman of the Public Schools Commission to the 34th section of the 17 & 18 Vict. c. 81., by which the College of St. Mary, Winchester, was for the purposes of that Act made subject to its provisions with respect to Colleges of the University of Oxford, and to the authorities thereby conferred on the Commissioners named in the Act for the alteration and amendment of statutes.

I do not, of course, assume any right, nor is it my desire in any degree, to control the members of the Commission of which your Lordship is the head in the exercise of the powers conferred upon them by the Royal Commission. My object is merely to suggest for the consideration of your Lordship and the other members of the Commission whether it may not be expedient to limit their inquiry, as it respects St. Mary's College, Winchester, to matters which have not engaged the attention of the Oxford University Commission, and have not formed the subject of any regulations or ordinances made by that Commission.

I have the honour to be, my Lord,
Your Lordship's obedient servant,
G. GREY.]

The Earl of Clarendon, K.G.,
&c. &c. &c.

The College, Winchester,
June 2, 1862.

DEAR SIR,

I HAD not an opportunity before Lord Clarendon left Winchester of stating that, having furnished Her Majesty's Commissioners with a full and fair statement

I.

of our receipts and expenditure, and the incomes of the different members of this institution, we request that these accounts may not be published. I wish to add that we are not actuated by the fear that any of these incomes will be deemed excessive, but solely by the dislike, which persons in all ranks of life feel, of having their private affairs made public. I believe I am correct in saying that the Oxford University Commissioners went into the accounts of this College, but did not think it necessary to publish them. Requesting you to lay this before the Commissioners.

I am, yours faithfully,
GODFREY B. LEE.

Public Schools Commission,
DEAR MR. WARDEN, June 18, 1862.

I HAVE read your letter to the Commissioners. They desire me to state in reply that the question raised by it is one to which they regret that they cannot at present give you a decisive answer. The same reasons which led them to ask for this information may render it in their opinion important to publish it; but of this at present they are not in a position to judge. I need not say, however, that should they come to the conclusion that it ought to be made public, this would not be done to gratify curiosity, but because it appeared material to support or explain the recommendations of the Commissioners or useful on other accounts.

They desire me at the same time to assure you that no such determination will be come to without giving to the objections which you have expressed full and careful consideration.

I am, dear Mr. Warden,
Yours very faithfully,
MOUNTAGUE BERNARD.

The Rev. the Warden, Winchester College.

The College, Winchester,
DEAR SIR, Sept. 20, 1862.

WILL you kindly lay the following request before the Public School Commissioners, viz., that before they finally lay any recommendations with respect to this College before Her Majesty they will acquaint me and the Fellows with them, that we may have opportunity of showing cause, if need be, why we think any of them unadvisable, of specifying our objections to them, and possibly of suggesting some considerations which might not otherwise strike the Commissioners.

I am, dear Sir,
Yours faithfully,
M. Bernard, Esq. GODFREY B. LEE.

Public Schools Commission,
DEAR SIR, 2, Victoria Street, S.W., Dec. 19, 1862.

WITH reference to your letter of the 20th Sept. last, in which you request that before the Commissioners finally lay any recommendations with respect to Winchester College before Her Majesty they will make them known to yourself and to the Fellows, I am desired to inform you that the Commissioners regret that they cannot give you the assurance you desire.

After the recommendations which they may think proper to make shall have been submitted to Her Majesty, and before any steps are taken for carrying them into effect, the Warden and Fellows of Winchester will doubtless have ample opportunity for stating their objections to such, if any, of them as they may deem prejudicial to the interests or usefulness of the College. And it would be clearly impossible for the Commissioners either to delay the presentation of their report until the authorities of every school should have had time to consider and discuss the conclusions embodied in it, or to concede to one school an advantage of this kind which they did not extend to all.

I am, dear Sir,
Yours very faithfully,
MOUNTAGUE BERNARD.

The Rev. the Warden of Winchester College.

The College, Winchester,
DEAR SIR, Dec. 5, 1862.

As the Public School Commissioners on the occasion of their visiting Winchester expressed an opinion that the amount of instruction in physical science given at Winchester College did not appear to satisfy the requirements of Clause 24, page 67 of the Ordinances, I have to inform them that in future instruction in this branch of knowledge will be continued throughout the year, and that the boys will be examined after each course of lectures.

I am, yours faithfully,
GODFREY B. LEE.

To Mountague Bernard, Esq.

Public Schools Commission,
DEAR SIR, 2, Victoria Street, S.W., Dec. 19, 1862.

I HAVE laid before the Commissioners your letter of the 5th inst., and am desired by them to inform you that they learn with pleasure the changes which have been introduced into the teaching of physical science at Winchester College.

I am, dear Sir,
Yours very faithfully,
MOUNTAGUE BERNARD.

The Rev. the Warden of Winchester College.

J.

APPENDIX J.

CORRESPONDENCE respecting the REVENUES and EXPENDITURE of the COLLEGIATE CHURCH of ST. PETER, WESTMINSTER, and COMMUNICATIONS addressed to the COMMISSIONERS respecting WESTMINSTER SCHOOL.

CORRESPONDENCE respecting the REVENUES and EXPENDITURE of the COLLEGIATE CHURCH and the PAYMENTS on account of the SCHOOL. (See Answers of Dean and Chapter to printed Questions, Part I.)

Public Schools Commission,
2, Victoria Street, S.W.,
DEAR MR. DEAN, April 2, 1862.

I AM directed by Her Majesty's Commissioners to ask you the following question, and to add that you will much oblige them by an answer at your earliest convenience.

The Commissioners, as you are aware, are not now in possession of any information showing either the revenues out of which Westminster School is maintained, or the amount or particulars of the expenditure out of those revenues in connexion with the School.

They understand, however, that very full returns of the revenues and expenditure of the Collegiate Church of Westminster are annually made to the Ecclesiastical Commission, although these returns are not published in the Reports of the Commission, and the Dean and Chapter have in their answers referred the Public Schools Commissioners to these returns.

They direct me, therefore, to inquire whether the Dean and Chapter are willing to sanction an application by the Public Schools Commissioners to the Ecclesiastical Commissioners for a copy of the accounts furnished to the latter by the Dean and Chapter during the last 20 years, or, if not of the whole of such accounts, of the annual general abstract of them, together with such portions of them as show in detail the expenditure on purposes connected with the school, and the dividends paid to the Dean and Canons and the charged and suspended Deanery and Canonries.

I am, dear Mr. Dean,
Yours faithfully,
The Very Rev. the Dean of Westminster. MOUNTAGUE BERNARD.

My dear Sir, Westminster, April 4, 1862.

We cannot have the smallest objection to your seeking from the Ecclesiastical Commissioners copies of our annual return to them, which indeed is a public document.

For the last six or seven years we have returned such a document as I enclose to the Charity Commissioners. Copies of the returns of former years would be, I believe, easily obtainable from them. But if it would be any convenience to you, I will instruct our officers to make such and forward them to you.

You will thus have in the return to the Ecclesiastical Commissioners the statement of our whole incomings and outgoings, and in that which I forward to you the particular account of the sum laid out on the school.

Believe me,
Faithfully yours,
M. Bernard, Esq. R. C. Trench.

P.S.—The preamble (so to speak) of the documents I enclose accompanies each return.

We have built a covered playground for the school at the cost of some nine hundred or a thousand pounds during the last year, which explains the largeness of the item "Repairs and Alterations."

Public Schools Commission,
Sir, 2, Victoria Street, S.W., April 7, 1862.

I am directed by Her Majesty's Commissioners for inquiring into the revenues and management of certain Colleges and Schools, of which Westminster School is one, to request that you will have the goodness to cause them to be furnished with the copies of returns or parts of returns herein-after specified.

1. A copy of the return of income and expenditure made by the Dean and Chapter of Westminster to the Ecclesiastical Commissioners for England for the year 1860.

2. Copies of such portions of the like returns for every year from 1840 to 1859 inclusive as show—

(*a.*) The particulars of the expenditure on the school and on purposes connected therewith in each year.

(*b.*) The dividends paid in each year to the Dean and Canons, and the charged or suspended Deanery and Canonries.

(*c.*) The general abstract of the accounts for each year.

I enclose a copy of a letter addressed by me to the Dean of Westminster, dated 2nd inst., and of his reply, which will explain the reasons of this application, and will show that it has the sanction of the Dean and Chapter.

The expense (if any) of furnishing the accounts requested will of course be paid by the Public Schools Commission.

Should you deem it necessary to submit this application to the Board, I am to request that you will do so at the earliest opportunity, as it is desirable that these accounts should be in the hands of the Public School Commissioners without loss of time.

I am, Sir,
Your obedient servant,
Mountague Bernard,
Secretary to the Public Schools Commission.
The Secretary, Ecclesiastical Commission.

11, Whitehall Place, S.W., April 9, 1862.

Sir, File No. 7,154.

I have the honour on behalf of the Ecclesiastical Commissioners for England to acknowledge the receipt of your communication of the 7th instant, transmitting by direction of the Public Schools Commissioners copy of a correspondence with the Dean of Westminister, and requesting that you may be furnished with the under-mentioned copies of returns, or parts of returns, viz.,—

1. A copy of the return of the income and expenditure made by the Dean and Chapter of Westminster to the Ecclesiastical Commissioners for England for the year 1860.

2. Copies of such portions of the like returns for every year from 1840 to 1859 inclusive as show—

(*a.*) The particulars of the expenditure on the school, and on purposes connected therewith in each year.

(*b.*) The dividends paid in each year to the Dean and Canons, and the charged or suspended Deanery and Canonries.

(*c.*) The general abstract of the accounts for each year.

And I am directed to state in answer that the most direct and expedient course would appear to be that you should procure the statements in question from the Dean and Chapter themselves.

I am, Sir,
Your very obedient Servant,
The Secretary, Public Schools Commission. James J. Chalk.

Dear Mr. Dean, 2, Victoria Street, April 12, 1862.

I enclose a copy of a letter* addressed by me, by the direction of the Public Schools Commissioners, to the Secretary of the Ecclesiastical Commission, and of his reply.†

You will see that he refers me to the Dean and Chapter for the accounts which the Commissioners desire.

I trust, therefore, that the Dean and Chapter will have no difficulty in furnishing the Commissioners with copies of such portions of their accounts as are comprised under the head No. 2 in my letter to the Secretary of the Ecclesiastical Commission, and that they will see under present circumstances no objection to doing so. I do not ask for the fuller accounts comprised under head No. 1.

The accounts now asked for would be more useful to the Commissioners than those rendered to the Charity Commission, which contain less full information.

I am, dear Mr. Dean,
Yours faithfully,
Very Rev. the Dean of Westminster. Mountague Bernard.

My dear Sir, Westminster, April 16, 1862.

I have asked Mr. Marsh, our receiver, to be bearer of this note, and if possible to see you. If he should not be fortunate enough to do so he will leave this note, and will be ready at any time to obey your summons.

We have chosen this course because he will be able to explain to you certain difficulties in the way of exactly and to the full complying with your requests, but he has received instructions from us to keep back nothing from the Commissioners, and to prepare for them every return which our accounts render it possible for him to afford. What these are, I think, you will better understand after a little conversation with him than after a long explanation of mine, and I have therefore asked him to call upon you.

Believe me,
Very faithfully yours,
R. C. Trench.

A tabulated statement prepared from the accounts furnished by the receiver is inserted in the Answers of the Dean and Chapter, Part I.

Letter addressed to the Commissioners by the Rev. Charles B. Scott, Head Master of Westminster School.

My Lords and Gentlemen, February 1862.

In accordance with your invitation, I beg to be permitted to lay before you the following remarks in reference to St. Peter's College, Westminster.

The question of removal to a new site, out of London, has been more than once raised of late years, and was last discussed in 1860. It then appeared that the school, having no corporate existence, possessed no property of its own; and further, that even if the premises occupied for school purposes, and the area of Vincent Square, could be sold for building or other purposes, in the face of such opposition as might probably be offered, the sum thence realized would be very far from adequate to refound the school, in any worthy manner, elsewhere.

A committee of "Old Westminsters" was appointed, on the motion of Sir David Dundas, to consider what improvements might be carried out upon the existing site. I have now the honour of enclosing copies of their report, together with a letter on the same subject, which was circulated among those interested in the question.

Most of the improvements suggested in the report, and some others, have since been carried out by the Dean and Chapter, and are noticed in the letter. On one point there referred to (the house known as No. 14, Great Dean's Yard), I have recently submitted a memorial to the Chapter, of which I send a copy, and trust that I may be allowed very earnestly to solicit the kind consideration of the Commission

* Letter of April 7th. † Letter of April 9th.

J.

for this scheme, and, in the event of their approval, their support and influence with the Chapter in its favour. The matter is one of urgent importance. *Encompassed as the school is with difficulties from its situation, it is only by improving, as far as may be, the buildings and site generally, that it can hope to maintain its character.* Every other public school has already done, and is doing, far more in the way of such material improvements than Westminster can ever hope to do. It is of the utmost consequence that anything which is practicable should not be left undone.

I may mention here the evil which has arisen from the boarding houses in Little Dean's Yard having been allowed to pass into private hands; rents having been charged for them which have involved very heavy deductions from the general income available for the remuneration of masters. At the last renewal of the leases, clauses were, I believe, introduced which will place the school in a better position hereafter on this point. It would be most desirable, nevertheless, that the leases of these houses should be held from the Chapter directly as a trust for the school.

The provision for the scholars of the foundation is another point to which I desire to call attention. In old times Westminster was the only school in which places on the foundation were gained by open competition; and its eminence in former days was, I am convinced, in great part due to the attractions thus held out to pupils of promise. Of late years not only have buildings so multiplied around it that, instead of the outskirts, it stands in the heart of the town; but Winchester, Eton, and to some extent the Charterhouse, have introduced the system of competition, and offer much greater pecuniary advantages to parents than Westminster is enabled to do. The results to these schools doubtless appear in the evidence which has been laid before the Commission, and will show at how great a disadvantage Westminster is now placed in comparison with them.

Until within the last twenty years the school had scarcely been permitted in any degree to share in the large increase of income which gradually accrued to the Chapter; and, at the establishment of the Ecclesiastical Commission, the then existing state of things was perpetuated, the average of preceding years being taken as the basis of the new arrangement. The Queen's scholars used at that time to take certain of their meals at one or other of the boarding houses, and to remove thither in case of illness; for all which, of course, they paid fees; nor had they any sitting-rooms for the evenings, other than the common dormitory. In the year 1846, however, the Chapter undertook the entire maintenance of the Queen's scholars; sitting-rooms were constructed in the cloister, underneath the dormitory, the arches being filled up and windows inserted. A sanatorium, with apartments for a matron, was added at the same time. The cost of these alterations in college was defrayed in part by subscriptions from "Old Westminsters." The residue, about 2,000*l.*, was advanced by the Dean and Chapter, and repaid to them, with interest at nearly 5 per cent., by a rate of 5*l.* a year for each Queen's scholar on the books. The sums thus charged to parents, in successive years, amounted to nearly 3,000*l.* in actual cash. The last instalment was paid at Midsummer 1861.

It should be mentioned, on the other hand, that the Dean and Chapter wrote off a deficit of about 700*l.* upon the school account for servants and general expenses, which accumulated during the first years of the new system, the charges proving insufficient to meet the outgoings. The scale was then revised, and the account has, I believe, since balanced itself.

The Chapter have also, within the last two years, expended considerable sums upon the erection of partitions in the dormitory, the construction of a covered playground or gymnasium, and various improvements in the school buildings referred to above. They have likewise (with the concurrence of the Ecclesiastical Commissioners) agreed hereafter to allow fees out of the corporate funds, at the rate of seven guineas a year for each Queen's scholar on the books, in addition to the seventeen guineas still charged to parents. There are thus in all twenty-four guineas a year receivable as tuition fees for each Queen's scholar, amounting with the fixed stipends, &c. to about the same rate which is charged for town boys, viz., twenty-five guineas. It will be seen from the evidence laid before the Commission that this barely suffices to maintain a competent staff; moreover, in the boarding houses the duty of moral superintendence and care devolves upon the house master, being remunerated by the payments for board, &c. In college, however, where a still heavier responsibility from the number and age of the inmates is thrown upon the under-master, no salary is provided for it.

I am confident that the Commission will recognize the importance to the school of a satisfactory provision for the foundation, and will lend such assistance as is in their power towards securing it. The statutes show that the advantages of the college were not originally intended for wealthy candidates, but to assist those who might otherwise have found it difficult to secure a liberal education.

In this point it is most essential that the probability of alteration in the value of money, and of greatly enhanced prices, should be kept in view. The fixed payments of the Elizabethan statutes led in no long time to a total change in the distribution of the corporate income. The influx of gold is now apparently producing results of the same kind; and if, in any new adjustment, a fixed sum be taken as the quota for the school, the same injustice will in all likelihood be repeated. Assuming general prices to rise, rents will of course rise amongst the rest; and in such a case fixed payments must decrease in value in the inverse ratio of the rise of prices, while any dividends from surplus income would increase not merely in proportion to the rise in prices, but, in addition, by the whole amount lost upon the value of the fixed payments. For example, suppose that, in a corporate income derived from real property of 5,000*l.* a year, 4,000*l.* be allotted to fixed payments, and the remaining 1,000*l.* be a surplus whence dividends accrue to certain members of the body. If prices rise 20 per cent., the whole income becomes 6,000*l.* All the fixed salaries, &c., will only purchase five-sixths of what they purchased before; but the amount for dividends, which in equity should be 1,200*l.*, will not be this, but 2,000*l.* Such a result is so palpably unfair, that I trust that in any future arrangement a basis may be adopted which may both give to the foundation the advantages which it was originally intended to possess, and at the same time include a provision for such changes as time may bring. This might be done in various ways; that it should be done in some way is of the utmost consequence to the welfare of the school.

I will refer to one other point in conclusion, to which the Commissioners have themselves directed attention—the absence of any provision for superannuation, or any pensions for masters on retirement. It would seem no more than just that a man who had given the best years of his life to the service of the school should be able to look forward to some recompence in his later years; and such labours would appear to constitute as strong a claim upon the preferment in the gift of the Chapter as any which is likely to arise.

The uncertainty which exists as to the future course of legislation in respect of capitular revenues, makes it the more important that the school should possess some provision of its own; and it would greatly conduce to its welfare if there were an independent body of trustees to hold any property which it might acquire by gift or otherwise for the benefit of the school. It does not appear to me to be in any way unreasonable to propose that the school should be dealt with on the same principle as is applied in the case of endowment of benefices, and any sums raised by the masters, or derived from the parents of boys educated there, be met by an equivalent from the corporate funds, to be invested in whatever way might seem most for the interest of the body on whose behalf the contribution was made.

I have the honour to remain,
My Lords and Gentlemen,
Your very obedient servant,
CHARLES B. SCOTT.

To Her Majesty's Commissioners for
inquiring into the Revenues and
Management of certain Colleges
and Public Schools.

COPY MEMORIAL enclosed in the foregoing LETTER.

MY DEAR MR. DEAN, Dean's Yard, Feb. 1862.

I NEED hardly say how much the welfare of the school depends upon the improvement of the buildings and general aspect of Little Dean's Yard, in which it stands. There is no school at all pretending to the same character which is not far better off in point of buildings than Westminster, and although from our position we cannot, unfortunately, do much, it is all the more important that what is practicable should be done.

Two sides of the enclosure of Little Dean's Yard, in which the school stands, are almost entirely occupied by premises at the rear of dwelling houses, viz., on the north, the back yard of the Sub-dean's residence and the wall of

the Head Master's garden; on the west, the back yards of Dr. Cureton's house, and of that now assigned to Mr. Jennings and tenanted by Miss Woodfall. This last back yard is the great eye-sore, and its removal would do much more for the improvement of Little Dean's Yard than anything else could do.

A far more important consideration, however, is that of health.

The dormitory and sanatorium on the east, and on the west Dr. Cureton's house, with the terrace beyond and lofty houses adjoining, effectually bar any current of air from reaching the intervening space. This interval is filled by three houses, occupied by the Under Master and two Assistant Masters, who keep the boarding houses of the school.

At their rear are two sets of stables occupied by Canons, and likewise the back offices of College and of the boarding houses, which, from the number of inmates, taint the air, and cannot admit of any healthful ventilation except from the front.

In order to obtain this it is essential that Little Dean's Yard should not be like a well, enclosed on all sides by high walls, but should enjoy free circulation of air.

From the position of the Abbey this cannot find entrance except from east to west, or *vice versâ*. In those directions there has always been some ventilation through the depression between the dormitory and school on the east, and over the roof of No. 14 on the west, which is at present lower than the adjoining buildings.

If, however, this house were to be reconstructed for the residence of a Canon, it must inevitably be largely added to, and probably also raised, encroaching still further upon the internal space of Little Dean's Yard, and its back yard could occupy no other position than the present.

Such an alteration must, I fear, of necessity tell most injuriously upon the health of the houses in Little Dean's Yard, affecting not only the Under Master's and boarding houses, which, for the reasons above explained, would of course suffer most seriously, but also, in a less degree, those now occupied by the Sub-Dean and Mr. Turle.

It is needless to dwell upon the magnitude of such an evil; it must be manifest how prejudicial such an addition to existing disadvantages would prove to all the interests of the school. Health is a primary consideration, and numbers are to a certain extent indispensable to efficiency. Moreover, the foundation has hitherto been almost wholly recruited from the boarding houses, the proportion of home boarders (*i.e.* day scholars) who have entered College being very small. Hence, if the ranks of the resident scholars were not filled up, the foundation also must in all propability decay, and even if this difficulty were met by lessening the expenses of the foundation to parents, so as to attract additional competitors, still the character of the school could not be maintained without a body of resident scholars. The numbers of College are not enough for this. Home boarders, unless they live close by, are not by any means members of the school or subject to its influences in the same way that boarders are. Boys who live at a distance are mostly only with us in school hours, hardly mixing at all with their schoolfellows on the playground; while, if the school is to be recruited in any considerable degree from home boarders, it can only be done by drawing them from a larger area, those who live near being, of course, already attracted by local convenience, if disposed to resort to the school at all.

Moreover, the advantage to the school of obtaining a school library in which the boys might read, which now every other public school possesses, and additional fives courts for exercise, would of course be very great. If the site of No. 14 were available both these might be provided in the most convenient situation, without the destruction of any work possessing the slightest architectural or antiquarian interest.

The tower under which the archway into Little Dean's Yard passes would make an admirable library, from which a door could easily be opened into the Head Master's house to secure proper supervision. Nor would there be any occasion to sacrifice the privacy of Little Dean's Yard, which is so important for purposes of discipline. If the site of the house were cleared, only the outer wall, to 20 or 25 feet in height, being retained as a screen, connecting the tower with Dr. Cureton's house, two fives courts might readily be formed. It is true that the house at No. 14 itself (the kitchen standing apart in the rear) is not more than some 25 feet in depth; this however only shows the absolute necessity of large additions if it were to be adapted for a Canon's residence.

Of course, if this site were appropriated in the way above described, provision must be made for the sixth canonical house elsewhere. No vested interests would be sacrificed if the change were fixed to take effect at the expiration of Mr. Jennings' tenure of No. 14, Dean's Yard.

I venture to suggest that if no better site can be obtained a Canon's house could be built within the precincts attached to the Abbey, and with a material improvement in the appearance of Great Dean's Yard at its south-west corner, as laid down in the accompanying plan. The space now occupied by the Dean's stables and the sheds adjoining would afford ample room by re-arrangement for a good dwelling-house, in addition to full stable accommodation for the Dean. A single house in that position would not obstruct the ventilation.

It would be requisite, 1st, to purchase the interest in and remove Mr. Gullan's stables and coach-house, which with the yard adjoining might form a garden; 2nd, to rebuild the Dean's coach-house, with rooms over, where the large shed now stands; the stables, with loft over, along Dean Street at the back, where they would act as a screen, and also allow of manure being removed and hay, &c. brought in from that side; 3rd, the new house might then stand upon the site of the present coach-house, &c., occupying also part of the yard; the entrance gate being carried farther to the north.

The importance of obtaining the site of No. 14 for the school was recognized by the Committee of Old Westminster in 1860, and is so obvious and so great that I earnestly trust that the Chapter will not refuse their favourable consideration to the scheme. To attain such an object, I myself and my colleagues would willingly make large sacrifices; nor do I doubt that subscriptions could be obtained from Old Westminsters in aid of such a work.

I am, my dear Mr. Dean,
Very sincerely yours,
CHAS. B. SCOTT.

The Very Rev. the Dean of Westminster,
&c. &c.

LETTER from the Rev. B. F. JAMES, Assistant Master of Westminster School, to the SECRETARY.

1, Little Dean's Yard,
June 26, 1862.

DEAR SIR,

IF it be not too late to request the attention of the Commissioners to the subject, I trust I may be allowed to make a suggestion with reference to the leases of the boarding houses at Westminster.

They are aware, I believe, of the fact that these houses are leased to parties not connected with the school, and also that clauses have been introduced into the leases which act to a certain extent for the protection of the Masters by binding the landlords to accept them as tenants, and at such a rent as the Chapter surveyor may deem adequate.

I venture to submit that the system is notwithstanding prejudicial to our interests:—

1st. Because the landlords are unwilling to make improvements while they remain uncertain as to their own powers of renewal; and,

2nd. Because the increasing value of house property in this neighbourhood renders it probable that such a rent may be demanded and conceded as would render it difficult for a Master to occupy one of these houses at all.

To illustrate what I state, I may mention that I recently had an interview with my landlord to ascertain whether he would build three new studies for my boys, who have been for some time in occupation of the Master's own private apartments from the want of other accommodation in the house.

He naturally replied that he could run no risk in the matter, and that any assistance from him must depend upon the promise or refusal of the Chapter to renew the lease. He informed me also that he had a fair right to demand twice the rent I pay at present, from which it may be concluded that in due course, when my own lease expires, the claim will be made.

Now I think that the return of the income of my boarding house which I lately submitted to you will prove that the rent of these houses cannot be augmented without depriving the Masters of the fair profit they are entitled to expect, nor I trust shall I be thought to be urging a mere personal matter in making this statement, for if it is of importance that there should be good boarding house Masters in the school, it is essential that the terms on which they hold their houses should not be too hard.

J.

The suggestion I would venture to propose is this,—that at the earliest opportunity the interests of the present landlords should be purchased, and that the houses should be held henceforth in trust for the school.

I remain, &c.

(Signed) B. F. James.

To the Secretary of the
Public Schools Commission.

Letter from the Rev. Henry Bull, M.A., formerly Second Master of Westminster School.

I understand that the Commissioners wish to have opinions relative to the subject matters of their inquiry from any persons connected or conversant with our public schools. One of the branches of their inquiry, though of inferior importance to others, will, no doubt, be the capacity and condition of the school house and the other buildings attached to each school.

Under this head I beg to offer some remarks and suggestions with reference to the public school with which I am myself connected, viz., Westminster, having formerly held the office of second master, and having always been more or less cognizant of the state of things there.

Buildings of this kind may, I apprehend, be classed under three heads:—

1. School and lecture rooms.
2. Boarding-houses, dormitories, private study rooms.
3. Chapel.

As regards the first, we have at Westminster an excellent and spacious school room, with a good library or museum adjoining, and lately another room to be used for lectures has been provided by the Dean and Chapter. For the purpose of lessons in school, then, there seems to be sufficient accommodation.

But there is, as I think, a lack of private studies, both for Queen's scholars and town boys.

Also there is much needed a *library* for the boys' *own use*, to which they might have access at all times, and be themselves the keepers of it, containing books of reference, historical, and some scientific works, which should thus offer encouragement to the studious boys to fill up spare time profitably. Such a provision has been found very useful in the schools where it has been established.

2. With regard to the dormitories, I will confine my remarks to College, the inquiry, as I presume, affecting chiefly boys on the foundation at our schools.

It is a most difficult question always how best to arrange the sleeping places for boys. According to the old plan at St. Peter's the beds were in a large proportion open and exposed to view. Lately separate cubicles have been put in. I lean, myself, to the opinion that some arrangement, by which the space might be divided into three or four compartments, each having its monitor or prefect, would be preferable. I should also like to see the house of the second master made more directly a part of College than it is now. This would compel a material alteration of the present buildings.

I have now to offer a suggestion, which perhaps ought to have been introduced under the first head.

It is well known that the acting of a Latin play every year is an old usage of the school, in conformity with the will of the founder, and an important part of the exercitationes of the boys. For this purpose, however, no proper building has ever existed, and we have made shift hitherto by converting part of the dormitory temporarily into a theatre, to the great discomfort of the boys, and at a large annual cost to the Chapter. The want of a suitable building has been more and more felt of late, since the old rough system of our schools has given way to notions of order and decency, and I consider that the present is a very fitting time to carry out this improvement. We want a handsome building to serve the purpose of a theatre, and for other recitations of any kind, and in which public lectures might be given. This building might include some private studies, the want of which I have before adverted to. It might be erected in connexion with the present dormitory, at one end of the garden, for which, I presume, the permission of the Dean and Chapter would readily be granted.

3. With respect to the third point, viz., the provision for the religious services, I hold that almost all the other public schools enjoy an advantage over us in this matter, inasmuch as they have a separate chapel for the boys' use. At Westminster this is not the case. A *separate service* is indeed held occasionally in a part of the Abbey, but at an awkward hour, and not of a character to be very inviting to those who attend it. Virtually, the religious influences brought to bear upon them are those of the public worship of the Abbey—solemn and elevating, of course, but, from its publicity, and the crowds of strangers who frequent it, rather apt to distract boys and render them inattentive. Of course, it would be neither right nor desirable to give up their attendance in the Abbey altogether, but if they had their own chapel, and one service on the Sunday were always held in it, conducted by the masters (one of whom might specially act as chaplain), I am confident it would tend much to the growth and habit of devotion in our boys.

I have studied to be as brief as possible in these observations, which I beg to submit with all respect to the Commissioners.

May 15, 1862. Henry Bull.

Letter from the Rev. George Trevor, Canon of York, to the Secretary.

Sir, Mount Villa, York, April 5, 1862.

I wish to bring under the notice of the Public Schools Commission a proceeding by the Dean and Chapter of Westminster, which I complain of as a violation of the statutes of the school.

My son, Henry Edward Trevor, was elected by public competition, called "challenge," and admitted on the foundation as a Queen's scholar at Whitsuntide, 1860.

As such I conceive he is entitled under the statutes to tuition and maintenance *free;* nothwithstanding which a charge of seventeen guineas for "school fees," and about ten guineas for servants, has been annually made upon me. The first year I was further charged *5l.* for "New Buildings."

All these charges I refused to pay till informed by the Dean that my son would be removed from the foundation in default of payment, and could not be restored.

Since then I have paid the demand under protest, I conceive it to be wholly illegal, and that the Chapter has no right to enforce it by arbitrary removal.

In justification of the demand, all that has been stated to me is that a printed paper of terms was sanctioned by the Queen as Visitor. But that paper does not specify the charges I object to, and my application for a copy of Her Majesty's Order, or of any Chapter Act, modifying the statutes has been refused.

I have applied to the Secretary of State for the Home Department to be informed what Her Majesty really did sanction, and in reply I am referred to my solicitor.

I submit, however, that I have a right to know the authority on which this demand is made, without which I cannot tell how far any legal proceeding is open to me.

I request to know whether the Public Schools Commission will inquire into the matter.

I have the honour to be, Sir,
Your obedient servant,
George Trevor,
Canon of York.

[Mr. Trevor was informed that the Commissioners would have regard to the subject of his complaint in their inquiries respecting Westminster School.]

APPENDIX K.

St. Paul's School.

Correspondence and Reports respecting the Improvement of the School, and the Application of the Surplus Revenue.

Public Schools Commission,
2, Victoria Street, S.W., July 2, 1862.

Gentlemen,

The Commissioners understand that the Court of Assistants have had under their consideration certain suggestions for extending the usefulness of Dean Colet's Foundation, and for the application of the surplus income of the Colet estates, and that a report in writing on this subject has been prepared and presented to the Court. They desire me to inquire whether there would be any objection to furnish them with a copy of this report, and of any other papers bearing on the subject which it may be in your power or in that of the Court to supply.

May I ask you to lay this request before the Court (if you deem it necessary to do so) at the earliest opportunity?

I am, &c.
(Signed) Mountague Bernard.

To the Surveyor Accountant and
Surveyor Assistant of St. Paul's School.

Mercers' Hall, London,
July 15, 1862.

Sir,

I submitted your letter of the 2nd instant to the Court of Assistants of the Mercers' Company, and I am directed to furnish you with copies of two reports and resolutions thereon relating to St. Paul's School, as requested by the Public Schools Commissioners.

You will perceive that these reports emanate only from a Committee, and never have been either approved or adopted by the Court of Assistants.

I am also directed to call your attention to the fact, that since these reports were made an information and bill have been filed against the Mercers' Company by the Attorney-General and Baron Rothschild, alleging that Dean Colet's estates are Charity Estates, and that the entire rents and profits are applicable for the support of St. Paul's School; in answer to which, the Mercers' Company have claimed the estates as their own property, subject only to the condition of maintaining the School according to certain Ordinances, and as being entitled to the surplus income after such maintenance. Although the information and bill have been dismissed, yet the question of title was not decided.

Although the Court of Assistants are willing to furnish the Commissioners with any information, yet you will be pleased to consider that it can only be given in courtesy, as I beg to repeat that the Mercers' Company claim to hold these estates subject only to the School being supported, according to the Ordinances of Dean Colet, to the number of 153 boys; and that, however desirous the Court of Assistants may be to increase that number and enlarge the advantages of the School, it will be a gratuitous act of the Company, and cannot be enforced compulsorily.

I am desired to add, that the claim of the Mercers' Company to the surplus income is by no means new, as it was first made in the year 1592; and, although it appears that the Court of Arches then decided in favour of such claim, the Company have never availed themselves of such decision, nor appropriated any part of such surplus income to their own use.

I have the honour to be
Your obedient servant,
Mountague Bernard, Esq. (Signed) H. E. Barnes.

Report I. Resolution thereon, and Documents.

A Report from the Committee appointed on the 14th March 1856 on St. Paul's School was read.

The Committee, to whom it was referred on the 14th of March 1856 to consider if any and what improvement or addition can be made at St. Paul's School in consequence of the funds of that Institution annually producing so much more than the expenditure, and the savings having reached an amount exceeding 20,000*l.*,

Beg leave to Report,

That your Committee have had several meetings at which they have endeavoured to come to some understanding as to the recommendations they would suggest to this Court upon the reference submitted to their consideration, they have found it to embrace subjects most important, and also beset with difficulties; they have, however, come to a definite conclusion as to the removal of the site of the School, though only by the casting vote of the late Chairman, but are unanimous in opinion that if ultimately determined upon, it should be in some place within the Metropolitan District, and your Committee have it in their power to lay before this Court the information which in the progress of their inquiries they have obtained, and to leave the same in the hands of the Court, in the belief that such information will be available for the use of any future Committee.

At the commencement of their labours your Committee thought it necessary to have counsel's opinion as to the powers of the Trustees of St. Paul's School; they have consulted with and received letters containing the opinions of the High Master, the Sur Master, the Mathematical Master, and the two Examiners. The Bishops of London, Llandaff, and Manchester, and the Lord Chief Baron, have also been severally written to for assistance and advice, and have kindly favoured your Committee with their respective opinions. All the documents above referred to are appended to this report (these documents being too lengthy for the minutes, are copied in the letter book).

Your Committee have had prepared a tabular statement taken upon an average of the last seven years, showing the distance at which the scholars reside from the School within the radii of ½, 2, 3, 5, and 7 miles, with a view to determine the convenience or the inconvenience of the present site. Hayleybury College has been suggested as well suited to the purposes of the School, but, as it is not within the range of the Metropolitan District, your Committee cannot recommend it.

Dated this 23rd day of September 1859.

W. H. Harton.
Wm. Ffarington.
Charlton Lane.
C. F. Johnson.
Edwd. H. Palmer.
Wadham L. Sutton.

Questions.	Counsel's Opinion.
1st. Whether the Mercers' Company have the power to increase the number of boys upon the Foundation beyond the number of 153 mentioned in the Ordinances of Dean Colet, provided that by so doing they do not lessen the benefits of the School?	We are of opinion that the Mercers' Company have the power to increase the number of boys upon the Foundation, provided they do not lessen the benefits of the School, and provided that there are seats for the additional scholars in the existing School.
2nd. Whether they have power to remove the School and buildings from their present site in St. Paul's Churchyard, and sell the ground upon which they now stand and purchase other ground and erect another School out of the Metropolis?	We are of opinion that the Mercers' Company have not the power to do what is asked in the 2nd and 3rd questions.
3rd. And whether the funds of the School can be applied towards paying the expenses of the board and lodging as well as the education of the scholars, if it should be thought advisable?	

K.

QUESTIONS.

4th. And what is the best course to be adopted by the Company to carry all or any of the above objects into effect?

COUNSEL'S OPINION.

Having regard to the inconvenience of the present site of the School and to the increased funds of the Charity, it is obviously desirable that the School be removed to a more convenient situation, and that the benefits of the Charity should be enlarged. We are of opinion, however, that this cannot be done except under the authority of an Act of Parliament, and that the Mercers' Company may apply for such an Act without the direction of the Court of Chancery or of the Charity Commissioners.

TABULAR STATEMENT.

Radius.	Number.	South.	East.	West.	North.
½ mile - - -	23				
½ mile to 2 miles -	51				
2 to 3 miles - -	32	26	32	78	34
3 to 5 miles - -	38				
5 to 7 miles - -	26				
Beyond 7 miles -	14				
	184				

RESOLVED,

That the report, with the appendix thereto, be referred to the Committee appointed on the 29th July last for them to report thereon.

Saint Paul's School,
November 19, 1857.

MY DEAR SIR,

UPON mature consideration I see no reason to doubt that the proposed increase of the number of our scholars can be effected without material interruption of present arrangements, if, indeed, it is not to be regarded as affording a convenient occasion for the introduction of some important improvements in the School.

1. Repeating, in the first place, my assurance that, with the recent addition of class-rooms, we have sufficient space for at least 40 or 50 more boys, I should wish to suggest your reserving the third and *lowest room*, which can also be easily enlarged, if it be thought necessary, for the petty or elementary class, the institution of which would tend, in my opinion, to elevate the standard of teaching in all superior classes throughout the School.

Dean Colet, it should be remembered, seems to have himself intended the establishment of such a class, a *porch* or *proscholium* he would call the place of its assembling, where children who *could only read and write* should be *previously prepared* for acquiring the elements of Latin in the higher class.

2. I was meditating, I took the liberty of telling you, the suggestion of other changes, if such they can be called, when nothing is in fact proposed which cannot be effected by the revival of ancient rules, or the more stringent enforcements of those still applicable to the case in question; some, for instance, which though in themselves of a restrictive and exclusive character, may be not inaptly viewed in conjunction with your present proposal of extending the number of admissions to the School. My remarks are intended to apply to the *admission*, the *continuance* by sufferance, and, finally, the *appointment of inferior exhibitions*, of boys unlikely to receive advantage, or to reflect any credit on their teachers, however good their conduct, while at the University or St. Paul's.

a. I think, in the first place, that as we propose to open freely an elementary class, say for boys not exceeding their *tenth* year, on the single qualification of ability to *read* and *write*, we are fairly entitled to require from others some knowledge proportionate to their superior age. Some are occasionally brought to us even *twelve years* old, utterly ignorant of the first elements of the commonest knowledge. It may be easily judged what benefit such boys are likely to receive, and how much obstruction they may meanwhile occasion in the general working of the School.

b. Moreover, the Founder's rule of removing from the School in due course those who "after a reasonable time "proved here, be found unapt or unable to learn, lest they "possess their room in vain," should be strictly required, on the joint recommendation of the High Master and Examiners reported every apposition to the Surveyors of the School.

c. Thirdly, I fear the great kindness of the Court of Assistants in excluding none from their exhibitions who are not declared actually *unfit* for the Universities operates prejudicially in *deadening competition*, in unnecessarily occupying the Master's time; and even as regards such boys themselves, in keeping or taking them out of their proper sphere, and exciting false hopes of impossible distinctions, giving a wrong destination to many who might happily obtain advancement in a different place. Taking an extended average I should conclude that not more than *four* scholars need annually proceed to the Universities. Limit, therefore, the exhibitions accordingly, with, perhaps, some increase of value, say as follows: One of 130*l*., one 100*l*., one 90*l*., and one 80*l*., 400*l*. in all, a sum which has often been exceeded through the liberal extension of the 50*l*. *exhibition* in former years, with which I would propose to do away with wholly in future elections to either university.

d. Permit me once more, in conclusion, to take this opportunity of repeating the recommendation which in 1843, under similar circumstances, when a new Master was to be appointed, I took the liberty of suggesting to the Court.

The High Master's attention, so far as regards his immediate superintendence, should be limited to the 8*th class*. Could his time be less divided, his attention less distracted, his whole energies devoted to the monitors, as almost without exception is the case in other Public Schools, though I make no complaint, St. Paul's, I am confident, would be much the gainer by the change.

No variation in the number of the classes need result from the proposed addition of one Master to the staff, and 40 or 50 boys to the scholars of the Foundation. The arrangements I should propose to be as follows:—

8th class - - - - High Master,
7th and 6th - - - - Mr. Carver,
5th and 4th - - - - Mr. Hudson,
3rd and 2nd - - - - Mr. Cooper,
1st or petty - - - - A new Master, hereafter to be named.

I am, my dear Sir,
Yours very truly,
HERBERT KYNASTON, D.D.,
High Master.

Thomas Barker, Esq.,
Surveyor Accountant,
&c. &c. &c.

St. Paul's School,
January 14, 1858.

MY DEAR SIR,

I HAVE already expressed my hearty concurrence in the plans proposed for the augmentation of the number of our scholars; but as I have some additional remarks to offer, I feel sure you will excuse my referring to the same subject, and making them the occasion of a second letter.

The chief difficulty seemed to be how to obtain the services of a highly educated man, and a University graduate for the elementary class which we propose to establish. Will you allow me to suggest, before saying a syllable to Mr. Lethbridge, or hearing one from him in the matter, that it would be a most beneficial arrangement if he could be induced to make this addition to his present duties as Mathematical Master. I know no man better fitted to discharge the office which he now holds, or that which he would be called to undertake; and a great gain would further ensue to us in having his whole time, and himself a resident among us.

There is also a little difficulty in providing a separate room for the additional class, which I would propose to meet either by enlarging the lowest of the three class-rooms, which can be done by taking a bit of the (so called) playground, or by appropriating the lower rooms in Mr. Carver's house. Our worthy Sur-master, you are probably aware, resides very little at Saint Paul's, the place, I regret to hear, not agreeing well with Mrs. Carver or her children. It would probably, therefore, be esteemed a boon if a residence were provided for him westwards, and the house be made available for *two* if not three useful purposes, convenient apartments for the Master hereafter to be appointed, an additional class-room, and, thirdly, for a *resident* porter, who is much wanted, and to whom the basement might be assigned, and some of the attics above.

If you take off a bit of the playground, an abundant compensation would be afforded by the renting for the boys a cricket ground at a convenient distance from the School. For the yearly sum of 20*l*. a sufficient portion of one of the best grounds in England, that of Kennington Oval, can be obtained for their exclusive use.

I readily consent to name this petition which the boys have made to me, in connexion with the present proposed

enlargement of their number, with or without the diminution of their playground, for the question of relaxation is now becoming one of a really serious character. I have promised them the gift of a marquee, if, by any means, through their own contributions, or the liberality of the Court of Assistants, or the Surveyor Accountant from year to year, the ground can be obtained for the use of the School.

A promising exhibitioner, H. S. Kingdon, is compelled to take an "*ægrotal*" in lieu of his examination for honours at Cambridge this year.

The remark is thus often forced upon my observation, "how many of our men have of late fallen into ill health "while residing at the Universities." The almost entire impossibility of the usual recreations required by boys during nine months of the year, in this place deserves consideration.

I am, my dear Sir,
Yours very truly,
HERBERT KYNASTON, D.D.,
High Master.

T. Barker, Esq.,
&c. &c. &c.

St. Paul's School,
January 14, 1858.

MY DEAR SIR,

YOU have asked me to bring under consideration of the Committee now sitting certain suggestions relative to the *French* classes, which, notwithstanding the evident zeal and great ability displayed by the Masters in that department, have long seemed to me to require material alterations. We all are agreed that the classes are too much *crowded*, and Mr. Délille objects particularly, that in the case of the senior boys he is thus precluded the opportunity of imparting to his teaching the nicety and finish which in more advanced pupils are so essentially required. He complains, moreover, of the arrangements for the *Friday* afternoons, when, the upper school being in attendance on the Mathematical Masters, he has to divide with Mr. Pagliardini the lower classes, by which much confusion or interruption of necessity ensues in the work taken separately on the other days.

I have given the subject all possible attention, and have personally superintended the working of the system now in force, and I own I am unable to recommend any classification of the pupils or division of labour, or redistribution of the lessons by which so large a number as 153 boys can be assigned to *two* Masters, so as to obviate the present difficulty of unequally yoking boys of widely sundered extremes of capacity together, or the still greater objection which I myself entertain, that it causes a lamentable waste of time in the *task* portion of the work, by which there is not only loss of a present opportunity, but the probability of the formation of habits of indiscipline and idleness, generally prejudicial to the working of the School.

I had therefore intended to propose either to increase the staff of masters, or diminish the number of pupils, by eliminating the two lowest classes, which the Court, I am well aware, is most anxious to include; or to arrange the attendance on the *same* afternoons of both *French* and *Mathematical* Masters, so as to divide the time between them, which would require the presence of *three non-resident* teachers, or *five* instead of three days in the week, besides overtasking the Classical Masters now associated with Mr. Lethbridge in the latter department.

But as I hear a very general wish expressed that *German* should be taught in the school, in which I entirely concur, and as I am decidedly of opinion that *six hours* a week rightly distributed is sufficient for *both* languages, and more than enough for French, if the whole time were well employed; whereas a vast deal is, as I complain, with us unprofitably used. I now propose that a German Master should be appointed, and the *three* afternoons proportionally be assigned to the teaching of the *two* modern languages; and that in lieu of attending for the two hours on *Friday*, Mr. Lethbridge be invited to take the head *mathematical* class between *eleven* and *one* on Saturdays, when the High Master will be occupied with examining some one or other of the lower classes. I should wish to *limit* the teaching of German to the *upper* school, suggesting at the same time that the lower classes should have the assistance of a *Writing Master* on the *Friday* afternoons instead of their French lessons now appointed for that day.

I have given much consideration to the plans which I propose, and beg to submit them, with all confidence, to the attention of the Committee, and in due course to that also of the General Court.

I am, with much respect,
My dear Sir,
Your obliged and faithful Servant,
HERBERT KYNASTON, D.D.,
High Master.

Thomas Barker, Esq.,
&c. &c. &c.

K.

St. Paul's School,
January 30, 1858.

SIR,

YOU recently did me the honour to request that I would lay before you in writing the opinions which, in the course of my experience, I have been led to form on several questions nearly affecting the prosperity and efficiency of St. Paul's School. In accordance with your desire, I beg leave to submit to you the following statement:—

I shall, I think, present the few remarks which I have to make in a more intelligible form if I first briefly state that the principal deficiencies in St. Paul's School seem to me to arise from one or other of the three following causes:—

1. The absence of sufficient competition.
2. The restricted basis of the education afforded.
3. The want of proper athletic exercise.

I.—The first deficiency appears to me to be one of a very serious character, and I am rejoiced to find that the Court is already contemplating some means of supplying it. For I think it will be obvious to you that the work of instruction must be carried on at great disadvantage when one of the most powerful incentives to exertion is neutralized by the almost entire absence of competition, or even of any rigorous standard of qualification for the great prizes of the School, the University exhibitions. In fact, I find that the boys generally regard the exhibitions as emoluments to which their original admission to the School rather than their subsequent improvement of its advantages has entitled them. And this state of things operates very prejudicially, not only in checking competition in the upper classes, but also in unduly influencing boys in the choice of a profession for life. It often happens that a boy whose powers and habits of mind would probably have rendered him a useful and successful man in some department of mercantile employment, is tempted by the pecuniary advantages attained here with such facility to select in preference a literary or professional life, for which neither his tastes nor his abilities in any way qualify him.*

There are obviously two remedies for this evil,—

(1.) To limit the number of exhibitions.
(2.) To increase the number of competitors.

As the former plan, however, in the present state of the school revenue could only be regarded as a temporary measure, and as I understood you to say that the wishes of the Court pointed rather to an extension of the School, I will now confine my remarks to the latter suggestion.

The proposal to increase the number of scholars at once raises the question of the capabilities of the present school site and buildings; are these sufficient to accommodate, for instance, 50 additional scholars? After a careful consideration of this subject I am forced to state my conviction that, though accommodation may undoubtedly be found in the present school-rooms, and *ought* to be found there if no other course is open to the Court, yet the general efficiency of the School will be in danger of being impaired by so considerable an accession to our numbers; or, rather, that we shall be again involved in the very difficulties from which, three years ago, the timely intervention of the Court in a great measure relieved us by the construction of class-rooms. The latter are capable of holding from 50 to 60 boys, and in the large room there is certainly abundance of space for 150 more. But there is still a difficulty which I think, will render it extremely undesirable to avail ourselves to this extent of the presumed limits of our accommodation. I refer to the interruption occasioned by the noise of the traffic outside, which renders it necessary to have as few boys as possible congregated in one room. For we find that under cover of the incessant rumble from without the boys in the School (who are ostensibly engaged in preparing their lessons together,) are enabled, in spite of the strictest discipline, to talk *aloud* to one another with almost perfect impunity, if I might not rather say that they are compelled to do so if any communication at all is to be allowed them. I may add that the Masters also in the attempt (under such circumstances often only partially successful) to make themselves heard by the class with which they are immediately engaged, necessarily occasion serious interruption to each other, while the boys around their very desk are able to communicate with one another without a chance of detection, except by the eye of the Master. These, indeed, are drawbacks necessarily incident to the present site of the School, which I will not hesitate to pronounce in the present state of our city traffic to be peculiarly unfit for the purposes of such an institution.

However (as I have already said) these evils were materially diminished by the addition of class-room, and the consequent removal of two of the Masters with portions, at

* I might have added while treating of this portion of my subject, that the annual prizes awarded by the liberality of the Court are also (as it appears to me) quite disproportioned in number to the size of the School, and tend to defeat by their excess the purpose for which they are designed. I refer more particularly to the composition prizes.

K.

least, of their classes from the great room; but they will return upon us in almost their original force, if the number of our scholars be increased without a corresponding increase in our school accommodation. At the same time, so convinced am I of the importance of opening the larger pecuniary advantages of the School to a wider competition, that I think even these difficulties, if they cannot be removed, should be boldly combated by those charged with the education of your scholars, in order to the attainment almost at any cost of so desirable an object.

II.—I pass now to the second topic to which I have referred: the restricted basis of our education. Yet here again the recent alterations introduced into our curriculum have in a great measure obviated a defect which I had long deplored. My own opinion is entirely in favour of the introduction of the study of German, in addition to that of French, into the School. I believe that some variety in the subject of study will be found to relieve rather than embarrass the minds of our boys; and there is no doubt that the elements of a language, and especially the pronunciation, are never so thoroughly and satisfactorily acquired as in boyhood. But when once a good foundation is laid, the modern languages can be easily prosecuted as opportunity may afterwards offer. I do not therefore think that the study of them should be allowed to encroach on the time at present devoted to the classics and mathematics. Six hours in the week will, in my opinion, be found quite sufficient for instruction in these branches of knowledge.

I would, however, advise that the study of German should be limited to the second or third classes. By the time that a boy has reached that position in the School he ought to be tolerably conversant with French, and (if he has made a good use of the opportunities afforded him in the lower part of the School) will then be able to devote the greater portion of the six hours, which I suppose to be reserved for the modern languages, to the study of German.

With respect to the proposal that a new Under-master should be appointed to instruct the junior classes in writing, arithmetic, &c., I need say little more than that I anticipate much advantage to the School from such an innovation. There was a time (I confess) when I felt some sympathy with those who object to the assimilation of our old public foundations to the type of a modern commercial School; but my experience has shown me that the fathers of our boys, who are generally men fully occupied with their professional engagements, almost invariably assume that they have sufficiently provided for their sons' education in sending them to a good Public School, and cannot be induced to provide at home for their instruction in those common things, a knowledge of which is yet absolutely essential to the education of a gentleman.

There will in this case, I think, be no difficulty in finding the necessary time for the proposed instruction. It may be easily secured from the hours at present devoted to arithmetic in the lower classes.

But since the contemplated changes will in any case involve a complete readjustment of our hours of school work, I need not enter further upon the subject at present.

III.—I approach the consideration of the third topic to which I have alluded with a full conviction of the great difficulties with which it is beset. But so essentially important do I believe it to be that I should, I feel, be wanting in my duty to you and the other Governors of the School were I to neglect to invite your attention to it.

I need not pause to remind you that instruction is but a part—I might even say, but a subordinate part—of sound education; and were it found that our system at St. Paul's School tended to impart knowledge rather than power, that while successful in communicating intellectual tastes it failed to develop moral energy of character, I should feel that we were performing our work very unsatisfactorily indeed. Yet I fear that to some extent at least this must be acknowledged to be true.

You and other members of the Court have, I am aware, been often surprised at the failure in their University career of Paulines whom, after every allowance made for the partial opinion of their Masters, you were led to regard as boys of considerable ability and attainment. I think that these failures have been of too frequent occurrence to allow us to attribute them to the ordinary causes which may interfere with the success of a promising boy at the University.

My own experience in a four-fold relation as schoolfellow, as fellow-collegiate, as tutor in the University, as Master again at our School, has forced upon me the unwilling conviction that there is about our Paulines a deficiency in earnestness and energy of character so general as to claim at least some investigation.

One cause of this defect I have probably already pointed out to you when speaking of the limited nature of our competition; but a more influential one I believe to be the want of opportunity for out-door games and athletic exercise.

The whole work of education does not rest with the Master. Boys play an important part in educating one another; and, to say nothing of that physical energy with which moral power is often closely associated, I believe that a manly, vigorous tone of mind is acquired far more in the playground than in the schoolroom. I would give little for the boy who is not in earnest about his games and recreations; it is very seldom indeed that he will prove in earnest about his work.

But you will ask me what is the practical bearing of these remarks upon St. Paul's School, since it is obvious that, while the School continues in its present site, the acquisition of an adequate playground is out of the question.

I answer, in the first place, that it is my duty to point out an evil which has forced itself upon my notice, without presuming to anticipate the remedy which the Court may think fit to apply.

There are, however, two or three practical inferences from these remarks to which I trust you will allow me to refer.

(1.) I think that these considerations should definitely preclude, in case of alterations being made in the present buildings, any scheme for encroaching on the few square yards of paved court which are at present complimented with the name of a playground; for, however inadequate and in some respects unsuitable for its purpose this playground may appear, it is, I am convinced, in the absence of anything better, simply *invaluable*.

(2.) I would strongly recommend that the boys should be allowed at least one *complete* half-holiday in the week. I have little doubt that it was only through some inadvertence that at the last change in the scheme of school-hours sanctioned by the Court the Saturday half-holiday was curtailed by one hour. This, I think, has proved a very serious loss to the boys, who, even when released at twelve o'clock, had but just time to get to their cricket ground in the outskirts of London, and after a hurried game to reach their homes before nightfall. It appears to me that it would be most conducive, both to the physical and intellectual advantage of our scholars, if they were set at liberty at least once in the week at half-past eleven, or twelve o'clock at latest.

It is a great satisfaction to me to believe that, in pressing this subject upon your attention, I shall be supported by the views of my excellent friend the High Master. He has given every opportunity in his power to the boys to engage in open-air games; and I think that it is due in a great measure to his sanction and encouragement that a wholesome taste for athletic exercise has much revived in the School during the last two or three years.

Before I conclude, may I be allowed to refer to one other practical evil in our school arrangements which appears to me to claim your deliberate attention. I allude to the practice by which, for many years past, those of our scholars who are about to proceed to the University have been required to remain in the School for nearly two months after their final examination. This detention, after their school career is in fact terminated, is, I can assure you, no less irksome to the exhibitioners themselves than it is obstructive to the regular work of the School. The evil is felt especially by the Masters of the Upper School (both in the classical and mathematical departments) in the consequent postponement of our annual removes, and the delay thus occasioned in the commencement of our work for the ensuing year with the new draughts into our classes; but in its effects upon the boys themselves it is, I think, even more prejudicial, for it can scarcely fail to induce or encourage, at a most important period of their lives, those habits of listlessness and indolence which they will find it far more easy to acquire than to shake off again when once indulged.

May I be permitted to suggest that if any considerations of convenience with which I am unacquainted have occasioned the fixing of so long an interval between the close of the examination and the holding of the Exhibition Court, the candidates for exhibitions should at any rate be allowed to withdraw from the School at the former period.

My remarks have now extended far beyond the limits which I had originally proposed to myself. The interest and importance of the subject will, I trust, plead my apology with you for the length of my communication. In making the suggestions which I have just submitted to you, I shall not, I am sure, be suspected of any disposition to underrate the great capabilities of the School even in its present circumstances. I would rather appeal to its recent successes at the University in proof that the difficulties to which I have referred are even now not insurmountable. But they are not, I must add, the less *real* on that account, and though I cannot expect that any scheme which might be suggested for their removal would itself be altogether

free from objections, I have thought it my duty to state candidly the defects under which the present constitution of the School appears to me to labour, and the probable operation of such schemes for their amendment as have suggested themselves to my mind. I congratulate myself and the School with which I am connected, that the difficult task of balancing conflicting advantages, and determining on the course most conducive to the true interests of our noble Foundation rests with gentlemen so desirous and so able to arrive at a right decision as yourself and the other Governors of St. Paul's School.

I beg to subscribe myself with much respect,

Sir,

Your very obedient Servant,

ALFRED J. CARVER, M.A.,

Sur-master of St. Paul's School.

To Thomas Barker, Esq.,

Surveyor Accountant of St. Paul's School.

NUMBER OF HOURS per week allotted to Mathematics in the various Public Schools.

Birmingham (King Edward's School).—Four hours and one evening.—Some boys excused Latin and Greek verse composition for additional mathematics.

Bromsgrove.—In the classical department five hours. Boys preparing for Cambridge or requiring extra mathematics sometimes four hours extra. In modern department parts of three afternoons extra.

Charterhouse.—Five hours and two evenings.

Cheltenham College.—Varying in the different classes from three to ten hours per week, "as a rule increasing in number as we get higher in the school."

Christ's Hospital.—Nine hours and two evenings.

City of London.—Nine hours and a half; in the lower classes somewhat less.

Eton.—About four hours in school, a system of private tuition (to some extent optional) prevails.

Harrow.—About four hours in school, and in the case of most boys two hours with one of the Masters as a private tutor.

King's College School.—Six hours in the classical department, and one and a half hour additional, which is devoted to classics or mathematics at the option of the pupil. In the modern department the number of hours is greater. A system of private tuition exists here.

Merchant Taylors.—Ten hours.

Repton.—"Rather more than one hour a day."

Rossall School.—Seven hours and one evening, in the lower classes somewhat less.

Rugby.—Same as at Harrow.

Shrewsbury.—Four hours, and besides "they have to prepare and do work for the Master out of school." Boys whose forte is mathematics, excused classical verse composition for mathematics.

St. Paul's.—Four hours.

Westminster.—Five hours in the winter. Five and a half in the summer.

Winchester.—Seven hours, an extra hour for trigonometry or any higher subject.

The information on which the above report is based was obtained in July 1860, some changes may possibly have since been made, but if any, in all probability merely to increase the numbers of hours.

WILLIAM LETHBRIDGE.

The Grove, Harrow,

DEAR SIR, December 15, 1857.

IN accordance with the request contained in your note of the 4th instant, we met together for the purpose of considering the report of Dr. Kynaston, which you had indorsed, and also the subject mentioned in the postscript of your own note.

We have given careful attention to each of the proposals submitted to our judgment, and we now venture to lay before you our opinions upon each as nearly in order as possible.

(1.) Fully admitting, as we do, the great importance of extending the advantages of the foundation of St. Paul's School by increasing the number of scholars, we fear this cannot be effected without a corrresponding increase of accommodation; as both for play and study, they have, we conceive, little more than they require at present. The only mode by which it appears to us that this accommodation could well be obtained is by making use of the Masters' houses and remunerating their present occupiers, so that they may provide themselves with residences elsewhere. These houses could readily no doubt be adapted to your purpose, and as none of the Masters now take boarders it is no longer necessary that they should reside near the School.

(2.) We do not think it advisable to encourage directly the removal of boys at so early an age as is proposed from the immediate superintendence of their parents. The evil mentioned by the Head Master might best be remedied, we think, by a strict adherence to the rule of not admitting any boy into the School who is not fit for the work of the lowest form.

(3.) It scarcely appears to us desirable to break in upon the long established number of the School merely to introduce so small an additional number of scholars as is proposed by the Head Master, especially when it is considered that this change would only introduce boys of too tender an age to be ordinarily admitted into a Public School. At the same time we are glad to find that the Governors of the School are not blinded by any superstitious adherence to established usage so as to preclude their considering how the advantages of so wealthy an institution may be extended as far as possible.

(4.) We regret that we cannot coincide with the Head Master's opinion as to introducing a class of boys who should be rewarded without reference to their proceeding to the University, as such a step would, we think, without gaining any counterbalancing advantage, tend very much to lower the character of St. Paul's School, as one of the great Public Schools of the country. Such an object, if thought very desirable might, we should think, be better obtained through the instrumentality of the Mercers' School.

(5.) We think it most probable that the rule which it is now proposed to restore of removing from the School in due course those who, "after a reasonable time, proved "here, be found unapt or unable to learn lest they possess "their room in vain," has fallen into disuetude from having been found practically too severe and harsh a measure to be enforced; it would, in fact, be sure to stamp a boy in after life with disgrace.

(6.) We quite agree with the Head Master in thinking that the great number of exhibitions tends to deaden competition, and we believe that a smaller number might be quite sufficient, and, in fact, would be more likely to produce the required stimulus; but it must not be forgotten that these exhibitions are not to be regarded merely as scholarships, but as the means of assisting parents to send boys to the University who, though not likely to gain very high honours there, may, especially as clergymen, benefit much by the advantages of a University education. We need scarcely add that such a change, if deemed expedient, could not, with justice to the present scholars, be carried into effect without long previous notice.

(7.) With respect to the last suggestion of the Head Master, although we cannot but feel how laborious and anxious such an office as that of Head Master must necessarily be, we think that the number of 30 scholars which is, we suppose, about the average of the 8th and 7th classes together, is not more than in any Public School may reasonably be expected to come under the more immediate charge of the Head Master.

(8.) With respect to the study of German, we still think that in a School like St. Paul's there should be an opportunity of learning that language for those who desire it. The great difficulty would consist in obtaining time for this without interfering with the other studies. One way in which we conceive it might be done is the following:—All boys in the upper part of the School who have attained a satisfactory proficiency in French, might be allowed the option of substituting German for French on the days now given to French alone.

(9.) As you have kindly asked our opinion on any other points connected with the education of the School, we are not sorry to take this opportunity of suggesting the great importance of turning the attention of the boys more than is the case at present to physical and political geography. This might be much assisted by the introduction of large maps and the use of the "black board," and the reading of portions of books devoted to those particular subjects; we might also suggest that certain definite portions of history, ancient or modern, should be proposed to the whole School, during the two long vacations, as subjects for examination on the return of the boys to School, prizes or rewards being given to each class for excellence in that particular department.

We have the honour to remain,

Dear Sir,

Yours very sincerely,

Thos. Barker, Esq., THOS. HENRY STEEL,

Surveyor Accountant to St. Paul's School.

K.

London House, S. W.
March 4, 1859.

Sir,

I beg to acknowledge the receipt of your letter of the 1st inst., in which you do me the honour to consult me in the name of the Trustees of St. Paul's School.

I rejoice to find that the funds at the disposal of the Trustees so greatly exceed their expenditure.

The subject on which you have referred to me, is not new to me, as, in consequence of discussions which have appeared in the newspapers, I have given it my serious consideration.

My decided opinion is, that since the very existence of such Schools as that of King's College shows that there is as much call now as at any other time for thoroughly efficient day Schools of the character of St. Paul's School, in London, the Trustees would not be justified in removing this School into the country, and converting it into a Boarding School. I should strongly advise their increasing the number of boys educated, and continuing the School as a day School in London, selecting, if they think well, such site as might be most suitable for the health of the boys.

I am, Sir,
Your faithful Servant,

Edward H. Palmer, Esq. A. C. London.

My dear Sir, March 8, 1859.

It is with great diffidence that I offer my opinions upon the important questions which you have been pleased on behalf of the Court of Assistants of the Mercers' Company to submit to me. But I do so after having given to it the best consideration in my power.

With regard to the first of the two courses which you deem open to the Trustees, even if the present site were unobjectionable, I do not see how the number of the pupils could be so far increased within the present buildings as to absorb the surplus sum of 2,500*l.* per annum.

But the want of sufficient space for the health and recreation of the scholars to which you have adverted, an evil that would be augmented if a larger number of pupils were congregated, and the noise from the carriages and carts that are constantly passing, appear to me to render the site so objectionable, that if the same reasons had existed three centuries ago, I cannot persuade myself that Dean Colet would have selected it, neither do I think that the spirit of his will, or his intention in founding the School, would be violated by a mere transfer of the site. When Charing Cross was a mile out of town, which is said to have been the case long after his time, it must have been comparatively an easy thing for boys educated in St. Paul's Church Yard to obtain fresh air and exercise in the open fields.

As respects the second of the plans suggested, it strikes me that the intention of the Founder, as it is expressed in your words, viz., "to provide a day school in London for "the benefit of such of the citizens as desired to give their "sons the advantages of an University education, but "whose circumstances are not equal to bear the expense of "such preparatory schools as Eton, Harrow, or the like," must be taken as the guide by which the expediency of it is to be determined, and that there are two points especially which are prominently marked in these words.

1. The Founder deemed it best to establish a day school. What his reasons were does not appear. But he might have thought the combination of home influences with good public instructions to be that system of education which would give a boy the best chance of turning out at once a good scholar and a good man. Winchester and Eton Colleges were both in existence when he founded the School, and he might have taken them for his model. But he appears to have thought it better to expend his funds in providing for 153 boys the means of obtaining the kind of education just referred to, than in furnishing instruction, together with board and lodging, to a smaller number in the country.

2. It was obviously the intention of Dean Colet that his School should be for the benefit of the less wealthy citizens of London. I know myself the case of a scholar whose education proved a very successful one, and who in all probability could not have remained at the School, nor have proceeded to the University, had not the fact of the School being in London given him the opportunity of making himself useful during his leisure hours in his father's business. Such cases may have frequently occurred.

They could not have occurred had the School been in the country, unless the entire expense of education were defrayed; an establishment in the country would put it out of the power of many parents who, under the present system, reap the benefit of the School, to partake of its advantages.

If 150 or more boys were living together, separated from their parents, the almost certain result would be that whatever might be the nominal cost of education it would practically prove to be not an economical one!

And though I am fully aware of the honour and faithfulness which have distinguished the administration of Dean Colet's trust by the Court of Assistants of the Mercers' Company, I think that the removal of the School into the country might at least be a temptation, in some cases, to introduce boys of a higher class, and if that were done such boys would not only occupy the place of others for whom the School was more particularly designed, but probably might occasion habits of expense, which might be injurious to all.

I cannot, therefore, but fear that a removal of the School into the country, as contemplated in the 2nd of the two courses that are proposed, might lead to a violation of Dean Colet's intentions in reference to both these particulars.

But besides these two courses which are brought most prominently forward, your letter contains two other suggestions.

The first of these seems to me to be open in a great measure to the same objections as the one last considered, not to mention the evil of an indefinite delay.

To my own mind the second of these presents itself as being most in accordance with the letter and spirit of Dean Colet's directions, and, therefore, if feasible, the one to be adopted.

It would furnish the means of education to a larger number, provide a day School, and preserve the benefits of the institution to the class for whom it was designed.

The fact of the citizens of London no longer living, as they did in former time, within the city, but in a wider range, would justify the transfer of the building to a distant and more healthy part of the metropolis.

If I may judge from my own case, and that of others which I have known, the word "citizens" has not in past times been so interpreted as to be limited to freemen of the city. If it be taken in the wider sense of inhabitants of London, there is no doubt that supposing the building to be removed as suggested, there will always be numbers of the class described who will be most thankful to avail themselves of the advantages of the School. With respect to those who live within the city, and who, therefore, would be placed by this arrangement at a greater distance, there would unquestionably be some difficulty; but not, I conceive, an insuperable one. I have known boys whose parents lived near Covent Garden, in the neighbourhood of Oxford Street, or even on the Surrey side of Westminster Bridge, and who, nevertheless, walked daily to and from the School in its present situation. For the reason above mentioned the number of such scholars is probably not so great as it formerly was, and there are means of conveyance to distant parts of the town from any other quarter which in past times did not exist. I will only add that whatever conclusion the Trustees may arrive at upon this important question, I trust that the result will be to give still greater efficiency and honour to Dean Colet's School, to which I shall always feel myself to have been most deeply indebted.

I remain, my dear Sir,
Your faithful Servant,

To Edwd. H. Palmer Esq., Surveyor Accountant of St. Paul's School. A. Llandaff.

Memorandum on the Letter of the Surveyor Accountant of St. Paul's School, London.

It is obvious that, considering the amount of money now in the hands of the Mercer's Company and the increase of annual income, a large addition ought to be made to the number of scholars educated at the School.

The Statutes of the Founder, Dean Colet, prescribe that children of all nations and countries indifferently shall be taught in the School. This much lessens the difficulty which at first sight might attend the removal of the School from its present locality strictly maintained. But the rapid increase of the metropolis, the wide intention of the Founder, contemplating all nations and countries indifferently (which could be nowhere so well carried out as it is in or near the present situation), the almost prescriptive right acquired by 350 years' possession of the School, the desirableness of ready and constant supervision by the Company of Mercers, to whom all the care and charge, rule and governance of the School is expressly committed by the Statutes, seem to preclude its being placed in any situation not generally accessible by the inhabitants of London and its neighbourhood.

Such a site, with the aid of Parliament, might readily be obtained. The means of access to the neighbourhood of the more thickly peopled parts of the metropolis are both numerous and cheap. Even by walking, boys used to

attend St. Paul's School from Regent's Park and near the Edgeware Road; to Birmingham School they have been known to walk six miles, and to Manchester School come eight; in the latter case the son of a far from wealthy clergyman, by railway. It should be remembered that while Dean Colet provides the instruction should be free, the class of books and kind of instruction he prescribed evidently contemplated children not of the lowest class.

A suitable site obtained and convenient buildings erected, the next object for consideration will be the provision of additional Masters and the means of remunerating them. This may be done in several ways.

Suppose the present number of Classical Masters doubled (which, at least, would be required), eight houses of residence would be desirable; four of these, at least, need not be large, as it is not to be wished young men should stay too long in the subordinate posts, but rather regard their offices as a training and preparation for higher duties. Let it be, however, remembered that though much of details must, of course, be left to the High Master, it is indispensable to success that the lower part of the School should be grounded by men of experience, and therefore well paid, but always under the immediate eye and personal responsibility of the High Master.

For Masters with salaries from 150*l.* to 250*l.* per annum and a house, will secure the services of young men from the Universities fully competent to discharge the duties of the School.

Boarders would form a reasonable source of increased remuneration to the High and Sur-masters. Houses should be built to accommodate them, and as the numbers would depend on the reputation of the School and the men holding office for the time being, an additional stimulus would be given to raise the School, while its situation, increase of convenience, and other advantages, would induce many to send their sons who are now deterred by the peculiar situation of the present School in the heart of London.

A capitation fee (varying according to the place of each boy in the School) might properly be paid by the Company to the High Master for all boys above the original number of 153. This, of course, in the case of boarders, would be defrayed by the parents.

Boarders should have an equal chance in competition for exhibitions, but these should be awarded by the Examiners absolutely and alone. In cases of moral misconduct the High Master to refer to the Surveyor Accountant or Court of Assistants, who shall have power to maintain or withhold the award of the Examiners.

It is submitted the number of the boys might at first, with perfect safety as regards expense, be doubled (the buildings being erected capable of enlargement or addition). This keeps the original number or association, not to be disregarded, still the key of the extension of the School. Of the 306 thus gained, 30 might be assigned to the High Master and 20 to the Sur-master as boarders. It is desirable to have two Masters taking boarders, as the second Master's terms would naturally be somewhat lower than the High Master's, and consequently open the school to a wider range of persons. The advantage of boarders to a certain extent in a Public School is immeasurable, bringing in a new set of boys with different local associations and sources of illustration and information for a judicious Master to improve upon.

This would leave 256 to be nominated by the Court of Assistants, together with such vacancies among boarders as should not after a reasonable time be filled up.

One other point of vital importance remains to be considered; it must be a primary object in all arrangements that the high Christian and classical standard of the School be maintained. The study of the Greek Testament should be held up and sedulously supported. The University course and the honours to be acquired in it should be the main point to which the attention of the student is to be directed. This is the lode star on which the High Master is steadily to keep his eye.

But from long experience as teacher of the highest class but one in Rugby School, and Head Master of all King Edward's Foundation in Birmingham, the writer with deference submits his opinion that it is possible to lay down a scheme which shall secure equal accuracy and precision of grounding in elementary classical teaching for those intended for professional pursuits of a secondary order and those aspiring to a most distinguished University success. A full measure of sound and pure classical instruction up to a certain age and to a certain point might be conveyed to both classes; at that age and at that point a partial divergence would take place, both continuing the same studies together with the same strictness at certain lessons and hours, while at other times the future scholar would pursue the higher branches of philology, and the boy intended for other pursuits would follow a more practical course. Under a judicious Master, each in the common lessons would materially aid, inform, and illustrate with his views and associations the other.

It is submitted the wide question how far the foundation of rewards, in the shape of payments for courses at the School of Mines and Science, Kensington Museum, School of Chemistry, King's College, scholarship in the School, to keep boys longer, and the like, is well worthy of consideration; but this should be done only on the acquisition of a certain amount of classical knowledge, only to a certain fixed number, and on definite conditions as to the due use of such advantages, and always on the condition of keeping up the classical standard, by regular attendance at the portions of ordinary work in the School prescribed. This might tend to introduce a more thoroughly grounded or higher educated element into the secondary classes of our professions, a thing much to be desired, and the want of which is producing in some quarters slow but irremediable evil. But this is matter of detail.

It is trusted the length to which the above suggestions have extended will be pardoned. If in any way the writer can aid in the prosecution of the noble work in which the Surveyor Accountant and his colleagues are engaged he will be most thankful, looking upon them, as he does, with much respect, and entertaining for the School in whose cause they are labouring the sincerest feelings of gratitude and affection.

J. P. Manchester.

June 22, 1859.

Hatton Hounslow. W.
Sunday, March 6, 1859,
Half-past 5 a.m.

My dear Sir,

Yesterday I received the honour of your communication; to-morrow I leave town for the Spring Circuit. It would be difficult before the Circuit is over to send an appropriate and final answer. It would be *impossible*, or, to be more accurate, impracticable to see the Bishops (whom you have named) before the Circuit is over, and I think it is desirable that we should, if we can, meet and (if possible) agree as to the advice to be given. The altered circumstances of the metropolis forms, I think, the most important feature in what is to be considered. The Founder's "words" are not of overwhelming importance. He was a far-seeing man, and meant to do the greatest good in his power, and his selection of a London Company (as Trustees) was very wise and sagacious.

St. Paul's School was no doubt meant for the sons of London citizens, but the fame and credit of the School has been maintained chiefly by persons wholly unconnected with the city, to whom its position in London (certainly to myself) was an advantage; but I must not get into a premature discussion of the subject.

I shall write to the Bishop of Llandaff and propose that we should all meet and talk the matter before anyone gives an opinion. If it can be a joint and unanimous opinion, so much the better.

I remain,
Very truly yours.

Edw. H. Palmer, Esq. Fred. Pollock.

Hatton Hounslow,
Monday, May 9, 1859.
4 o'clock a.m.

My dear Sir,

It is high time that I should give you some answer to the question you did me the honour to propose just before the last Circuit; and before I have the pleasure of seeing you (which I hope to do) I wish to send an instalment of my reply. The inquiry obviously divides itself into several distinct questions, of which I think the first is—

Would Dean Colet (had he lived in these times) have made the same arrangements, and left the same disposition of his property as he did some years before he died and at his death, or when he founded St. Paul's Schools?

I think the answer of every person acquainted with the subject must be in the negative. Then, *Why not?* is the next question. A satisfactory answer to this question would lead very far towards a true solution of the general inquiries, and would at least conduct us in the right direction.

The change that has taken place with reference to London proper and its inhabitants in the last 200 years is very remarkable. The city was itself then the metropolis; it is now but an inconsiderable part of it. Many of the nobility and gentry then lived within the walls of London. The Tower was a Royal residence, and the eminent merchants and traders resided within the city and bore office in the Corporation. At present the buildings of London city, in its most frequented parts, consist chiefly of counting-houses and warehouses. With reference to the metropolis (as the great centre of social life) everything has increased.

K.

Wealth with all its indications, population with all its wants, has increased a hundred-fold, but the objects for whom and for whose education Dean Colet meant to provide have much diminished, and have almost ceased to exist within the City. Dean Colet did not intend St. Paul's School to supply the want which is frequently supplied by a parochial charity or day school; he intended it as a *Grammar* School for the sons of the more respectable inhabitants of the city. The direction that the boys should use wax tapers or candles only, to give light in the short days (perhaps better than anything else) indicates the class of children that was intended by the founder. I think there can be no doubt he intended to diffuse *classical knowledge, then the only* LEARNING (now only a portion), but still, I think, the most elegant and important part of a thoroughly good education. No doubt he also meant to provide for members of the learned profession, and contemplated that some of his boys would go to the Universities.

I myself went to St. Paul's School, near 60 years ago: the 60 years will be completed in January next. Great changes have taken place during that time, but so long ago as 1800, St. Paul's School, for the higher purposes of education, was chiefly available to those who had no connection with the city at all, and as far as I can at present recollect every scholar of any distinction has been a stranger to the city; this was certainly so with all my contemporaries, and all that I remember for some years before and after my own attendance at the School. I own after much consideration I think it might be well to consider whether the two suggestions in your letter might not be united, and a large Grammar School be established for the *metropolis* of London in a suitable position (not St. Paul's Church Yard), while out of London a smaller School might be an immediate preparation for the University, admission to the latter being the great prize of the former. But this last is perhaps an inadmissible suggestion. And now to conclude at present, it would give me great pleasure to see you and talk over some part of the subject.

I get to Hatton by the 4.40 train, and return the next evening; if you could come down with me some day and allow me to bring you over here to dine and sleep we could return to town the following day. If you will name two or three days when this would be practicable I will select one for our meeting.

Believe me,
Very truly yours,
E. H. Palmer, Esq. FRED. POLLOCK.

Hatton Hounslow, W.,
Saturday, May 21, 1859,
4 o'clock, a.m.

MY DEAR SIR,

THIS morning I intend to fulfil my promise and complete my report "quantum in me est." I think, looking at the whole scope of Dean Colet's direction, he did not mean to establish a College; Oxford and Cambridge already existed, and he contemplated that some of his scholars would go to one or other of those Universities. He did not intend to found a School similar to Eton, Westminster, or the Charter House, where *more* wants are supplied but to *fewer* boys, he intended his School to be a Grammar School to teach the classics, Greek and Latin (all the *learning* of those days), and he intended it for the sons of the tradesmen and merchants of London, and after much consideration I think the best course the Trustees of the School can adopt is simply to enlarge his scheme and adapt it to the wants of the present day. Instead of 153 boys, only let the number be increased, let provision be made for teaching in *addition* foreign languages, algebra and geometry, with some introduction (by way of lectures) to the physical sciences. The present site of the School will not afford the space required for this enlargement of the establishment, and this addition to the subjects to be studied, but were it large enough or could additional space be procured, it seems to me great waste to apply ground so valuable to a purpose which can be *better* answered (as well as very much more economically) elsewhere. The continuation of Farringdon Street, now called "Victoria Street" (I mention it only as an example) would furnish within half a mile ample space for everything required, and probably at a small fraction of the rental which the ground on which the School now stands would easily command. For I would not advise the Trustees to go *far* from the present spot; it should be a London and not a *suburban* School, and if possible a city of London School. Convenient provision should be made by an accessary establishment to afford breakfast, lunch, or dinner to the scholars by the single meal, or by the week, month, or quarter, *all to be completely under the control of the Trustees;* there should be some room for exercise during the hours of vacation from study; a playground, not very large, and one or more places where the game of fives could be played would be sufficient; above all there should be a good library of modern useful books, and books of reference in abundance. The greatest benefit I derived from being a Pauline was from reading the books in the library. If a boy has a desire for knowledge (of whatever kind) he ought to have the means of pursuing whatever may be his favourite study. I think St. Paul's School, thus enlarged and improved, and remaining a Town School, would be a great benefit to the metropolis; the School at King's College is a good example of what may be done; I remember hearing Bishop Bloomfield say that he did not believe a better education was to be obtained anywhere than could be procured at the School attached to King's College. The attendance there proves the great demand for such an establishment. The facility of access to London, and of moving about in it, are so much greater now than formerly, that a School in London would be accessible to all the inhabitants and to persons living some miles round; many boys who are scholars of King's College School live at Richmond, and other places more or less distant, coming to town every day by railway.

While I was at St. Paul's School I lived at Charing Cross, and returned to dine between 11 and 1 in general every day. I went in January 1800 and left the School shortly after the apposition of 1802 to go to the University. I found no inconvenience in a distance of about a mile and a half to go and return twice a day, the sphere of utility would now be extended to several miles round.

I shall be glad to answer any other inquiry if you wish to put further questions, but I have stated all that occurs to me, and remain,

Very truly yours,
E. H. Palmer, Esq. FRED. POLLOCK.

REPORT II. AND RESOLUTION THEREON.

The FIRST PART of the COMMITTEE'S REPORT appointed on the 15th July and 7th October 1859, in reference to ST. PAUL'S SCHOOL, was read.

> The Committee appointed by the resolutions of the Court of Assistants of the 29th July and 7th October last, in reference to Saint Paul's School affairs, have given their best attention to the subject, and beg to submit the first part of their report to the Court.

(1.) They have satisfied themselves that there is a present available surplus of at least 2,500*l.* per annum, arising from the Coletine Estates, and that there is an additional prospect of at least 2,000*l.* more per annum in the year 1888.

(2.) They have also satisfied themselves that the utmost possible increase of school accommodation on the present site would not allow of the education of more than 280 or 290 boys in the whole, while even this extension would involve the displacement of all the Masters but one from their residences, and a thorough alteration of the whole arrangements of the existing school buildings at an expense not ascertained, but undoubtedly very great.

(3.) As these numbers appear to the Committee to be an insufficient justification for the expenditure of so large a sum as the present, and yet more of the prospective income of the Coletine Estate, they believed themselves bound to entertain the question of another site for the School whether in addition to the present one or as a substitute for it.

(4.) They believe that it is desirable to employ the present surplus in the creation of another School in the country, constituted on the following principles :—

In purchasing a site and establishing a School which, while not furnishing a greater amount of eleemosynary education than the existing available funds are sufficient to meet, shall be susceptible of enlargement and improvement as often as those funds receive any considerable increase.

Such a design would be accomplished if, besides the Foundationers, (for whom a gratuitous education is provided), other boys were admitted whose parents were desirous of sending them, simply for the advantages to be derived from good instruction, and (perhaps also) for the chance of obtaining an exhibition at one of the Universities.

The great Public Schools, (Eton, Winchester, Charterhouse, Westminster), are obvious examples of an arrangement of this kind. In most of them the far greater part of the income of every Master and the whole of the income of some arises from the payment of the Non-foundationers.

The recent Foundations of Marlborough College and Wellington College are likewise analogous. In each of these a certain number of boys (sons of officers or clergymen respectively), are received at certain rates of payment, while the sons of civilians or laymen are admitted on higher terms. It is plain that this arrangement is substantially a

distinction between Foundationers and Non-foundationers, for the difference between the payments of the favoured and the non-favoured classes is neither more nor less in effect than a Foundation equal in value to the difference in favour of the first mentioned.

In the accomplishment of such design it seems highly expedient to procure (if feasible) a site of sufficient area to permit the School to be expanded to any extent which the growth of its funds would dictate as desirable at any future time.

(5.) It will be observed that the above recommendation contemplates indifferently, either the continuance of the present School on its existing site, or the transference of the old establishment to the new one at any time when such transference may appear desirable to the Court. If such transference should ever take place, an immense augmentation of available funds would be the immediate result.

(6.) Irrespectively of any appropriation of the existing surplus the Committee recommend:—

(*a.*) That the Head Master be desired strictly to enforce the qualification for entrance of boys to Saint Paul's School required by Dean Colet, and informed that in the opinion of the Court this standard cannot be considered lower than implying a knowledge of the first part of the Catechism and a power of writing legibly and correctly from dictation two or three easy verses of Holy Scriptures. The Committee are also of opinion that no boy should be admitted to the School unless he be found versed in the first four rules of arithmetic. K.

(*b.*) That the rule be rescinded which provides that no scholar admitted into the School after the age of 12 shall be permitted to petition for an exhibition.

(*c.*) That no boy be allowed to remain in the second class (or any below it) after the age of 12, in the fourth class (or any below it) after the age of 14, or in the sixth class (or any below it) after the age of 16.

(7.) They are also of opinion that about 200 boys, instead of the present number of 153, may be educated in the existing school house without any change in the existing architectural arrangements, or the displacement of any of the Masters from their residences.

Dated 18th of May 1860.

W. H. Harton,
Wm. Ffarington,
Charlton Lane,
Markland Barnard,
Wadham L. Sutton,
J. W. Blakesley,
Edwd. H. Palmer.

Resolved,

That the report do lie on the table.

APPENDIX L. L.

a. Memorial of Four of the Trustees of the Charity founded by Dr. John Millington for the benefit of Scholars proceeding to Cambridge from Shrewsbury School.

b. Schemes suggested by the Head Master of Shrewsbury School for providing Funds for the improvement of the School Buildings, and other Purposes.

a. Memorial of Four of the Trustees of the Charity founded by Dr. John Millington for the benefit of Scholars proceeding to Cambridge from Shrewsbury School.

To Her Majesty's Commissioners for inquiring into the state of Public Schools.

We, the undersigned, being four out of the five trustees of Dr. Millington's Charity, desire respectfully to lay before Her Majesty's Commissioners for inquiring into the state of Public Schools the following statement:—

Dr. John Millington was born in Shrewsbury, and educated in Shrewsbury school, and Magdalene College, Cambridge. By his will, dated 27th February 1724, he devised certain lands at Llandinir in Montgomeryshire, in trust to found scholarships in Magdalene College aforesaid, for scholars proceeding from Shrewsbury school; the trustees to be—

The Master of Magdalene College,
The Head Master of Shrewsbury School,
The Vicar of St. Chad's parish, Shrewsbury,
The Incumbent of St. Mary's parish, Shrewsbury,
The Vicar of St. Alkmund's parish, Shrewsbury.

When four scholarships were founded, of the value of 63*l.* each per annum, the said trustees applied to the Court of Chancery to regulate the distribution of the future surplus. By a decree of the Court it was settled, that any such surplus should accumulate and be invested for the foundation of fellowships in Magdalene College, to be called Dr. Millington's Fellowships, and to be appropriated to scholars educated at Shrewsbury school, each fellowship to be equal in value to two scholarships. Under this scheme one fellowship was founded in the year 1817, and a second so late as 1856. The invested fund is 10,000*l.*, and the rent of the land 250*l.*

In April 1860 the Millington trustees were apprized by the secretary of Her Majesty's Commission for inquiring into the state of the University of Cambridge, that the Commissioners, under the powers of their Act, proposed to disappropriate the two fellowships aforesaid, and to consolidate them into one open fellowship, on the foundation of Magdalene College.

The trustees, in reply, represented that the obvious intention of Dr. Millington, the testator, was to benefit equally the college and the school, and that, if one half of the estate were now to be appropriated to the sole benefit of the college, the other half ought, in equity, to be applied to the sole benefit of the school; in other terms, that, as the two fellowships were henceforth to be open on the foundation of the college, the four exhibitions ought to be open on the foundation of the school, to boys proceeding to any college.

The Cambridge University Commissioners replied, through their secretary, that they had power to open the fellowships, but no power to open the scholarships, and they must act in accordance with their general principle. The two fellowships have accordingly been severed from the school in the manner aforesaid.

The memorialists submit that, if the severance from Shrewsbury school is advantageous to Magdalene College, the severance from the college would be still more beneficial to the school.

They, therefore, make it their humble request to the Commissioners inquiring into Public Schools, that they will assist the school and town of Shrewsbury to obtain that relief which is alone possible and clearly equitable, namely, the conversion of the four Millington scholarships into open exhibitions of the same number, value, and tenure, to be held by boys proceeding from Shrewsbury school to any college in Oxford or Cambridge.

Benj. H. Kennedy, Head Master of Shrewsbury school.
John Yardley, Vicar of St. Chad's.
E. C. L. Wightman, Vicar of St. Alkmund's.
Thomas B. Lloyd, Perpetual Curate of St. Mary's.

We beg respectfully to testify our concurrence in the foregoing representation.

T. W. Trouncer, Mayor, and Chairman of the Free Grammar School.
J. J. Peele, Town Clerk and Bailiff of the Free Schools.

Shrewsbury, March 5, 1862.

b. Schemes suggested by the Head Master of Shrewsbury School for providing Funds for the improvement of the School Buildings, and other Purposes.

Scheme I.

(1.) Capital:—

The governors and trustees have 6,000*l.* in hand (besides 3,000*l.* appropriated to the purchase of houses and land from the Rev. T. Butler, as per agreement). Let a further sum of 25,000*l.* be borrowed in debentures of 500*l.* each, thus constituting a capital of 31,000*l.* Let interest on debentures to the extent of 3 per cent. per annum be guaranteed by school revenues.

L.

(2.) Employment of capital:—

a. Purchase of land and block of houses between Castle Street and school.

b. Erection of new houses for head and second masters, with boarding accommodation.

c. Erection of new chapel (with 400 sittings) on the site of the present second master's house, converting the present chapel into a school room.

d. Erection (on the ground between Castle Street, School Lane, and School Garden) of premises required for the completion of the school, as designed, for about 200 boarders and 200 day scholars, including—

Dining hall, 100 feet by 50.
Bed-rooms and studies for about 100 boys.
Apartments for masters.
Kitchens, servants' hall, bed-rooms, &c.

(3.) Direction:—

The business connected with this capital of 31,000*l.*, its employment, the payment of interest thereon, and the repayment thereof, shall be transacted by a direction, consisting of—

Three gentlemen named by the trustees,
Three gentlemen named by the lenders,
The head master, voting only in case of equality,—
Of whom five shall be a quorum.

The direction shall not otherwise interfere with the discipline of the school, or infringe the rights and powers of parties under the School Act and scheme.

(4.) During the continuance of this direction the school charges shall be:—

a. For board, washing, and instruction in all public subjects, 105*l.* per annum, to be paid half-yearly in advance.

b. For instruction (where a boy is not legally exempt), 17*l.* 17*s.* per annum, payable half-yearly in advance.

(5.) The aforesaid payments shall be received by the directors during their continuance in office. They shall appoint a treasurer and secretary.

(6.) Accounts shall be audited and ordinary debts discharged half-yearly, at the meetings next following Lady-day and Michaelmas severally. Payments shall then be made in the following order:—

a. One-third of the monies received for board and instruction in the current half-year shall be paid over to the head master, for the remuneration of himself and the other masters, upon terms arranged among themselves.

b. Current accounts, bills, salaries, and wages shall be discharged.

c. A suitable balance shall be left in the treasurer's hands.

d. Interest at the rate of five per cent. per annum shall be paid on the debentures.

e. The surplus shall be used to pay off debentures [each debenture paid off receiving a bonus of 10 per cent.] The order of repayment to be arranged by the directors.

(7.) After payment of the last debentures the directors shall transfer any pecuniary balance to the credit of the governors and trustees, and their functions shall thereupon cease; after which the business of the school shall be transacted according to the constitution which shall then have been settled by legal authority. [The school charges may then be diminished.]

Scheme II.

1. Capital:—

If the Commissioners are of opinion, that on account of the appropriation to the sole use of Magdalene College, Cambridge, of one moiety of Dr. Millington's estate, the other moiety ought in equity to be appropriated to the sole use of Shrewsbury School, it will be found that there is a capital sum of 10,000*l.*, now used for the payment of scholars, which might be taken (with a view to ultimate replacement) for the purposes of improvement.

This, with the 6,000*l.* in the hands of the trustees, would constitute a capital of 16,000*l.*

The trustees might have leave to borrow a further sum of 10,000*l.* at 4 per cent. interest, making a total capital of 26,000*l.*, which (with the value of materials and careful management) might suffice for the purchase of houses and land, and erection of new buildings, except, perhaps, the chapel.

2. Replacement of capital:—

If the head master had room for 60 boarders, the second master for 40, and in the new buildings there were room for 100, the profits arising from the boarding of the latter 100 might accrue to the trustees until the borrowed capital had been paid off, the Millington and school capital replaced, and a sufficient exhibition and prize fund invested.

Scheme III.

1. Capital:—

The Millington capital, with that of the trustees, might be sufficient to purchase one house, and to erect buildings on a more limited scale for the accommodation of 120 or 130 boarders.

2. Replacement:—

Boarders might be required to pay to the school funds 5*l.* and day scholars 2*l.* per annum, until the Millington and school capital were replaced.

Note.—In the second and third schemes no interference of lenders is suggested, but their feasibility depends altogether on the supposition that one moiety of Dr. Millington's estate is justly applicable to the use of Shrewsbury School.

APPENDIX M.

PRINTED QUESTIONS addressed to the AUTHORITIES of the several SCHOOLS comprised in the COMMISSION, and ANSWERS thereto.*

LETTER addressed by the SECRETARY to the GOVERNING BODIES of the several SCHOOLS, or to the PRINCIPAL MEMBER of each GOVERNING BODY.

Public Schools Commission,
[SIR,] 2, Victoria Street, S.W., October 9, 1861.

BY the direction of Her Majesty's Commissioners for inquiring into the Revenues and Management of certain Colleges and Schools, and the instruction given therein, I have the honour to transmit to you a copy of their Commission, and to request that you will give them your assistance in the prosecution of the inquiry with which they are charged.

I send you herewith, by the direction of the Commissioners, a series of printed questions relating to [Eton College], and bearing upon the matters into which they are directed to inquire.

Some of these questions might properly be addressed to the Head Master, and others perhaps to other persons officially connected with the foundation, but it has been thought best to place them all in your hands, with the request that you will be good enough to furnish, or cause to be furnished, such answers to them as will supply fully and accurately the information required.

The Commissioners have thought it most convenient to frame these questions in a general form, applicable more or less completely to all the colleges, schools, and foundations to which their inquiry extends. Should any of them be inapplicable to [Eton], it will not be expected, of course, that you should return answers to those questions; but the Commissioners request that in every such case it may be stated in what respects and on what grounds the question is conceived to be inapplicable.

Answers furnished by the Head Master, or by any other person individually, may be returned in his own name or not, as may be thought proper. But the Commissioners particularly request that the Head Master will answer in his own name the two last questions of the series (43, 44, Part III.), though they by no means intend to confine those questions to the Head Master.

The Commissioners desire to add that they will be happy to receive any information pertinent to their inquiry, though not within the range of the questions, and any recommendations or suggestions which you may deem calculated to promote the efficiency, and extend the usefulness of your foundation.

The answers to any or each of the three sets of questions may be sent in separately. The Commissioners will be glad to receive them all at your earliest convenience, and request that all may be sent, if possible, not later than the 1st January next. If at an earlier period, or at once, you could supply the documents and information asked by Questions 6, 9, Part II., it would be convenient to the Commissioners, and would facilitate the progress of the inquiry.

I have the honour to be, [Sir,]
Your obedient servant,
[The Rev. the Provost, Eton College.] MOUNTAGUE BERNARD,
Secretary to the Commission.

LETTER addressed to the HEAD MASTER of each SCHOOL.

Public Schools Commission,
SIR, 2, Victoria Street, S.W., October 9, 1861.

BY the direction of Her Majesty's Commissioners for inquiring into the Revenues and Management of certain Colleges and Schools, and the instruction given therein, I send to you a copy of a letter which has been addressed to the [Provost of Eton College], together with copies of the questions referred to in that letter, and of some blank forms and specimens prepared to accompany the questions. The Commissioners have deemed it right, as you will perceive, to address themselves formally to the [Provost], with whom in the first instance the responsibility of furnishing answers will rest; but they desire me to add that they will be happy to receive from you directly, and in addition to such information as you may supply through the medium of the [Provost], any further statements or suggestions which you may think calculated to promote the objects of this inquiry.

The Commissioners think it advisable also that every Master and Assistant Master should be furnished with a copy of the questions. Will you have the goodness therefore to inform me how many copies will be required for this purpose, and may I ask you to distribute them when placed in your hands?

I have the honour to be, Sir,
Your obedient servant,
MOUNTAGUE BERNARD,
The Rev. the Head Master of [Eton College]. Secretary.

QUESTIONS.

[*Note.*—The word "School" is used for the sake of brevity, throughout these questions, instead of the words "College, School, or Foundation;" and is to be taken as embracing all that would be embraced by those words.]

[The questions under Subdivision I. are to be taken as comprehending all property possessed by or held in trust for the College, School, or Foundation, whether solely and separately or as forming a part of or adjunct to any larger Foundation, and all revenue or income received by or on account of the College, School, or Foundation, whether separately or otherwise as aforesaid. They are also to be taken as including all payments of whatever nature, and whether made under any legal obligation or not, by which the College, School, or Foundation has been wholly or partially supported.]

I.

QUESTIONS relating to the Nature and Application of the ENDOWMENTS, FUNDS, and REVENUES of the SCHOOL.

1. State generally the various kinds of property held by or in trust for the School, and the various kinds of revenue which it possesses, mentioning any special trusts to which such property and revenues or either of them are subject.

2. Be so good as to specify in detail the several properties and sources of revenue possessed by or held in trust for the School. For the sake of clearness it is recommended that the statement should be in a form corresponding as nearly as may be with the accompanying specimen (A).

3. State the system adopted for the management and receipt of the rents or other produce of the property and endowments of the School, and for the audit or examination of the accounts.

4. Have any material changes been made in the system of letting and management since the foundation of the School, and, in particular, within the last 50 years? Are any portions of the property now let at rackrent upon which fines or any payments of that nature were formerly taken, or *vice versâ*?

5. If it is or has been the practice to take fines, or any payment of that nature, on renewal of leases of property belonging to the School, can you state when this practice was introduced, and on what principle fines are set?

6. Can you furnish any information showing the alterations in value of the property or any part of the property of the School since its foundation, and particularly within the last 50 years, and the rates of any increase or decrease that may have taken place?

7. Be so good as to furnish the following statements:—

(1.) A statement showing the total amount received by or on account of the School for the year 1860, including rents, fines, heriots, the produce of timber, and all other receipts of every kind, and also a detailed statement or account of the application of the money so received, pointing out any particulars in which such latter statement would not fairly represent your ordinary practice,

* For the convenience of the reader these Questions are reprinted before the Answers of each School.

and likewise pointing out how far and in what respects you consider such application to be directed or authorized by your statutes or regulations, by usage, or on other grounds.

(2.) A statement showing the average receipts under different heads during the last seven years.

8. Do the statutes or regulations contain any directions respecting the application of surplus revenue? Have those directions always been followed, and are they considered to be now in force? If not, will you state the grounds upon which they are or have at any time been departed from?

9. Please to furnish a statement of the ecclesiastical benefices in the gift of or otherwise attached to the Foundation, with the actual value of each, specifying which of them are now held by persons who are or have been Fellows of the Foundation, or connected with the School as masters or assistant masters or otherwise. Is there any rule, usage, or practice regulating the exercise of the ecclesiastical patronage belonging or attached to the Foundation?

II.

Questions relating to the Administration and Management of the School.

1. When and by whom was the School founded? What is the nature of the foundation, and how is it constituted? and in what relation does it stand to any corporate body, ecclesiastical or civil, with which it is connected?

2. Be so good as to state the original and the present constitution of the foundation; the powers, duties, privileges, and emoluments (by statute or usage) of its head; the number, privileges, emoluments, and duties of the fellows, or other members of it (not being scholars); the statutory qualifications for and the mode of election or appointment to the headship or to a fellowship or other place on the foundation (not being a scholar's place), and any statutory restrictions to which the head or any of the other members are subject. Has the original number of members been increased or diminished; and if so, by what authority? and does any power now exist of increasing or diminishing the number? Do you conceive that any such increase or diminution would now be beneficial to the foundation?*

3. In what person or body of persons is the government of the School vested, and what are the powers considered to belong to such person or persons?

4. Is the School governed by statutes? If not, are there any rules or regulations by which it is governed?

5. Have the original statutes or regulations made for the government of the School been altered; and if so, when and by what authority? Have they in any, and what respects ceased to be observed? If so, will you state any reasons by which you consider the non-observance of them to be justified?

6. Will you furnish the Commissioners with a copy of the original statutes or regulations, of any others which may have been subsequently made, and of any ordinances and dispensations which may have been made or granted by authority in relation to the School? And can you state where the originals now are, or give the Commissioners any information on the subject?

7. Is there any power of altering or amending the statutes or regulations, or of granting dispensations from the observance of them, and if so, in whom does it reside?

8. Has the School any visitor or visitors? If so, is the visitor's authority defined by the statutes, or does it depend solely on the general law affecting visitors and visitorial powers? Is it subject to any special limitations? Are there periodical visitations? If not, will you mention any cases in which the visitor's authority has been exercised during the last 50 years? Has it ever been exercised to relieve from the observance of statutes, or to make new statutes?

9. Are there any charters or instruments of foundation or endowment relating to the School? If so, can you furnish the Commissioners with copies of them, or of any of them, and can you state where the originals now are, or can you give the Commissioners any information on this subject?

10. What were originally, and what are now, the nature and amount of the emoluments of the head master, and other masters and assistant masters? State particularly the sources of these emoluments, and the average amount derived from each source. If stipends are paid to them, or any of them, out of the revenues of the foundation, what proportion did those stipends originally bear, and what proportion do they now bear, to the emoluments of the fellows or other members of the foundation? Is the income of the head master chargeable with any outgoings not bringing back any direct personal emolument to him, such as partial or entire payments of the salaries of assistant masters or other persons on the School establishment, or any similar expenses? If so, state the amount of such outgoings?

11. What was the original number of masters, and what is now the number of masters and assistant masters? Can you state at what times the increase has taken place, and what additions, if any, have been made to the number, and when, during the last 50 years? Is there any authoritative rule or any custom regularly observed as to any proportion between the number of masters and the number of boys? If so, when was the rule introduced, and with whom does it rest to see that it is adhered to?

12. What are the specific duties and powers, and what is the authority in the School, of the head master and of each of the masters and assistant masters (including all persons engaged in any way in the work of teaching)? How and by whom are they appointed? Are they, or any of them, customarily, or by rule, taken from any particular profession, place of education, class, or body of persons, and are there any conditions of eligibility established by rule or custom? Is there any power of removing them, and, if so, how and by whom is it exercised? Is there any rule or usage respecting superannuation, or any provision for it?

13. What are the privileges or advantages given by the original statutes or regulations to scholars on the foundation? and what, according to the statutes or usage of the School, constitutes a foundation scholar? What privileges or advantages do such scholars now actually enjoy? If there is any difference between their original and their actual condition as to such privileges or advantages, can you explain how and when it arose? Are there any advantages common to the other boys from which they are excluded? Do you consider the position of a foundation scholar to be as advantageous (either positively or relatively to that of a fellow, or to that of boys not on the foundation) as it was originally, or to be more or less so, and to what causes do you attribute the change? Can you represent the amount of it in money? Is any money paid by a foundation scholar on account of board, lodging, instruction, or general school charges, over and above what is provided for him out of the foundation? If so, state the average amount and the nature of the charges.

14. Is the number of foundation scholars fixed by the statutes or regulations? Do they provide for or authorize, or do they expressly or implicitly prohibit, an increase or diminution of the number? Mention any portions of them which in your opinion bear upon this subject. Can you state whether the actual has ever fallen below the statutory number, and when, to what exent, from what length of time, and from what causes?

15. What are the qualifications for election or admission as a foundation scholar, and how and by whom are such scholars elected or admitted? Have there been any and what changes in these respects within the last fifty years?

16. Besides foundation scholars (or if Eton has no such scholars), do the statutes or regulations give special advantages to any particular class of boys having a local or other qualification? If so, are the statutes or regulations observed in this respect, or when and how did they cease to be so?

17. Is the admission of boys, not being foundation scholars, and having no local or other special qualifications, provided for or contemplated in the statutes or regulations? Is there any limit to the number of boys who may be so admitted, and to what extent are they entitled to share in the advantages of the school? Are they entitled to be taught gratuitously or at fixed charges? Are the statutes or regulations observed in this respect, or when and how did they cease to be so observed?

18. Be so good as to state particularly the ordinary charges and expenses of a boy at Eton (that is to say, all such charges and expenses as are usually included in the bills sent to parents), their average amount, and the limits within which they usually range, distinguishing those which are variable from those which are uniform, and such as are only usual from such as are obligatory. Are these charges and expenses bounded by any definite limit or subject to any supervision or control? What charges are made, under what heads, and in what manner, for instruction or tuition in or out of School, to whom are such charges respectively paid, and are any, and which of them, considered as "extras"? Does your statement of charges and expenses apply equally to all the boys, and, if not, what are the differences or exemptions, nominal or real?

19. Please to state the total amount of the sums received

* This question is not meant to extend to the head or members of the Chapter of any Cathedral or Collegiate Church, except as to any powers, duties, privileges, or emoluments which they may possess in relation to or connexion with the school.

from boys or their parents or guardians during the year 1860, for instruction or tuition.

20. Are there any boys participating in the general instruction of the School who lodge and board either with their parents or in other houses not recognized as boarding houses by the authorities of the School? If so, what are the payments obligatory in such cases for each boy, and are such boys, as regards instruction and the use of playgrounds, and in all other respects, on an equal footing with the other boys, or what differences are there?

21. What is the amount of accommodation afforded for boarders, whether in the School itself or in boarding houses? What rules or regulations (if any) are there, and how are they established and enforced, respecting the persons authorized to keep boarding houses, the *maximum* number in each house, and the general management of such houses as regards the health, comfort, and good order of the inmates?

22. Is there one uniform kind of domiciliary accommodation furnished to all the boys of the School? if so, what is its nature? if not, what are the varieties, and do these depend on the boarding house in which the boy boards or on the part of the School to which he belongs, or on the option of the parents and guardians of the boy, or on rank? Is there a varying rate of charge for lodging correspondent in each case with the varying nature of such domiciliary accommodation? To what extent, and subject to what distinctions, do the boys prepare their school work, and generally prosecute their studies in such domiciles, and to what extent elsewhere? if to any extent elsewhere, in what place, and under what conditions as to privacy or otherwise?

23. Is there one uniform scale of diet supplied to all the boys? If so, what is the number, what the hours, and generally what the description of such meals? If not, what are the varieties? and do they depend on age or position in the School, or on the varying practices of different boarding houses, or on the option of parents and guardians, or on the rank of the boys? and is there in all cases a varying rate of charge for board correspondent with the varying quality and number of such meals?

24. Does the rate of charge, for either board or lodging, depend at all upon the social or scholastic status of the person keeping the boarding house? Does it depend at all upon the rank or the scholastic status of the boys lodged and boarded?

25. Is any part of the profits derived from the charges for board and lodging regarded as an indirect payment (total or supplementary) for other services to the School, whether instructional or disciplinary; such as teaching, tuition, moral superintendence, preaching to the boys, or any similar service?

26. Is the resort by the boys to pastry-cook's shops, inns, or other houses of entertainment a recognized or a customary method of obtaining either meals or any considerable portion of their food?

27. What is the system upon which furniture is provided for the boys' rooms, and what charges are made in respect of it?

28. With whom does the selection of the boarding house in which a boy lodges rest? Is a recommendation commonly given by any school authorities?

29. How many of the classical, mathematical, and other Masters and Assistant Masters keep boarding houses? Is it a privilege which any of them are unable to obtain? How many boarding houses (if any) are kept by persons taking no part in the work of teaching?

30. Have the authorities of the School any, and what, power to limit the number of boarding houses within certain bounds? If so, can boarding houses be kept, and are any kept, without their permission, beyond those bounds?

31. What is the average period for which boys remain at the School? Is there any difference in this respect between boys on the foundation and boys not on the foundation?

32. Please to state,—

1. The total number of boys now at the School.
2. The greatest number in each year during the last 20 years.
3. The number of boys now in each form, class, or division.
4. The number of boys now in each boarding house.

III.

Questions relating to the System and Course of Study pursued in the School, the Instruction given to Students, and their Religious and Moral Training, Discipline, and General Education.

1. What is the earliest age, and what is the latest age, at which a boy may be admitted into the School?

2. Is any preliminary knowledge (proved by examination or otherwise) in spelling, writing, and arithmetic, or in any other subject, required of a boy on admission into the School?

3. Is there any limit to the age at which a boy may be originally placed in any of the lower forms, or beyond which he can *remain* in any of the lower forms?

4. What is the highest form in which a boy can be placed on admission into the School.

5. What is the latest age at which a boy may remain in the School?

6. Be so good as to furnish, with respect to each form, class, or division of the School, tabular statement corresponding respectively with the accompanying forms B., C., and D.; and, with respect to the private pupils of each master and assistant master, a tabular statement corresponding with the form E.* Add an explanation of the character of the books read or used, when not sufficiently indicated by the title.

7. Has the Head Master any power to modify the system and course of study, or to change from time to time the books or editions of books used in the School? If not, in whom are such powers vested?

8. Have the assistant masters any voice, consultative or other, in the direction of the studies of the School?

9. On what system, and whether by seniority or proficiency, or both, does a boy rise in the School; and in determining the rate of his rise, what relative weight, as nearly as can be stated, is assigned to proficiency in the under-mentioned subjects respectively:—classical scholarship; modern languages and literature, including English; English composition; history and geography, ancient and modern; arithmetic; mathematics; physical science? In what manner is such proficiency ascertained, and in what manner is such weight assigned? Are the classes or divisions of the mathematical and of the modern language departments of the School coincident with those of the classical; so that Class N. (say) in classics consists of the same boys as Class N. in French, German, or mathematics?

10. What provision is made for the teaching of each of these subjects, and for promoting the study of them? Can you furnish any information showing to what extent they are severally studied, and with what success? Which of them do, and which do not, form a necessary part of the regular course of study?

11. Is any extra fee exacted for instruction in modern languages, mathematics, or physical science, and if so, what is the amount of such extra fee or fees? Do you consider that the progress of the boys in these studies is in proportion to their progress in Greek and Latin; and if not, to what do you attribute the comparative deficiency?

12. What periodical examinations are held at the School, and in what subjects? By whom are they conducted, and do they extend to the whole School, or to some and what part of it?

13. What scholarships, exhibitions, prizes, or other rewards are established in the School, or in connexion with it, and by whom and on what principles are they severally awarded, and to proficiency in what subjects? State clearly how far the examinations for any such rewards turn upon the regular work of the boys, whether in School or with their tutors; and, in the case of such examinations ranging beyond the limits of such work, point out what the extent of such range is, and how far and in what way boys aiming at those rewards are enabled and assisted to apply to that pursuit, whether in the way of reading or composition, any of the time which they have at their disposal beyond what is required for their school work.

14. Is it compulsory, formally or practically, on every boy to have, in addition to the master attached to his form or class, a tutor or tutors (whether called a private tutor or not), or is it usual, without being compulsory, or permitted (in any and in what cases) without being usual? Are boys (if any) without such tutor at a clear disadvantage, as compared with others, in respect of their studies? What are the tutor's duties? Describe fully the system of instruction or tuition, so far as regards the relation in which each boy stands to the masters and tutors with whom he has to do; state how long it has existed, and what you conceive to be its advantages and disadvantages.

15. Is it the custom in any and in what forms for the boys to construe their lessons to a tutor, either public or private, before they construe them in School to the master? If so, how much time, in proportion to the regular lesson in School, is usually spent in such previous construing?

16. Is the number of boys under the charge or teaching

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* Any number of these blank forms will be sent to the Head Master if he will inform the Secretary how many are required. The blank forms B., C., and D. are accompanied by specimens, to show the manner in which it is desired that they should be filled up.

of each master or tutor limited, and if so, how and what is the limit? What is the average number of boys under each master or tutor?

17. Is it the custom for the parent or guardian of a boy sent to the School to select, or for the Head Master to nominate or recommend, his tutor?

18. Is it practicable, and usual, to any and what extent, to pay attention to individual character, capacity, and mental bias, and to give boys particular facilities for or encouragement in the pursuit of studies for which they may show a special aptitude? Are particular facilities given for the pursuit of studies of a professional character for which special examinations have to be passed, and in which, therefore, special preparation must sooner or later be gone through? If so, please to point out distinctly to what extent, and in what manner, such facilities, if granted in particular cases, are adapted and subordinated to the general principles of the education of the School.

19. Do you conceive that the instruction given by the master in the course of the ordinary work would be sufficient, without supplementary aid, to prepare a boy of good ability for a successful career at the Universities, or for success in the competitive examinations established in connexion with the civil, military, or East India services? If not, would it in your opinion be possible so to improve the ordinary teaching as to make it sufficient for these purposes?

20. Can you furnish the Commissioners with any information showing what scholarships at the Universities, or other distinctions (there or elsewhere), open to general competition, have in each of the last ten years, or during any longer period, been gained by foundation scholars and by boys not on the foundation respectively?

21. Has the School any library to which the boys have access? and if so, under what conditions are they permitted to use it? Has the School any collection of natural history, or any apparatus for experiments in natural philosophy?

22. Is provision made for systematic instruction, elementary or advanced, in music or drawing, or both; if so, what time is allotted for the prosecution of such studies, what is the general course of such instruction in each, up to the highest point at which it is cultivated; what was the number of boys during the last six months of 1860 availing themselves of such provision, and how long had each then been cultivating it at School; are these studies successfully prosecuted?

23. State what means are adopted to promote the religious and moral training of the boys, and to enforce order and good conduct, by the presence and personal influence of masters or tutors, by the help of monitors or prefects, or the co-operation in any other way of the boys themselves, by rewards and punishments, or otherwise.

24. State accurately what, if any, regulations are in force by law or usage on the following points relating to the religious teaching or training of the boys:—

(1.) The system of preaching in the college, chapel, or church attended by the boys. Are the sermons specially addressed to the boys? To whom is the duty of preaching intrusted or confined?

(2.) The confirmation of the boys.

(3.) Their attendance at the church services, and especially at the Holy Communion.

(4.) The observance of Sunday.

(5.) Their religious instruction at the hands of their tutors and in public work in School? State particularly how their religious knowledge is tested and ascertained by their tutors or in any of the public examinations.

25. Are the same offences uniformly visited with the same punishment? If so, give some account of the system, specifying the punishments, and the offences to which they are awarded respectively.

26. Do all offences come before the Head Master? If not, do any? In the latter case, state what they are, and state, in either case, through what channel they are brought before him. Does he inquire into the nature and gravity of the offences which come before him, and does he require evidence of their having been committed? Does he in all cases award, and in any cases inflict, the punishment? Are these duties, or either of them, performed, in any and what cases, by other masters or assistant masters?

27. What powers and duties in maintaining the discipline of the School are assigned to any of the boys themselves? What portion of the School has such powers and duties? and over what portion of the School are they exercised?

28. Do you consider such powers essential or useful to the effective maintenance of school discipline? State the grounds of your opinion. Do they on the whole tend to produce, or to suppress, tyranny of the stronger boys over weaker, and how?

29. What powers and privileges are given to any portion of the School over any other portion of it, either to enforce attendance at games, or to exact personal services of any description? What portion of the School has such powers? Over what portion are they exercised? Are such powers and privilages *generally* in any way detrimental either to health, to the reasonable enjoyment of liberty, or to the opportunities of bodily or mental recreation or study on the part of the lesser boys? Please to assign the reasons for your opinion.

30. Have you known instances of the abuse of the before-mentioned disciplinary powers and privileges? And do you consider that such instances, where they exist, are likely to come to the knowledge of the masters?

31. During how many weeks in the year are the boys at School?

32. How often, and when, and for how many weeks each time, do the boys go home for the holidays?

33. While the boys are at School, what are the usual holidays or half-holidays during the week?

34. At what hours in winter and summer respectively are the boys required to be dressed in the morning, and to go to bed at night?

35. On regular School days, what is the time allowed for play?

36. What is the acreage of the ground allotted to the boys for their out-door amusements and games?

37. What is the nature of such ground, viz., whether (1) covered or entirely open; (2) paved or field; (3) grass or bare?

38. What is the nature of the ground immediately surrounding such playground, and especially is it occupied by inhabited buildings, or by factories, or is it open?

39. What are the common games or other bodily exercises of the boys?

40. What range is practically (whether by express permission or by customary connivance) allowed to boys over the ground lying beyond the precincts of the School and playground, and to what extent, and for what purposes, do the boys commonly avail themselves of it?

41. What athletic exercises are taught as part of the education, and of these which are extra and which compulsory, either absolutely or with reference to some particular purpose (as swimming in order to have liberty to go in boats)? Are any special teachers appointed to superintend such exercises?

42. Is it, or is it not, the general habit of boys most distinguished for their progress in intellectual studies to distinguish themselves also, or to partake with interest, in the manly games of the School, or is any difference in the tendencies of different intellectual studies in this respect discernible?

43. So far as you can judge of the results in after-life of the education afforded at Eton do you consider those results satisfactory? Or is it your opinion that the system in any respects falls short of what a great public School might accomplish in preparing boys for the various lines of life, professions, and employments in which they may engage? If so, will you state what the deficiencies are; whence in your judgment they arise; and how far you think them remediable?

44. Does any alteration in the system and course of education at Eton appear to you desirable? Will you be good enough to lay before the Commissioners any suggestions on this head which you may think expedient?

ETON.

ANSWERS OF THE VICE-PROVOST AND FELLOWS.*

I.

1. The property held by or in trust for Eton College consists of divers manors, rectories, demesne lands, farms, messuages, tenements, pensions, quit rents, and money in the public funds, a great part of which funds are held in trust for exhibitions, &c.

2. The statement A, hereto annexed, contains the details required.

3. The system adopted for the management of the property is in accordance with the directions given in Statute XIII. It must be remembered that great facilities are afforded in the receipt of rents, &c., by the establishment of banks; all monies being paid to the College account, to be distributed by the Bursars, and accounted for by them at the annual audit.

4. Till within the last 50 years nearly all the estates were out upon leases, either for lives or terms of years. Some of these have since been let at rack rent, in order to meet the increased annual expenditure of the College. This increased annual expenditure has arisen partly from the increased allowances of commons, attendance, &c., made to the King's Scholars; partly from the charges incurred in the repayment of sums borrowed since 1842 for the erection of new buildings and other local improvements; and partly from the increased claims upon the owners of property in consideration of which the College have made grants of money from time to time for the support of schools, the building of churches, the increase of their small livings, &c.

In 1842 a new wing to the College was built for the better accommodation of the King's Scholars. Though greatly assisted by the munificent contributions of old Etonians, the College provided a large sum in addition.

Again, the College chapel has been repaired and beautified, as also the hall; and though here again the expense was defrayed in great part by the very handsome and liberal gift of one of the present Fellows, yet the improvements have not been completed without considerable outlay on the part of the College.

It should be mentioned also that in the place of the old chapel of ease in the parish of Eton, St. John's Church has been built by general subscriptions, to which the College contributed largely. Also ground for a new cemetery was acquired, and a cemetery chapel built at the sole expense of the College. The maintenance of these devolves wholly upon the College.

An opportunity having offered about twenty years ago of exchanging property belonging to Eton College at Primrose Hill for property belonging to the Crown in Eton, of which the College availed themselves, they were enabled to remove many houses in the immediate vicinity scarcely habitable, and to erect upon the site assistant masters' houses much to the advantage and benefit of the school.

Also at the time when attention was called to the sanitary condition of the country generally, and it was found that the system of drainage in Eton was manifestly imperfect, the College undertook, and also carried out, a most effectual sewerage, removing all cesspools, and other annoyances, from which serious evil was thought to have arisen.

All this was done at a very considerable cost (about 28,000*l.*) which could not be met by the ordinary funds of the College, and it has been necessary therefore from time to time to borrow money, the greater part of which has been liquidated, the Provost and Fellows having repaid upwards of 8,000*l.* by voluntary deductions from their own incomes; part still remains to be discharged. The result has been to increase considerably the revenue of the College, and materially improve the condition of the place.

5. It has been the practice with us, as with other Colleges, to take fines on renewal of leases of property.

When the practice of taking fines was first introduced, or what was the origin of it, seems very uncertain.

The Provost and Fellows beg to submit for the consideration of the Commissioners that the custom prevailed at a period anterior to the reign of Elizabeth. Fines are evidently recognized as a common practice in the Statute 32 Henry VIII., Cap. 28, and there is no doubt that a great part of the crown and church leases were granted and renewed on payment of fines in very early times.

6. For the increase or decrease in value of the property, we beg to refer the Commissioners to the Statement A 1. We have given the income of the last 20 years, as during that time the greatest alterations have taken place. It will be seen that in 1841 the reserved rents in leases and rack rents amounted to 6,646*l.* 5*s.* 9½*d.*, in 1860 to 10,807*l.* 15*s.* 5½*d.* This increase has arisen mainly from the fact noticed in the answer to question 4.

A considerable portion has been derived from the Primrose Hill property, where lands that were held upon a fineable lease now yield ground rents to the amount of about 1,500*l.* a year; a sum which is gradually increasing. It will be observed that the whole of this increase is applied to the yearly expenditure of the College without any advantage whatsoever to the incomes of the Provost and Fellows.

7. (1.) The total amount received on account of the College for the year 1860 including rents, fines, heriots, produce of timber, and other receipts, except fines† on renewal of leases, was 13,219*l.* 1*s.* 0*d.*; and the sum expended was 14,427*l.* 19*s.* 8*d.*, as shown under thirteen heads, in the following statement:—

	£ s. d.	£ s. d.
1. *Dieta*, vizt., bread, beer, mutton, beef, and other commons for the scholars, servants, and almswomen for the year; provisions, &c., for the several public dinners at election, founder's day and other festivals		2,688 S 4½
2. *Liberatura*, being the gown cloth for the scholars, choristers, and servants' liveries		147 4 9
3. *Stipendia* to the Provost and Fellows, and head master, under master, conducts, organist, lay clerks, and caterer, and college servants		1,789 2 4
4. *Remunerationes Officiariorum*		786 3 0
5. *Distributiones*, ancient payments to the schoolmaster, chapel clerk, and others; payments to certain vicars and curates, and for candles		352 3 8
6. *Focalia*, coals and coke for the scholars' chambers, the kitchen and other offices, and for allowances		368 14 5
7. *Stabulum*, hay and straw to the Provost, &c.		66 0 3
8. *Feod. regard. et Tax.* This title comprises various payments which are arranged under the following heads:—		
Rates and taxes	324 0 1½	
Insurance	82 10 6	
Fees for collecting rents	15 13 11	
Interest on loans	393 16 8	
Estates, improvements, valuations, and other expenses	1,044 12 8	
Grants	560 0 0	
Law expenses	76 7 8	
Purchase of land	103 2 5	
Sundries	26 6 0	
Collecting rents, and management of part of Chalcots estate, let as building land, tithe rentcharge, &c.	202 4 7	
Expenses of Weedon and Everdon Manor Courts	19 11 0	
Goldcliff Nash and Christchurch, repairs of extensive sea walls, &c., at Goldcliff near Newport, Monmouthshire, collecting chief rents, rentcharges, losses of rentcharges, and rack rents, holding courts, rates and taxes, &c.	357 2 2¼	
Creeting, rates, taxes, rentcharge, and repairs	20 13 6	
Piddlehinton, Charlton, and Hanging Langford, management of estates, insurance, improvements, and repairs of farm buildings holding courts, subscriptions, &c.	381 6 9	
Bledlow, expenses of court, collecting quit rents, care of woods, rates and taxes	60 0 4½	
Farnham, Hedgerley, and Stoke, care of woods, rentcharge, rates and taxes	45 0 9¾	
Eton College; man for care of sewers	67 0 0	
		2,779 9 2
9. *Queti Reditus.* Quit rents and other small payments		4 8 9
10. *Reparationes.* Repairs of the collegiate chapel, schoolrooms, chambers, and all the houses and buildings within the College		1,298 18 9½

* These Answers were signed by the Vice-Provost, the then Provost, Dr. Hawtrey, being incapacitated by illness. Dr. Hawtrey died shortly before the Answers were sent in, and was succeeded by Dr. Goodford, who had previously been Head Master, and who was succeeded as such by Mr. Balston.

† For fines on renewal of leases, see Statement A 1.

ANSWERS.

ETON.

The Vice-Provost and Fellows.

	£ s. d.	£ s. d.
11. *Expensæ Necessariæ.* This title comprises various payments, which are arranged under the following heads:—		
Chapel windows, ante-chapel &c. - - -	352 16 3	
Subscriptions to charities -	94 17 6	
Carpet for audit room, grate, and fire irons for library, and incidental expenses -	96 17 0	
Gaslights, watching, lighting, &c. - - - -	183 0 10	
Water - - -	58 0 0	
Almswomen - - -	11 15 6	
Servants' bills, labour, &c. in garden - - -	231 11 3	
Tradesmen's bills -	672 6 4½	
Sundries - - -	380 16 9	
Cameræ Scholarium:		
To the assistant master in College for additional payments made by him for servants' wages, butter, and milk; expenses in sickness; grocers and other bills from Dec. 1st, 1859, to Nov. 30, 1860 -	276 18 4	
Washing as by contract -	270 0 0	
Barton's bill for new bureaus, repairing mattrasses - -	91 2 7	
		2,720 2 4½
12. *Remanentia* - -	- -	84 2 6
13. *Income Tax* - - - -	- -	343 6 3½
Total expenditure - -		£14,427 19 8

A copy of the account of expenditure for 1860 (Statement A2), extracted from the College Audit Book, will be found appended to these answers.

The expenses of the year 1860 will not fairly represent the ordinary expenditure of the College during the last 20 years as shown in Statement A3, owing to the works before alluded to, which have been executed in succession during this period; and it should be stated that, as further improvements are being carried out, it is difficult to say what the ordinary expenditure of the College is, more particularly as many of the improvements are attended with an annual expense to the College. We contemplate still further improvements, and, with regard to the expenses, believe they have been incurred in accordance with the spirit of the Statutes, which enact that the Provost and Fellows shall do everything in their power for the amelioration and improvement of the College property.

(2.) For the answer to this, see Statement A 1.

8. It is ordered in the Statutes that the savings should be placed in the treasury. Whatever residue there be shall be carefully kept and guarded for the benefit of the College (ad incrementum Collegii) as a reserve fund in case of law-suits; and to increase, if necessary, the property of the College (Statutes, p. 574). We submit that by our management of the funds the College property has been improved, and the proceeds strictly devoted to the purposes intended by the founder, without any personal benefit.

At present the remanentia and balance in the Bursar's hands is always carried over to the next year's account.

9. For the answer to this question, see the following list:—

ECCLESIASTICAL BENEFICES in the GIFT of ETON COLLEGE.

Name and County.	Value.	Incumbents.	Observations.
Asthall, Oxfordshire - -	£100		
Blakenham, Suffolk - -	166		
Bloxham, Oxford - -	290		
Bromham with Oakley, Bedford	336		
Burnham with Boveney - -	505	Rev. T. Carter - - -	Fellow, formerly assistant and lower master.
Chattisham, Suffolk - -	168		
Christchurch, Monmouthshire -	No return	Rev. T. Pope - - -	Formerly Conduct of Eton College.
Clewer, Berks - - -	460		
Cogs, Oxfordshire - -	64	- - - - - -	In the gift of the Provost.
Long Compton, Warwickshire -	191		
Cottisford, Oxfordshire - -	344	Rev. C. S. Harrison - -	Formerly Conduct of Eton College.
Creeting, Suffolk - - -	663	Rev. G. J. Dupuis - -	Fellow, formerly assistant and lower master.
Docking, Norfolk - - -	459	- - - - - -	On the nomination of the Bishop of Norwich.
Ellingham, Hants - - -	159		
Eton Rectory, Bucks - -	- - -	- - - - - -	Nominally attached to the provostship, but the tithes payable to the revenues of the College.
Everdon, Northamptonshire -	465		
Farnham Royal, Bucks -	539	Rev. S. F. Marshall - -	Formerly Conduct of Eton College.
Seer Green, P.C. Bucks -	100	- - - - - -	Paid by tithe deducted from Farnham.
Goldcliff, Monmouthshire -	85		
St. Helen's, P.C., Isle of Wight -	121	- - - - - -	In gift of the Provost.
Hitcham, Bucks - - -	364		
Holford, Somerset - - -	202		
Hullavington, Wilts - -	194		
Leominster, Sussex - - -	350	- - - - - -	On the nomination of the Bishop of London.
St. Albans, Wood St., London -	247	- - - - - -	Alternate with the Dean and Chapter of St. Paul's.
St. Peter la Poer, London -	1,160	- - - - - -	One turn in three to Eton College; Dean and Chapter of St. Paul's the other two.
Mapledurham, Oxfordshire -	878	Rev. E. C. Hawtrey, Provost -	Formerly head master.
Minster Lovell, Oxfordshire -	No return.		
Modbury, Devon - - -	362		
Nash, Monmouthshire - -	80	Rev. T. Pope - - -	Formerly Conduct of Eton College.
Newington, Kent - - -	250		
Piddlehinton, Dorset - -	264		
Poling, Sussex - - -	220	- - - - - -	On the nomination of the Bishop of Chichester.
Southmere, Norfolk - -	244	- - - - - -	United with Sedgeford, alternately in the gift of Eton College, and the Dean and Chapter of Norwich.
Sporle, Norfolk - - -	360		
Stogursey, Somersetshire - -	389		
Stratfield Mortimer, Berks -	246		
Sturminster Marshall - Dorset	303	- - - - - -	These livings were formerly held by the vicar of Sturminster Marshall, but were lately divided on the death of the last incumbent, under the sanction of the Bishop of Salisbury.
Lytchett Minster - Dorset	295		
Corfe Mullen - Dorset	366		
Hamworthy - Dorset	110		
Thirlby, Lincolnshire - -	252		
Titchwell, Norfolk - - -	410		
Whitstone, Monmouthshire -	180	- - - - - -	Alternate with the Chapter of Llandaff.
WoottonCourtenay, Somersetshire	386		
Worplesdon, Surrey - -	708	Rev. C Luxmoore - -	Fellow, formerly assistant master.
Wyke, P.C. Surrey - -	130	- - - - - -	Paid out of the tithe of Worplesdon.

On the occasion of a living falling vacant, the Provost and Fellows present in turn, the Provost having two turns to one of each Fellow. The Conducts are entitled to a living after eight years' service.

ANSWERS.

ETON.

The Vice-Provost and Fellows.

Statement A. before referred to

STATEMENT A.

Designation of Property.	County.	Parish.	Description.	Acreage. A.	R.	P.	How let, 1860.	Yearly Rent. £	s.	d.	Amounts received for Fines during the last 20 Years. £	s.	d.	Amounts received for Timber during the last 20 Years. £	s.	d.
Brumham Rectory	Bedford	Bromham	Land	163	0	1	Lease 10 Years, Rent, Corn and Money; expires 1869	‡47	8	10½	4,616	1	7	3	16	8
Do.	Do.	Do.	Rentcharge*	-	-	-	†									
Oakley Rectory	Do.	Oakley	Land	234	0	3	Do., expires 1871	60	0	2	2,402	9	4	—		
Cox Wear	Bucks	Datchet and Old Windsor.	Fishery and Land	3	2	14	Rack Rent	25	0	0	—			—		
Stratfield Mortimer	Berks	Stratfield Mortimer.	Land	39	3	35	Lease 10 Years, Rent, Corn and Money; expires 1870	30	1	5½	7,628	13	0	—		
Do.	Do.	Do.	Rentcharge	-	-	-	†									
Stratfield Saye	Do.	Stratfield Saye.	Land	384	0	0	Lease 20 Years, Rent, Corn and Money; expires 1877.	57	17	1	1,915	0	11	349	17	0
Tenement in Windsor.	Do.	Windsor	Adam and Eve Public House.	-	-	-	Lease 21 Years, will not be renewed; expires 1874.	5	4	0	183	1	9	—		
Do.	Do.	Do.	Butcher's Shop	-	-	-	Do., expires 1864	0	10	0	16	11	7	—		
Do.	Do.	Do.	Shop	-	-	-	Do. do.	0	10	0	16	11	7	—		
Do.	Do.	Do.	Butcher's Shop	-	-	-	Do., expires 1873	5	0	0	178	6	8	—		
Do.	Do.	Do.	Tenement and Coach-house in Bier Lane.	-	-	-	Do., expires 1874	1	0	0	56	3	0	—		
Spittle Chapel	Do.	Do.	Beer House and a Tenement at Spital.	-	-	-	Lease 20 years, Rent, Money and Corn; will not be renewed; expires 1869.	0	10	6	68	3	6	—		
Romney Mead	Do.	Do.	Island in the River opposite the College.	4	1	26	Rack Rent	12	5	0	—			—		
Tenement and Land in Windsor.	Do.	Do.	Two Cottages and several pieces of Land at Spital.	18	0	13	Lease 20 Years, Rent, Corn and Money; will not be renewed; expires 1870.	6	2	9½	182	4	0	21	7	0
Land in Windsor	Do.	Do.	Several pieces of Land at Spital.	8	0	37	Do.	4	1	11½	98	11	6			
Tenement and Land in Windsor.	Do.	Do.	Tenement and Land	2	0	0	Lease 20 Years, Rent, Corn and Money; will not be renewed; expires 1871.	2	14	10	140	8	9			
Land	Do.	Do.	Garden Ground	1	2	0	Do.	1	7	1½						
Do.	Do.	Do.	Land at Spital	3	1	11	Do.	2	0	8½	50	14	8	—		
Tenements in Eton	Bucks	Eton	Tenements near the River.	-	-	-	Lease 20 Years, Rent, Corn and Money; expires 1878.	4	19	2½	195	17	6	—		
Tenements, Wharf, &c.	Do.	Do.	Tenements and Wharf	-	-	-	Do.	12	7	2½	324	1	4	—		
Do.	Do.	Do.	Tenement in High Street.	-	-	-	Do., expires 1871; will not be renewed.	2	15	7½	73	2	6	—		
Tenement in Eton	Do.	Do.	Do.	-	-	-	Lease 20 Years, Rent, Corn and Money; expires 1878.	3	4	4½	77	15	0	—		
Do.	Do.	Do.	Tenement, Eton College.	-	-	-	Rack Rent	51	7	6	—			—		
Do.	Do.	Do.	Do.	-	-	-	Lease 21 Years, expires 1875.	10	0	0	321	13	2	—		
Do.	Do.	Do.	Booksellers' Shop and Tenement in College.	-	-	-	Do.	10	0	0	352	9	8	—		
Do.	Do.	Do.	Tenement, Eton College.	-	-	-	Building Lease, 40 Years, expires 1899.	4	0	0	359	8	6	—		
Do.	Do.	Do.	Do.	-	-	-	Rack Rent	51	1	6	—			—		
Do.	Do.	Do.	Do.	-	-	-	Do.	50	19	8	—			—		
Do.	Do.	Do.	Do.	-	-	-	Lease 21 Years, expires 1881.	10	0	0	386	12	0	—		
Do.	Do.	Do.	Do.	-	-	-	Do., expires 1874; will not be renewed.	5	0	0	106	1	6	—		
Do.	Do.	Do.	Do.	-	-	-	Do.	5	0	0	83	10	0	—		
Do.	Do.	Do.	Do.	-	-	-	Lease 21 years, expires 1878.	5	0	0	188	8	0	—		
Do.	Do.	Do.	Do.	-	-	-	Do., expires 1874	2	0	0	83	2	6	—		
Do.	Do.	Do.	Do.	-	-	-	Do., expires 1880	10	0	0	461	8	6	—		
Do.	Do.	Do.	Do.	-	-	-	Do. do.	5	0	0	294	12	0	—		
Do.	Do.	Do.	Tenement, High Street.	-	-	-	Do., expires 1881	5	0	0	273	0	0	—		
Do.	Do.	Do.	Do.	-	-	-	Do., expires 1880	5	0	0	239	16	6	—		
Do.	Do.	Do.	Do.	-	-	-	Do., expires 1875; will not be renewed.	1	0	0	69	5	0	—		
Do.	Do.	Do.	Do.	-	-	-	Lease 21 Years, expires 1875.	1	0	0	73	14	6	—		
Do.	Do.	Do.	Tenement and Cottages, High Street.	-	-	-	Lease 21 Years, expires 1880.	5	0	0	213	2	8	—		
Do.	Do.	Do.	3 Tenements and Yards.	-	-	-	Do., expires 1876	5	0	0	368	11	0	—		
Do.	Do.	Do.	14 Tenements and Gardens, and Stonemason's Yard.	-	-	-	40 Years Building Lease, expires 1895.	20	0	0	423	5	0	—		
Do.	Do.	Do.	Chemist's Shop, High Street.	-	-	-	Lease 21 Years, expires 1875.	5	0	0	142	0	0	—		
Do.	Do.	Do.	Tenement, Eton College.	-	-	-	Lease 40 Years, expires 1891.	5	0	0	420	0	0			
Do.	Do.	Do.	Do.	-	-	-	Rack Rent	130	0	0	—			—		
Do.	Do.	Do.	Tenement, &c., High Street.	-	-	-	Lease 40 Years, expires 1893.	5	0	0	52	10	0			
Do.	Do.	Do.	Do.	-	-	-	Do.	5	0	0	52	10	0	—		
Do.	Do.	Do.	Do.	-	-	-	Rack Rent	33	10	0	—			—		
Do.	Do.	Do.	Charity Schools, and Houses for Master and Mistress.	-	-	-	Ground Rent	2	0	0	—			—		
Do.	Do.	Do.	Tenement, Workshop, Garden, &c. near the College.	-	-	-	Rack Rent	30		0	—			—		
Do.	Do.	Do.	Tenement and Garden near the College.	-	-	-	Lease 40 Years, will not be renewed; expires 1886.	8	0	0	45	4	3	—		

* See List of Rentcharges in Lease and in Hand.

† These Leases expire at the times stated, if no renewal takes place. The Leases not to be renewed are so stated.

‡ The Redeemed Land Tax, being kept separate in the College Accounts, will be found by itself at the end of this Statement. To ascertain the gross Rent paid for any estate the Land Tax must be added.

ANSWERS.

ETON.

The Vice-Provost and Fellows.

Designation of Property.	County.	Parish.	Description.	Acreage. A.	R.	P.	How let, 1860.	Yearly Rent. £	s.	d.	Amounts received for Fines during the last 20 Years. £	s.	d.	Amounts received for Timber during the last 20 Years. £	s.	d.
Eton Gasworks	Bucks	Eton	Gasworks and Land	-	-	-	Lease 21 Yrs., expires 1877	10	0	0	—			—		
Tenements in Eton	Do.	Do.	42 Tenements and Inn, Eton Square.	-	-	-	Lease 40 Years, expires 1897.	5	0	0	—			—		
Do.	Do.	Do.	2 Tenements in Keate's Lane.	-	-	-	Lease 21 Years, expires 1879.	44	0	0	360	0	0	—		
Ground built on	Do.	Do.	Ground built on	-	-	-	Do., expires 1880	10	0	0	—			—		
Stable	Do.	Do.	Stable	-	-	-	Rack Rent	4	0	0	—			—		
Tenement in Eton	Do.	Do.	Tenement, Keate's Lane.	1	1	31	Lease granted by the Crown, not renewed.	150	0	0	—			—		
Do.	Do.	Do.	Do.	-	-	-	Rack Rent	200	0	0	—			—		
Do.	Do.	Do.	Tenement in College	-	-	-	Do.	300	0	0	—			—		
Do.	Do.	Do.	Do.	-	-	-	Do.	300	0	0	—			—		
Do.	Do.	Do.	Do.	-	-	-	Do.	66	0	0	—			—		
Do.	Do.	Do.	Tenement, Keate's Lane.	-	-	-	Do.	63	0	0	—			—		
Do.	Do.	Do.	Tenement in College	-	-	-	Do.	30	0	0	—			—		
Watchman's Box	Do.	Do.	Watchman's Box in College.	-	-	-	Do.	2	2	0	—			—		
Tenement in Eton	Do.	Do.	Mathematical School, &c.	-	-	-	Lease	25	0	0	—			—		
Do.	Do.	Do.	Tenement in College	1	0	24	Rack Rent	180	0	0	—			—		
Do.	Do.	Do.	Do.	0	3	18	Lease 40 Years, expires 1894.	25	0	0	206	6	0	—		
Garden	Do.	Do.	Garden	0	1	4	Rack Rent	1	4	0	—			—		
Bullock's Lock	Do.	Eton and Upton-cum-Chalvey.	Tenements, Land, and Fishery.	7	2	31	Do.	19	6	8	—			—		
Jordley's Place	Do.	Eton	Tenement in College	1	1	30	Lease 21 Years, Rent, Corn and Money; will not be renewed; expires 1868.	11	3	9½	217	8	6	—		
Part of late Christopher.	Do.	Do.	Part of late Christopher Inn.	0	1	26	Rack Rent	20	0	0	—			—		
Do.	Do.	Do.	Do.				Do.	100	0	0	—			—		
Do.	Do.	Do.	Do.				Do.	60	0	0	—			—		
Meadow in Eton	Do.	Do.	Meadow near the College.	2	0	21	Do.	5	0	0	—			—		
Workshop in do.	Do.	Do.	Carpenter's Shop and Yard.	-	-	-	Do.	5	5	0	—			—		
Meadow in do.	Do.	Do.	Meadow near Cemetery.	1	0	0	Do.	3	0	0	—			—		
Fencing Room	Do.	Do.	Fencing Room in College.	-	-	-	Do.	16	16	0	—			—		
Lands in Hedgerley	Do.	Hedgerley Dean, Farnham Royal.	Land	18	0	0	Do.	20	0	0	—			—		
Lands in Farnham Royal.	Do.	Farnham Royal.	Land	-	-	-	Do.	1	4	0	—			—		
Lands in Hedgerley	Do.	Hedgerley Dean.	Land	-	-	-	Do.	5	10	0	—			—		
Burnham Wood	Do.	Burnham	Wood	6	1	0	Lease 21 Years; expires 1876.	0	10	0	37	0	0	—		
Rose in Burnham	Do.	Do.	Brewery, Tenement, and Lands.	2	0	0	Lease 21 Years, Rent, Corn and Money; will not be renewed; expires 1875.	6	14	5	108	1		—		
Sawyers in Hitchenden.	Do.	Hughendon or Wycombe.	Lands	68	0	16	Lease 20 Years, Rent, Corn and Money; expires 1876.	9	18	0½	180	6	3	—		
Lewins in Cippenham.	Do.	Burnham	Tenement and Land	15	3	38	Do., will not be renewed; expires 1871.	8	10	7½	164	11	4	—		
College Grounds	Do.	Eton	Playing Fields, Brocas, and Timberhalls	64	2	27	Rack Rent	100	0	0						
Do.	Do.	Do.	Meadow by Slough Road.	7	1	22	Do.	18	0	0				109	10	6
Do.	Do.	Do.	Part of Kitchen Close	2	1	27	Do.	5	0	0						
Do.	Do.	Do.	Do.				Do.	2	0	0						
Poughley's Farm	Do.	Stoke Poges and Bovenev.	Lands	79	0	0	Lease 20 Years, Rent in Corn and Money; expires 1876.	49	17	0	803	10	11	—		
Bledlow Demesnes	Do.	Bledlow	Land	327	2	13	Lease 20 Years, Rent, Corn and Money; expires 1878.	103	0	11	1,058	19		—		
Land at Bledlow Ridge.	Do.	Do.	Do.	3	0	0	Rack Rent	3	0	0	—			—		
Modbury	Devon	Modbury	Land	323	0	24	Lease 21 years, Rent, Corn and Money; expires 1874.	368	1	5½	3,362	10	0	—		
Do.	Do.	Do.	Rentcharge	-	-	-										
Do.	Do.	Do.	Manor*	-	-	-										
Sturminster Marshall.	Dorset	Sturminster Marshall.	Land	-	-	-	Lease 10 years, Rent, Corn and Money; expires 1869.	144	1	3	3,678	0	2	—		
Do.	Do.	Do.	Rentcharge	-	-	-										
Piddlehinton Demesnes.	Do.	Piddlehinton	Land	212	0	11	Lease 20 Years, Rent, Corn, Money, &c.; expires 1876.	44	19	0	739	2	4	—		
Newington Rectory	Kent	Newington and Stockbury.	Land	28	1	8	Lease 20 Years, Rent, Corn and Money; expires 1874.	67	15	11¾	2,169	14	7	65	0	0
			Rentcharge	-	-	-										
The Flacks	Kent	Luddenham and Oare.	Land	96	1	37	Do.	26	8	4	620	1	0	—		
Thirlby Rectory	Lincoln	Thirlby	Land in lieu of Tithe	436	3	10	Lease 10 Years, Rent, Corn and Money; expires 1870.	110	6	8	5,875	5	8	—		
White Bear in Cheapside.	Middlesex		Tenement, No. 47, Cheapside, and Nos. 63, 64, and 65, Bread Street.	-		-	Lease 21 Years, expires 1878.	15	16	8	1,538	5	10	—		
Ball in Holborn	Do.		Tenements, Nos. 64, 65, 66, Snow Hill, and a Warehouse in Cock Lane, behind No. 66.	-		-	Lease at Rack Rent, expires 1862.	150	0	0	—			—		
Westminster Tenements.	City of Westminster.		Nos. 32 and 33, King Street, with Coachhouses and Stables.	-		-	Lease 21 Years; will not be renewed; expires 1871.	10	0	0	623	5	0	—		
Chalcots	Middlesex	Hampstead	Land and Houses adjoining Primrose Hill and Haverstock Hill, Hampstead.	106	1	19	Lease 20 Years, Rent, Corn and Money; expires 1880	74	13	2½	4,172	14	1	—		
Wilds	Do.	Hendon and Finchley.	Lands at Hendon and Finchley.	352	0	15	Lease 20 Years, Rent, Corn, Money, &c.; expires 1880.	150	2	9	5,403	4	4	—		

* See list of Manors on Lease and in Hand.

Designation of Property.	County.	Parish.	Description.	Acreage.	How let, 1860.	Yearly Rent.	Amounts received for Fines during the last 20 Years.	Amounts received for Timber during the last 20 Years.
				A. R. P.		£ s. d.	£ s. d.	£ s. d.
Mowr Barn - -	Monmouth	Nash - -	Farm House & Lands	127 0 0	Rack Rent - - - -	225 0 0	—	—
Hill Farm - -	Do. -	Goldcliff -	Do. - - -	112 0 0	Do. - - - - -	195 0 0	—	—
Fishery - - -	Do. -	Do. -	Fishery in Severn -	- - -	Do. - - - - -	10 0 0	—	—
12 Cots & Gardens	Do. -	Do. -	Cots and Gardens built on waste.	- - -	Do. - - - - -	4 19 0	—	—
Fishery in Usk -	Do. -	Do. -	Fishery in Usk -	- - -	Do. - - - - -	1 0 0	—	—
Tithe Barn and Yard.	Do. -	Christchurch	Barn and Yard -	0 0 37	Do. - - - - -	2 0 0	—	—
Hundred Acres, or Land by Wentwood.	Do. -	Kemeys Inferior.	Land - - - -	76 0 20	Do. - - - - -	50 0 0	—	—
Cottage and Garden	Do. -	Christchurch	Cottage and Garden	1 2 11	Do. - - - - -	5 0 0	—	—
4 Cots and Gardens	Do. -	Do. -	Cots and Gardens on waste.	0 3 10¼	Do. - - - - -	1 6 0	—	—
Priory Woods -	Do. -	Do. -	Woods - - -	104 1 26	Rack Rent on Lease; expires 1880	0 0 0	—	—
Provost's Orchard	Do. -	Chepstow -	Land - - -	- - -	Rack Rent - - - -	5 0 0	—	—
Land - - -	Wilts -	Hanging Langford.	Land - - -	- - -	Do. - - - - -	7 0 0	—	—
Do. - - -	Do. -	Do. -	Do. - - -	- - -	Do. - - - - -	164 0 0	—	—
Do. - - -	Do. -	Do. -	Do. - - -	- - -	Do. - - - - -	2 0 0	—	—
Do. - - -	Dorset -	Charlton -	Do. - -	297 2 18	Do. - - - -	85 0 0	—	—
Do. - - -	Do. -	Do. -	Do. - -		Do. - - - -	88 8 8	—	—
Do. - - -	Do. -	Piddlehinton	Do. - -	748 3 18	Do. - - - - -	287 0 0	—	—
Do. - - -	Do. -	Do. -	Do. - -		Do. - - - - -	309 0 0	—	—
Do. - - -	Do. -	Do. -	Do. - - -	- - -	Do. - - - - -	10 0 0	—	—
Do. - - -	Do. -	Do. -	Do. - - -	- - -	Do. - - - - -	20 0 0	—	—
Do. - - -	Oxford -	Cottisford -	Do. - - -	50 0 0	Do. - - - - -	35 0 0	—	—
Do. - - -	Do. -	Little Tew -	Do. - - -	259 0 26	Do. - - - - -	317 10 6	- - -	214 13 0
Do. - - -	Do. -	Do. -	Do. - - -	68 0 19	Do. - - - - -	110 0 0	—	—
Land at Creeting -	Suffolk -	Creeting, St. Mary.	Do. - - -	44 2 9	Do. - - - - -	35 0 0	—	—
Do. - - -	Do. -	Do. -	Do. - - -		Do. - - - - -	15 0 0	—	—
Do. - - -	Do. -	Do. -	Allotments - -		Do. - - - - -	4 17 6	—	—
Lands, houses, &c., part of the Chalcots Estate	Middlesex	Hampstead	306 Houses forming a street or road called Adelaide Road and several other smaller streets or roads, and four stables.	73 0 0	On Building Leases pursuant to Act of Parliament passed in the year 1826.	1,210 2 10	—	—
Do. - - -	Do. -	Do. -	Land comprised in contracts for building.		Do. - - - - -	227 5 0	—	—
Do. - - -	Do. -	Do. -	Land to be let - -		Do. - - - - -	—	—	—
Do. - - -	Do. -	Do. -	Frontage Land -	- - -	To Tenant at will at Rack Rent.	15 0 0	—	—
Docking Rectory -	Norfolk -	Docking -	Rentcharge - -	- - -	Lease 10 Years, Rent, Corn and Money; expires 1870.	89 16 6	7,887 13 1	—
Shipdham and Bradenham.	Do. -	Shipdham and East Bradenham.	Land - - -	1,059 0 27	Lease 20 Years, Rent, Corn and Money; expires 1877.	181 18 4½	4,265 7 4	—
Sporl Rectory -	- - -	Sporl - -	Rentcharge - -	88 1 21	Lease 10 Years, Rent, Corn and Money; expires 1869.	81 10 2½	7,418 1 8	—
Weedonbeck Demesnes.	Northampton.	Weedon Everdon and Stow.	Land, &c. - - -	280 3 4	Lease 20 Years, Rent Corn and Money; expires 1874.	144 7 3½	1,606 1 11	370 10 0
Everdon do. - -	Do. -	Everdon -	Do. - - -	127 1 11	Do. expires 1878	47 9 0	902 13 2	—
Asthall - - -	Oxford -	Asthall -	Do. - - -	141 3 11	Lease 10 Years, Rent, Corn and Money; expires 1868.	26 1 11½	1,348 2 10	—
Astally - - -	Do. -	Do. -	Do. - - -	116 3 10	Do. do. -	21 3 8½	813 2 8	—
Do. - - -	Do. -	Do. -	Do. - - -	117 2 8	Do. do. -	21 3 8½	896 13 0	—
Fulbrook - -	Do. -	Burford -	Do. - - -	204 0 6	Lease 10 Years, Rent, Corn and Money; expires 1870.	34 11 4½	1,961 14 10	—
Part of Bloxham -	Do. -	Bloxham, North.	Land - - -	123 0 25	Do. expires 1867	28 7 3½	1,666 9 8	545 6 0
Do. - - -	Do. -	Do. -	Do. - - -	198 3 30	Do. do. -	56 14 7	3,332 19 5	
Bloxham, South, and in Milcombe.	Do. -	Bloxham and Milton.	Do. - - -	396 0 3	Do. do. -	85 1 10½	4,999 9 2	
Minster Lovell -	Do. -	Minster Lovell.	Do. - - -	26 2 0	Do. expires 1869	25 5 2	1,128 13 8	—
Do. - - -	Do. -	Do. -	Rentcharge - -	- - -				
Cogs Rectory -	Do. -	Cogs - -	Land - - -	423 0 23	Do. do. -	85 11 6	3,705 12 11	—
Cottisford - -	Do. -	Cottisford and Fringford.	Land - - -	829 3 28	Lease 20 Years, Rent, Corn and Money; expires 1877.	120 7 10	3,632 15 3	—
			Manor - - -	- - -				
Stoak Gursey -	Somerset -	Stoak Gursey.	Land - - -	89 2 18	Do. expires 1879	319 18 10	3,956 4 2	1,254 0 0
Do. - - -	Do. -	Do. -	Rentcharge - -	- - -				
Do. - - -	Do. -	Do. -	Manor - - -	- - -				
Ellingham Rectory	Hants -	Ellingham -	Land - - -	19 2 7	Lease 10 Years, Rent, Corn and Money; expires 1867.	67 16 2½	2,382 11 2	—
Do. - - -	Do. -	Do. -	Rentcharge - -	- - -				
Blakenham Demesnes.	Suffolk -	Blakenham, Baylam and Claydon.	Land - - -	308 0 0	Lease 20 Years, Rent, in Corn and Money; expires 1880.	113 8 3½	446 19 7	1,027 1 2
Creeting Mills -	Do. -	Creeting, St. Mary.	Mills and Land -	18 0 0	Lease 21 Years, Rent, in Corn and Money; expires 1876.	45 19 2½	453 6 0	—
Chattisham Demesnes.	Do. -	Chattisham, Hintlesham, and Washbrook.	Land - -	295 1 27	Lease 20 Years, Rent, Corn and Money; expires 1879.	101 15 3¼	1,551 12 8	—
Creeting Demesnes	Do. -	Creeting, St. Mary.	Do. - - -	234 0 0	Lease 21 Years, Rent, Corn and Money; expires 1879.	62 12 9	951 13 1	—
Climping Rectory	Sussex	Climping -	Land - - -	8 0 0	Lease 10 Years, Corn and Money Rent; expires 1867.	49 14 6	3,821 12 10	—
Do. - - -	Do. -	Do. -	Rentcharge - -	- - -				
Fishers and Brimfast.	Do. -	North Mundham and Compton.	Two Manors - -	436 0 28	Lease 20 Years, Rent, Corn and Money; expires 1867.	33 19 8½	300 0 0	—
Leominster - -	Do. -	Leominster, Poling Hamps Arundel, and Warning Camp.	Land - - -	11 2 0	Lease 10 Years, Rent, Corn and Money; expires 1869.	18 5½	3,588 8 8	—
			Rentcharge - -	- - -				

ANSWERS.

ETON.

The Vice-Provost and Fellows.

Designation of Property.	County.	Parish.	Description.	Acreage.	How let, 1860.	Yearly Rent.	Amounts received for Fines during the last 20 Years.	Amounts received for Timber during the last 20 Years.
				A. R. P.		£ s. d.	£ s. d.	£ s. d.
Long Compton -	Warwick -	Long Compton.	Land, &c. - - -	345 3 18	Lease 10 Years, Rent, Corn and Money; expires 1868.	72 14 4½	4,151 9 4	—
Star Inn, in Shaftesbury.	Dorset -	Shaftesbury	Star Inn, in Shaftesbury.	- - -	Lease 21 Years, expires 1878.	1 17 8	160 7 6	—
Middleton Brimfield.	Wilts -	Norton Bavant and Bishopstow.	Land - - - -	97 2 24	Lease 20 Years, Rent, Corn and Money; expires 1880.	51 10 5	629 9 1	—
Hanging Langford	Do. -	SteepleLangford.	Do. - - -	162 2 . 6	Do. Do. -	47 15 11	775 0 7	—
Hullavington -	Do. -	Hullavington	Do. - - -	466 3 9	} Do. expires 1878	200 4 7	4,591 17 7	—
Do. - - -	Do. -	Do. -	Rentcharge - -	- - -				
Do. - - -	Do. -	Do. -	Manor - - -	- - -				

WOODS IN HAND.

Designation of Property.	County.	Parish.	Description.	Acreage.	Amount received for Timber during the last 20 Years.
				A. R. P.	£ s. d.
Stratfield Mortimer - -	Berks - - - -	Stratfield Mortimer - -	Wood - - - -	43 1 20	300 15 0
Bledlow - - - -	Bucks - - - -	Bledlow - - - -	Do. - - -	249 1 11	2,776 12 1½
Farnham and Hedgerley -	Do. - - -	Farnham and Hedgerley -	Do. - - -	68 1 26	} 1,523 0 0
Stoke Poges - - -	Do. - - -	Stoke Poges - - -	Do. - - -	33 3 38	
Priory Woods - - -	Monmouth - - -	Christchurch - - -	Do. (recently let) -	See foregoing statement.	833 3 0

MANORS.

Designation of Property.	County.	Parish.	Description.	Acreage.	Yearly Quit Rent.	Amount received for Fines and Heriots during the last 20 Years.
In Lease (see foregoing Statement).						
				A. R. P.	£ s. d.	£ s. d.
Modbury Manor - -	Devon - - - -	Modbury - - -	Manor - -	232 3 34	Leased with Manor	—
Stoak Gursey do. - -	Somerset - - -	Stoak Gursey - - -	Do. - -	458 3 16	Do.	—
Fishers and Brimfast do.	Sussex - - - -	North Mundham and Compton - - -	Do. - -	{ 414 1 39 / 21 2 29 }	Do.	—
Hullavington do. - -	Wilts - - - -	Hullavington - - -	Do. - -	1,123 1 9	Do.	—
In Hand.						
Bledlow Manor - -	Bucks - - - -	Bledlow - - - -	Manor - -	1,276 2 31	21 0 11	1,817 14 3
Piddlehinton do. - -	Dorset - - - -	Piddlehinton - - -	Do. - -	43 1 9	Paid with Rent of Estate.	789 19 0
Goldcliff do. - - -	Monmouth - - -	Goldcliff and Nash -	Do. - -	- - -	80 7 8	291 2 8
Coldrey do. - - -	Do. - - -	Christchurch - - -	Do. - -	- - -	10 2 8	594 10 0
Hanging Langford do. -	Wilts - - - -	Hanging Langford -	Do. - -	- - -	Collected by Lessee and paid with his Rent.	103 0 0
Charlton Parva - -	Do. - - -	- - - - -	Do. - -	- - -	Do. - -	123 1 6
Weedonbeck do. - -	Northampton - -	Weedonbeck - - -	Do. - -	1,250 (about)	Do. - -	4,188 1 3
Everdon do. - - -	Do. - - -	Everdon - - - -	Do. - -	- - -	Do. - -	786 7 4
Chattisham do. - -	Suffolk - - -	Chattisham - - -	Do. - -	11 1 32½	Do. - -	25 0 0
Creeting do. - - -	Do. - - -	Creeting, St. Mary -	Do. - -	214 3 0	Do. - -	402 12 5
Blakenham do. - -	Do. - - -	Blakenham - - -	Do. - -	70 2 21	Do. - -	533 13 9

RENTCHARGES.

Designation of Property.	County.	Parish.	Amount Apportioned.
In Lease (see foregoing Statement).			
			£ s. d.
Bromham - -	Bedford -	Bromham - -	350 11 9
Stratfield Mortimer	Berks - -	Stratfield Mortimer	941 0 0
Modbury - -	Devon - -	Modbury - -	788 8 8
Newington - -	{ Kent - - / Do. - -	Newington - - / Stockbury - -	605 15 2 / 159 12 7
Docking - - -	Norfolk -	Docking - - -	1,100 0 0
Sporl - - -	Do. - -	Sporl - - -	929 4 6
Minster Lovell -	Oxford -	Minster Lovell -	119 3 5
Stogursey - -	Somerset -	Stogursey - -	800 0 0
Ellingham - -	Hants -	Ellingham - -	382 0 0
Climping - - -	Sussex -	Climping - - -	403 0 0
Leominster - -	Do. - -	Leominster - -	562 0 0
Long Compton -	Warwick -	Long Compton -	13 0 0
Hullavington - -	Wilts - -	Hullavington - -	455 5 0
In hand.			

Designation of Property.	County.	Parish.	Amount Apportioned.	Value 1860.
			£ s. d.	£ s. d.
Eton Rectory -	Bucks -	Eton - -	245 0 0	267 19 3½
Goldcliff - -	Monmouth	Goldcliff -	18 0 0	19 11 10
Nash - -	Do. -	Nash - -	30 0 0	32 12 11½
Christchurch -	Do. -	Christchurch-	151 11 3	165 17 5¼
Whitson - -	Do. -	Whitson -	1 7 0	1 9 11

PENSIONS.

Designation of Property.	County.	Amount.
		£ s. d.
Farleigh and Fulkstone -	Devon - - -	42 0 0
Sturminster Vicarage - -	Dorset - - -	1 6 8
Mapledurham Do. - -	Oxford - - -	4 0 0
Montacute - - - -	Somerset - - -	8 0 0
Barton Stacey - - -	Hants - - -	1 14 0

QUIT RENTS.

Designation of Property.	County.	Parish.	Amount.
			£ s. d.
Tustins - - - - -	Bucks -	Eton -	0 7 0
Perryns - - - - -	Do. -	Do.	0 2 0
Deacon and Melville - -	Do. -	Slough -	0 6 0
Bonsey - - - - -	Do. -	Do. -	0 3 4
Corner House, Bread Street	City of London - -		3 0 0
Horn, Fleet Street - -	Do. - - - -		0 15 0
Drapers' Company, Basinghall Street.	Do. - - - -		1 0 0
Coopers' Do. Do.	Do. - - - -		0 6 4

SEWER RATE, 1860.

	£	s.	d.
Samuel Webber	1	7	6
Martin and others	0	16	9
William Barnes	1	7	6
Trone and others	1	4	0
Miss Gulliver	6	12	0
Mrs. Voysey	7	4	0
Mr. Vidal (late Johnson)	4	16	0
Mr. C. Wise	3	6	4
Mr. Tarver } late Christopher	1	2	1
Mr. Vidal	5	10	7
Mr. E. P. Williams	4	16	0
The Rev. W. L. Hardisty	10	12	8
Russell Day, Esq.	7	4	0
Mr. Stone (late Waterfield)	3	12	0
William Evans, Esq. / Do.	7	4	0
The Rev. J. L. Joynes	10	12	8
Late Lady Young, now S. T. G. Evans, Esq.	3	12	0
Aug. F. Birch, Esq.	8	16	11
The Rev. F. E. Durnford	10	12	8
„ J. W. Hawtrey	10	12	8
Mrs. Drury / Do. late Miss Hatton	6	0	0
The Rev. C. Wooley	10	12	8
„ E. Balston	10	12	8
„ J. E. Yonge	7	4	0
„ W. A. Carter	8	16	11
„ G. Frewer	4	16	0
F. St. John Thackeray, Esq., (late Bott and Vaughan)	1	4	1
The Rev. Edward Balston, late James Brown	0	8	5
Joseph Brown	1	0	5
The Rev. Edward Balston, late Holder	0	8	5
Miss Angelo's Executors	6	0	0
Mr. Browning, late Schönerstedt	0	12	0
Mr. Cook	0	3	7
The Rev. W. B. Marriott	8	16	11
„ W. Wayte	6	12	0
The Rev. C. C. James (late Cookesley) / Do. (late Edwards)	9	0	0
The Rev. E. Hale	4	4	0
Mrs. Neave	3	12	0
The Rev. W. L. Eliot	7	4	0
Madame de Rosen / Do.	5	2	0
The Rev. S. T. Hawtrey	3	0	0
„ Dr. Goodford for lodge	0	12	0
„ Do. for own house	4	4	0
	221	8	5

REDEEMED LAND TAX, 1860.

	£	s.	d.
Brumham Rectory	34	17	9
Oakley Rectory	18	0	0
Stratfield Mortimer	33	3	4
Stratfield Saye	39	8	0
Bledlow Demesnes	31	13	1
Modbury	41	3	1
Sturminster Marshall	27	9	9
Piddlehinton Demesnes	7	9	0
Thirlby Rectory	18	13	4
Chalcots	26	2	8
Wilds	52	16	0
Docking	14	16	1
Shipdham and Bradenham	40	0	0
Sporl Rectory	9	8	6
Weedonbeck Demesnes	16	1	1½
Everdon Demesnes	13	12	5
Bloxham, North (E. L. Fisher) Exors.	7	7	4
Do. (Potter and Page)	14	14	8
Do. South, and in Milcombe	22	6	4
Asthall	8	10	0
Astally (Massie)	2	2	4
Do. (Bateman)	2	2	4
Fulbrook	9	4	2
Minster Lovell	4	0	0
Cogs	26	15	0
Cotisford and Frinkford	28	16	3½
Stoak Gursey	29	1	9
Ellingham Rectory	15	5	0
Blakenham Demenes	11	0	0
Chattisham	12	2	0
Creeting Mills	5	0	0
Do. Demesnes	5	8	0
Climping Rectory	13	11	0
Leominster Rectory	19	12	0
Long Compton Rectory	31	10	0
Middleton Brimfield	8	1	9
Hanging Langford	11	11	4
Hullavington	48	0	1
Ball in Holborn	17	8	0
White Bear in Cheapside	32	11	8
Westminster Tenements	4	10	0
Fishers and Brimfast	28	19	1
Newington Rectory	19	16	0
Flacks	8	4	0
Sturminster Vicarage	29	19	5½
Worplesdon Rectory	58	0	0
Clewer Rectory	14	14	0
Burnham Vicarage	7	15	0
Hitcham Rectory	12	3	6
Part of Le Spittle, Mr. Thumwood's Executors	1	8	3
Do. Mr. Chas. Thumwood	0	18	10
Do. Mr. Bedborough	0	9	8
Do. Mr. Hunt	0	9	2
Do. Mr. Reed's Executors	0	9	5
Mr. Saunders	0	10	6
Mr. Cooley	0	10	6
Messrs. Deacon and Melville	0	5	0
Mr. Colyer	2	3	0
Messrs. Deacon and Melville	1	19	0
Spittle Chapel	0	15	0
Mrs. Ward, late Champne's Trustees	1	1	0
Mr. E. P. Williams	4	0	0
Mrs. Neave	2	10	0
The Rev. E. Hale (late Marindin)	3	0	0
Miss Ward, late Miss Hexter	2	2	0
Mr. Samuel Webber (late T. Roberts)	0	16	0
Mr. Barnes (late Joseph Heath)	0	9	0
Mr. Newman	0	9	0
Mr. John Atkins' Executors	0	13	0
Mrs. Finch	4	15	0
Mr. Thomas Ingalton	1	12	0
Mr. William Vaughan's Executors	0	12	0
Mr. C. Barton (late Needham)	2	8	0
Mr. Hy. Emlyn	3	2	0
Mrs. Angelo's Executors for part of Timberhalls	1	0	0
Bullock's Lock	0	13	4
Jordley's Place	4	16	0
Late Rose in Burnham	2	0	0
Sawyers in Hitchenden	2	14	8
Lewins in Cippenham	2	6	0
Poughley's Farm	19	4	0
Mr. Edward Mason (late Ramsbottom)	1	4	6
Mr. Batcheldor for Hog Close	0	8	2
Mr. Henry Emlyn	0	8	2
Mr. James Grove, late Childs' Executors	0	4	2
Charles Parker, Esq. } late Slatters	2	0	0
Mr. W. Evans } late Slatters	2	0	0
The Rev. W. L. Eliot (late W. May, Esq.)	1	18	0
The Rev. C. C. James (late Cookesley) } Do. (late Edwards)	6	0	0
Mr. Crook	1	10	0
Mr. John Kellner	0	9	6
Mr. Wilkinson	0	9	6
	£ 1,081	9	6½

STOCK bought with Monies received for LANDS taken by RAILWAY, not re-invested, 1860.

Nature of Property.	Amount.	In whom vested.	Yearly Income.
	£ s. d.		£ s. d.
Three per Cent. Reduced	748 6 6	The Provost and College of Eton.	32 17 4
Do.	487 15 3	Do.	14 8 6
Do.	61 12 11	Do.	0 18 1

ANSWERS.

ETON.

The Vice-Provost and Fellows.

PROPERTY held by the COLLEGE on SPECIAL TRUSTS chiefly for EXHIBITIONS.

Nature of Property.	Amount.	In whom vested.	Yearly Income.	To what purposes applied.
	£ s. d.		£ s. d.	
Three per Cent Consols -	229 0 0	The Provost and College of Eton.	6 16 10	The repairs of the new chapel or church.
Do. - -	500 0 0	Do. - -	15 0 0	The library.
Do. - -	166 13 4	Do. - -	4 16 10	Ditto.
Do. - -	250 0 0	Do. - -	7 10 0	Scholars' commons on 29th May.
Do. - -	1,000 0 0	Do. - -	30 0 0	Beef, mutton, and puddings for the College Hall.
Borrowed by the College at interest.*	8,000 0 0	Do. - -	240 0 0	
Three per Cent. Reduced	2,600 0 0	Do. - -	78 0 0	Mr. Reynold's exhibitions.
Three per Cent. Consols -	2,250 0 0	Do. - -	67 10 0	
Do. - -	1,228 0 0	Do. - -	36 17 0	Mr. Bryant's do.
New Three per Cent. Annuities.	758 0 0	Do. - -	22 14 10	Dr. Berriman and Mr. Hetherington's exhibitions.
Do. - -	200 0 0	Do. - -	6 0 0	Mr. Betham to Bursars of King's College, Cambridge.
Three per Cent Reduced	3,800 0 0	Do. - -	114 0 0	Dr. Davis' exhibitions, payments to almswomen and four aged persons.
Do. - -	2,130 0 0	Do. - -	63 18 0	Dr. Goodall's exhibitions.
Three per Cent. Consols	1,000 0 0	Do. - -	30 0 0	With produce of farm, mentioned below† to Mr. Chamberlayn's exhibition.
Three per Cent. Reduced	2,400 0 0	Do. - -	72 0 0	Mr. Richard's prizes for proficiency in classics, distributed by Head Master.
New Three per Cent. Annuities.	1,129 18 10	Do. - -	31 18 4	Mr. Tomline's prizes for proficiency in mathematics, distributed by Head Master.

* In the year 1786 Provost Godolphin left 4,000*l.* for the increase of the Scholars' commons, which was invested in the purchase of 5,556*l.* 9*s.* 6*d.* stock. This stock, with the dividends accumulated from time to time by the College, amounted to 8,000*l.* in the year 1844, when it was borrowed for the purposes of carrying out the improvements mentioned in the previous answers, and will be repaid.

† Designation of Property.	County.	Parish.	Description.	Acreage.	How let.	Yearly Rent.
				A. R. P.		£ s. d.
Hingham and Scoulton	Norfolk	Hingham and Scoulton	Farmhouse, Homestead, and Lands	83 2 17	Lease at Rack Rent	88 0 0

A 1.

STATEMENT referred to in answer 6, showing the average Receipts under different Heads during the last Twenty Years, and the last Seven Years.

Years.	Rents and Rack Rents.	Redeemed Land Tax.	Fines from Manors.	Fortuiti Proventus.	Totals.	Fines on Renewal of Leases.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1841	6,646 5 9½	1,105 8 2½	1,087 10 9	1,498 4 7½	10,337 9 4½	4,622 15 4
1842	6,239 13 9¾	1,105 8 2½	560 7 6	1,752 13 2½	9,658 2 8¾	2,269 19 4
1843	6,816 18 6¾	1,096 6 10¾	450 10 0	6,194 14 6	14,558 9 11½	8,222 11 0
1844	7,012 15 3¼	1,096 0 2½	249 13 10	14,914 18 4	23,273 7 7¾	7,753 16 0
1845	7,643 7 9½	1,096 0 2½	190 12 0	4,559 0 6½	13,489 0 6½	5,887 11 3
1846	8,193 19 6½	1,096 0 0½	206 10 1½	1,115 17 3	10,612 6 11½	6,350 2 8
1847	8,923 3 2¾	1,094 4 2½	517 2 8½	3,144 1 11	13,678 12 0¾	8,514 19 5
1848	8,565 19 0	1,093 9 6½	859 19 4	707 1 10½	11,226 9 9	5,051 10 2
1849	8,437 3 6	1,093 9 6½	825 11 9	2,416 3 5	12,772 8 2½	3,889 7 5
1850	8,477 6 10½	1,091 4 10½	742 2 4	1,307 7 11	11,618 1 11¾	5,715 9 0
1851	8,446 1 0	1,091 4 10½	674 15 6	1,490 8 4½	11,702 9 9	7,379 15 3
1852	8,742 3 3¾	1,091 4 10½	360 1 0	1,975 19 5½	12,169 8 7¾	6,932 1 7
1853	9,239 14 6½	1,081 9 6½	216 18 6	1,647 8 4¾	12,185 10 11¾	9,013 7 5
1854	9,904 11 8½	1,081 9 6½	869 14 6	1,448 16 0	13,304 11 9	6,171 10 2
1855	10,059 4 7	1,081 9 6½	123 17 2	1,908 17 6	13,173 8 9½	5,022 11 5
1856	10,453 6 10¼	1,081 9 6½	601 12 4	2,417 0 2	14,553 8 10¾	5,160 0 9
1857	10,710 11 5¼	1,081 9 6½	370 12 0	4,087 9 4	16,250 2 3¾	8,224 7 9
1858	10,001 0 2¾	1,081 9 6½	295 11 5	2,337 11 2	13,715 12 4½	2,941 19 3
1859	10,317 16 0½	1,081 9 6½	259 0 3	2,014 13 5	13,672 19 3	7,691 1 4
1860	10,807 15 5½	1,081 9 6½	182 19 7	1,146 16 5	13,219 1 0	10,885 5 8
Totals during the 20 Years	175,638 18 6¼	21,801 18 0¼	9,645 2 7	58,085 3 9¾	265,171 2 11¼	127,700 2 2
Average during the 20 Years	8,781 18 11	1,090 1 10¾	482 5 1½	2,904 5 2¼	13,258 11 1¾	6,385 0 1

Average of the *Seven* Years ending 1860.

Totals - -	72,254 6 3¾	7,570 6 9½	2,703 7 3	15,361 4 0	97,889 4 4¼	46,096 16 4
Average - -	10,322 0 10¾	1,081 9 6½	386 3 10¾	2,194 9 1½	13,984 3 5¾	6,585 5 2

TABLE showing the chief details included under the head of "Fortuiti Proventus" in the above Statement (A1), amongst others the sums received for Timber during Twenty Years ending 1860.

Years.	Compensation for Lands taken for Railways.	Loans borrowed for Building and other Works.	Sums paid by Provost and Fellows towards repayment of Loans borrowed.	Produce of Stock sold.	Income-Tax returned.	Amount of Timber and other Wood Money received.	Other various Payments.	Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1841	- - -	- - -	200 0 0	- - -	- - -	842 17 4½	455 7 3	1,498 4 7½
1842	507 0 0	- - -	- - -	563 17 6	- - -	373 5 0½	308 10 8	1,752 13 2½
1843	3,671 8 4	1,336 17 6	- - -	- - -	- - -	325 1 9	861 6 11	6,194 14 6
1844	210 0 0	13,808 10 0	387 15 6	- - -	- - -	245 10 7	263 2 3	14,914 18 4
1845	- - -	3,945 0 0	294 7 6	- - -	- - -	227 15 2	91 17 10½	4,559 0 6½
1846	- - -	- - -	635 0 0	- - -	151 12 3	237 12 9	91 12 3	1,115 17 3
1847	377 10 0	- - -	851 9 5	- - -	1,033 8 5	669 9 9	212 4 4	3,144 1 11
1848	- - -	- - -	505 0 0	- - -	- - -	163 5 1½	38 16 9	707 1 10½
1849	1,208 9 6	- - -	389 4 8	- - -	576 12 1	180 5 9	61 11 5	2,416 3 5
1850	- - -	- - -	571 10 1	- - -	274 0 0	285 11 8	176 6 2	1,307 7 11
1851	- - -	- - -	621 14 0	- - -	274 3 1	184 13 7½	409 17 8	1,490 8 4½
1852	- - -	- - -	651 7 4	- - -	273 8 8	873 3 4½	178 0 1	1,975 19 5½
1853	- - -	- - -	899 3 0	- - -	275 12 11	177 16 0½	294 16 5¼	1,647 8 4¾
1854	- - -	- - -	604 9 3	- - -	275 12 2	321 15 8	246 18 11	1,448 16 0
1855	- - -	- - -	473 7 3	- - -	441 14 0	781 11 2	212 5 1	1,908 17 6
1856	710 2 0	- - -	515 19 7	- - -	649 15 6	191 5 10	349 17 3	2,417 0 2
1857	1,688 0 0	- - -	822 7 11	- - -	727 13 3	559 16 11	289 11 3	4,087 9 4
1858	- - -	- - -	- - -	- - -	518 10 7	1,557 5 3	261 15 4	2,337 11 2
1859	- - -	- - -	- - -	- - -	248 13 6	1,599 8 11	166 11 0	2,014 13 5
1860	- - -	- - -	- - -	157 6 7	398 2 9	109 8 10	481 18 3	1,146 16 5
Total -	8,372 9 10	19,090 7 6	8,422 15 6	721 4 1	6,118 19 2	9,907 0 7	5,452 7 1¾	58,085 3 9¾

STATEMENT A 2.

ACCOUNT of the EXPENDITURE of ETON COLLEGE for the Year 1860, copied from the Audit Book of the College.

DISCHARGE.

Tit[a] 1[mus] *Dieta*, 1860.

	qrs.	bus.	pks.	lbs.			
Bread brought into the College buttery this year.	121	6	2	0			
Remained last year in bread due to the College.	0	0	1	2[2]			
	121	6	3	2[2]			
Spent in the College buttery this year, as appears by the præpositor's and buttery book:—							
1mo .	27	2	2	0			
2ndo .	28	8	0	5[3]	121	2	2	4
3tio .	33	4	2	7[1]			
4to .	31	7	1	6			
Due to College .					0	4	0	1[3]2

Flour paid for, 1860.

	qrs.	bus.	pks.	lbs.	£	s.	d.	£	s.	d.
Flour paid for by the bursars for the expense of this year	125	0	0	0	624	0	0			
Remained last year -	2	1	1	9[2]	9	7	3			
	127	1	1	9[2]	633	7	3			
Of which is used in bread - -	121	6	2	0	606	0	3[2]	606	0	3[2]
Remains for next year	5	4	3	9[2]	27	6	11			
Paid for four sacks of salt . .								1	6	0
								607	6	3[2]
Deduct for bread paid for by the Provost and Fellows, as appears by the particulars in the butler's book of sizings, 323 bus. 0 pks. 7 lbs. . .					at 9s. 11¾d. per bushel.			161	15	7[3]
								445	10	7[3]
To the baker in lieu of bran . .								5	5	0
Ditto, bill for utensils . .								5	10	7[2]
								£456	6	3[1]

Beer.

	qrs.	bus.	pks.	lbs.				
Beer brought into the College cellar this year, one whole brewing at 56 bus. of malt per brewing, 9 brewings at 49 bus. per brewing, 2 half brewings at 28 bus., and 11 half brewings at 24½ bus. to the half brewing, and 18 hhds. after 3 brewings of strong beer at 66 bus. each make	127	4	2	0	155	1	0	0
Used for beer brewed for Provost and Fellows .	27	4	2	0				

	bls.	hhds.	gs.	qts.
Ten whole brewings and 13 half brewings of ordinary beer, added to 18 hhds. brewed after 3 brewings of strong beer; the whole is— . . .	17	11	0	0
Remained the last year in beer due to the College .	0	13	25	1[2]
	18	10	25	1[2]
1mo . 3 7 32 0[3]				
2ndo . 4 1 15 2[3]	17	6	21	3
3tio . 5 8 14 2[3]				
4to . 4 3 9 0[3]				
Due to College .	1	4	3	2[2]

	cwt.	qrs.	lbs.			
Hops, 1 brewing at 70 lbs .	0	2	14			
9 brewings, at 49 lbs. . .	3	3	21			
2 half brewings, at 35 lbs. .	0	2	14	9	2	26[2]
11 do. at 24½ lbs.	2	1	17			
3 brewings of ale at 66 lbs. .	1	3	2			
Weight of pockets .	0	1	14			
Used for Provost and Fellows . .				2	2	23[2]
				12	1	22

	tons.	cwt.	qrs.
The brewer's allowance of coals, which he is not to exceed, is 10 cwt. for each brewing, which was all spent	8	7	0
Three brewings of ale	1	10	3
Scalding casks	0	10	0
	10	7	3
Used for Provost and Fellows' beer .	2	7	0
	12	14	3

Malt paid for, 1860.

	qrs.	bus.	pks.	lbs.	£	s.	d.	£	s.	d.
Malt bought by the Bursars for the expense of this year .	155	1	0	0	.	.	.	589	9	6
Hops bought by the last year's Bursars for the expense of this year, as appears by the Tit[a] Remanentia of the last year's Book of Account . .	5	0	1	0	25	4	1			
Bought this year .	14	1	25	0	114	16	0			
	19	1	26	0	140	0	1			
Of which used, including weight of pockets	12	1	22	0	89	9	5			
								89	9	5
Remains for next year	7	0	4	0	50	10	8			

ANSWERS.

ETON.

The Vice-Provost and Fellows.

	qrs.	bus.	pks.	lbs.	£	s.	d.	£	s.	d.
Coals bought by the last year's Bursars for the expense of this year.	4	10	1	9	6	10	6^2			
Bought this year	12	10	0	0	18	2	6			
	17	0	1	9	24	13	0^2			
Of which used	12	14	3	0	18	8	2			
								18	8	2
Remains for next year	4	5	2	9	6	4	10^2			
								697	7	1
Deduct for strong beer paid for by Mr. Provost and Fellows, viz.—	1 51	1	0^2 at 4*l.* 1*s.* 2^1*d.* per hhd.					7	17	6
Deduct for small beer paid for by Mr. Provost and Fellows, viz.—	24	0	0	0				80	2	9
Deduct for beer brewed for Mr. Provost and Fellows, viz.—								127	11	5^2
								215	11	8
								481	15	5
The Provost in lieu of 4 hhds. of ale								16	4	9
Mr. Mitchell										
Mr. Burgiss										
Mr. Harris and Mr. Tolley										
Mr. Mudge										
Mr. Bridgewater										
Mr. Knowles	894 f. 3 gal. 2 qts. paid for, at 4*s.* 6*d.* per firkin							201	3	10^2
Mr. Marriott										
Mr. Dyson	The brewer's perquisites for beer paid for to servants in kitchen							6	16	6
Mr. Adams										
Mr. Whiffin	Paid for 894 f. 3 gal. 2 qts. at 1*s.* $9\frac{1}{2}$*d.* per firkin, the price above 4*s.* 6*d.* in 1859							79	8	7
Mr. Barnby										
Mr. Lambert										
Mr. Vaughan	The brewer's perquisites on do.							12	8	6
Mr. Smithers	Fee on hops							0	10	6
Mr. Holderness	Bill for sundries							0	15	6
Mr. Mitchell	Bill for labour							3	18	0
Mr. Carter	Bill for finings							2	9	6
Washerwoman										
Cook								805	11	1^2
Under cook										
Scullion										
Under brewer										
Groom, John Long										

Anno Domini 1860.

Mutton served for the scholars' commons,—						
1st quarter	4,831³ lbs.					
2nd "	5,712³ "					
3rd "	5,615³ "	21,915², at 8*d.*	730	19	6	
4th "	5,755¹ "					
Beef served for the scholars' commons,—						
1st quarter	1,946² lbs.					
2nd "	2,439 "					
3rd "	2,622 "	9,472², at 8*d.*	315	15	0	
4th "	2,465 "					
			1,046	14	6	
Paid by Godolphin			189	7	2	
						857 7 4
Potatoes and vegetables for scholars and those served in Hall at election						60 3 0
Pancakes						0 12 6
Extra commons at election for scholars						14 4 1
Dinner on 29th May						1 14 9
" on 4th June						8 9 9
" on Michaelmas Day						7 14 1
" on 6th December						11 0 2
Scholars' emptions: 1st quarter						3 5 6
2nd "						3 0 6
3rd "						9 15 11
4th "						3 6 6
Fellows' emptions: 1st "						8 11 0
2nd "						7 9 4^2
3rd "						4 3 6
4th "						0 11 4
Beef, veal, and lamb, 290² lbs.						10 0 3
Choristers, servants, and almswomen, 7,546, at 8*d.*						251 10 8
Fellows' commons: 1st quarter, 52						
2nd " 6						
3rd " —						
4th " —		58, at 8*d*				1 18 1
Election meat						58 2 1^2
Election emptions, and cook's bill at election						49 14 6^3
Hams, tongues, and carriage						7 14 2
Cook's kitchen bill, exclusive of charcoal						1 7 0
Venison warrants, 1*l.* 6*s.*; fees and carriage, 1*l.*; carriage of game, 1*l.* 13*s.* 11*d.*						3 19 11
Founder's dinner for Provost and Fellows						7 8 4
The fishmonger's bill at election, 6*l.* 13*s.* 11^2*d.*; Founder's day, 2*l.* 1*s.* 6*d.*						9 0 5
Servants' potatoes						10 5 4
Brawn and oysters for audit room						1 17 9
Purchase of two bucks at election						8 0 0
Purchase of fruit for dessert at election						3 17 6
						1,426 5 11^3
Bread						456 6 3^1
Beer						805 11 1^2
Summa Titi. 1mi.						£2,688 3 4^2

Tit. 2^dus^ *Liberatura.*

	£	s.	d.
305¼ yards of gown cloth, at 8*s.* per yard, for scholars	122	2	0
30 " of do. at 8*s.* " for choristers	12	2	0
Servants' liveries	9	13	6
The Bursars for azure	3	7	3
Summa Titi. 2ndi.	£147	4	9

Tit. 3^tius^ *Stipendia,* 1860.

	£	s.	d.
Imprimis, Mr. Provost	279	0	0
Mr. Carter, Vice Provost	52	0	0
Mr. Plumptre	52	0	0
Mr. Green and Mr Balston	52	0	0
Mr. Dupuis	52	0	0
Mr. Wilder	52	0	0
Mr. Luxmoore	52	0	0
Mr. Coleridge	52	0	0
Dr. Goodford	215	0	0
	858	0	0
The Rev. W. A. Carter, ostiar	34	13	0
Mr. Paul, conduct	120	0	0
Mr. Roper do.	120	0	0
Mr. Eyre do.	120	0	0
Mr. Mitchell, organist, 17*l.* 6*s.* 2*d.*; chamber rent, *l.*, item an increase, 2*l.*	22	6	2
Do. do. increase 10*l.*; attendance on Sunday mornings, &c., 5*l.* 8*s.*	15	8	0
Mr. Burgess, chapel clerk, 19*l.* 2*s.* 10*d.*; keeping the chapel clean, 4*l.*; chamber rent, 2*l.*	25	2	10
Mr. Mudge, 15*l.* 9*s.* 6*d.*; chamber rent, 2*l.*	17	9	6
Mr. Bridgewater, 15*l.* 9*s.* 6*d.*; chamber rent, 2*l.*	17	9	6
Mr. Knowles and Mr. Marriott	24	0	0
Mr. Dyson and Mr. Adams	24	0	0
Mr. Whiffin and Mr. Barnby	24	0	0
Mr. Lambert and Mr. Tolley	24	0	0
Paid the singing men for additional attendance	97	6	0
Mr. Whitfield, caterer	11	7	0
	697	2	0
Mr. Whitfield, cook	10	0	4
Mr. Vaughan, butler, 10*l.* 0*s.* 4*d.*; item, in lieu of chippings, 4*l.*	14	0	4
Mr. Mitchell, baker	14	0	4
Mr. Caterer, brewer	14	0	4
Mr. Smithers, porter, 18*l.* 0*s.* 8*d.*; item, looking to the library, 2*l.* 12*s.*; six loads of wood to the plumber	23	12	8
Mr. Atkins, under brewer, 10*l.* 0*s.* 4*d.*; sluicer, 10*s.*	10	10	4
Mr. Holderness, under butler, 8*l.* 13*s.* 8*d.*; item, cleaning the scholars' knives, 5*l.* 5*s.*; item, an increase, 4*l.*	17	18	8
Mr. Slann, under baker	12	0	4
Mr. Westbrook, under cook, 10*l.* 0*s.* 4*d.*; item in lieu of fees, 5*l.*	15	0	4
Mr. Wagstaff, scullion	8	13	8
Mr. John Long, groom	10	0	4
	149	17	8
Mrs. Finmore, laundress	30	0	0
Mr. Gall, gardener	8	0	0
More to him, increase of wages, 12*l.*; item, 10*l.*; nails and shreds, 10*s.*	22	10	0
Mr. Cook, barber	3	12	8
Mr. Holderness, verger	10	0	0
Mr. Atkins, porter at the new lodge and school	10	0	0
	84	2	8
Summa Titi. 3tii.	£1,789	2	4

Tit. 4^tus^ *Remunerationes Officiar.,* 1860.

	£	s.	d.
Imprimis, Mr. Provost	25	0	0
Mr. Carter, Vice-Provost	30	0	0
Mr. Coleridge, librarian	10	0	0
Mr. Luxmore, precentor	15	0	0
Mr. Green, sacrist	10	0	0
Mr. Dupuis, bursar	46	6	8
Mr. Wilder, bursar	46	6	8
Mr. Batcheldor, registrar	100	0	0
Mr. Michell, informator choristarum	6	0	0
Mr. Ingram, steward of Piddlehinton	20	0	0
Mr. Batcheldor, steward of Weedonbeck and Creeting	4	0	0
Item, steward of Bledlow	3	6	8
Do. of Goldcliff	20	0	0
Dr. Goodford, catechist	6	0	0
Mr. W. A. Carter, ostiar	44	3	0
Dr. Goodford, for mathematical instruction	150	0	0
The Rev. C. K. Paul, assistant master in College	230	0	0
Mr. Burgiss, sub-librarian	20	0	0
Summa Titi. 4ti.	£786	3	0

Tit. 5^tus^ *Distributiones Ordinar.,* 1860.

	£	s.	d.
Imprimis, to the schoolmaster for candles, ink, and quills	4	0	0
To George Burgiss; looking to the chapel, 6*s.* 8*d.*; brooms and utensils, 3*s.*; ringing the bell, 6*s.* 8*d.*	0	16	4
Paice, looking to the cemetery yard	5	0	0
To Mr. Whitfield; looking to the dishes	1	0	0
To Mr. Holderness; looking to the clock, 1*l.* 6*s.* 8*d.*; ringing the bell, 1*l.* 6*s.* 8*d.*; increase for the clock, 1*l.* 6*s.* 8*d.*; item in lieu of the bell-ringers' room, 2*l.*	6	0	0
To the almswomen, paid quarterly	10	0	0
To the poor of Eton, breakfast money paid 1st January	1	8	0

	£	s.	d.
To the poor of Eton, of which 13*s.* 4*d.* the gift of Dr. Bost, 10*s.* of Dr. Lupton, and 10*s.* of Mr. Read	1	13	4
To the scholars and choristers, paid February 27th, the gift of Dr. Bost, 13*s.* 4*d.*, and Dr. Lupton, 6*s.* 8*d.*	1	0	0
To the provost and posers of King's College	0	5	0
To the poor of Burnham, the gift of Dr. Lewin	0	16	8
To the minister of Burnham, for preaching there on Good Friday	0	3	4
To the bursars, given by Mr. Bost, 1*s.*, Dr. Lupton, 1*s.*, and Mr. Read, 3*s.* 4*d.*	0	5	4
To ink, quills, and steel dust for the bursars	0	16	3
To the præpositors of the hall for writing the book	0	6	0
	33	10	3
Vicar of Goldcliff	16	0	0
Vicar of Ellingham	5	6	8
Curate of Cogs	20	0	0
Do. year's increase	15	0	0
Vicar of Asthall	26	13	0
Vicar of Nash	15	9	0
Curate of St. Helen's	18	2	0
Curate of Brownstone	20	0	0
Curate of Little Tew	10	0	0
Incumbent of Milcombe, a year	15	0	0
Curate of New Church, Haverstock Hill	50	0	0
Curate of Hamworthy, Dorset	45	0	0
Capons lost by sale of houses	4	4	0
Curate of Bloxham, half a year	17	10	0
Curate of Boveney, Bucks	25	0	0
	336	14	11

Candles.

Paid Mr. Provost, 20 doz. at 7*s.* 6*d.*	7*l.* 10*s.*		
„ the bursars, 6 doz. at	2*l.* 5*s.*	9	15 0
„ the registrar, 4 lbs.			
„ the brewer			
„ the porter			
„ the bellringer	15 doz. 2 lbs. in all, at		
„ the sluicer	7*s.* 6*d.*	5	13 9
„ the butler			
„ the cook			
„ the baker			
Summa Titi. 5ti.	£	352	3 8

Tit^s 6^tus^ *Focalia*, 1860.

	£	s.	d.
Paid for coals for the buttery	1	11	6
Paid for charcoal for the kitchen	6	5	0
Sea coal bought for the kitchen	29	16	0
To 11 tons of coal to the Provost, in kind, at 1*l.* 9*s.*	15	19	0
To 3 loads of charcoal to the Provost	7	10	0
To 1 ton 6 cwt. to the Registrar's office	1	18	0
To 87 tons to the scholars' chambers, breakfast rooms, new additional buildings, and conducts' apartments	91	7	0
To small coals and coke for heating the new buildings and chambers	28	14	0
To 9 tons 6 cwt. to the audit-room and library	11	12	0
To 1 ton 6 cwt. to the plumber	1	18	0
To 3 tons of coal for the new porter's lodge in the school yard, 3*l.* 3*s.*; wood for ditto, 1*l.*	4	3	0
To coal and coke for stables and harness room, 1*l.* 10*s.* 3*d.*; 5 tons of coal for garden, 5*l.* 5*s.*	6	15	3
To bill for work done in the College woods	17	7	7
To ditto for carriage	35	18	1
To beech wood for the Hall, bought of organist	5	5	0
	265	19	5

Bavins.

Paid Mr. Provost's 40 hundds.	16	0	0
The Fellows	28	0	0
Porter			
Laundress			
Cook			
Baker			
Brewer			
Long chamber			
Audit-room			

Billet.

Paid Mr. Provost 24 loads, at	15	0	0
The Fellows	43	15	0
Summa Titi. 6ti.	£	368	14 5

Tit^s 7^mus^ *Stabulum.*

	£	s.	d.
The Provost, for 20 loads of hay	30	0	0
For 2 loads of straw from Meoss lands accustomed to be delivered to the Provost in kind	2	2	0
Cost of keeping horse, 30*l.* 7*s.*; veterinary's bill for shoeing, &c., 3*l.* 11*s.* 3*d.*	33	18	3
Summa Titi. 7mi.	£	66	0 3

Tit^s 8^vus^ *Feod. regard. et Tax.*, 1860.

	£	s.	d.
County rate for the College			
House tax for College	34	11	0
Allowed for collecting Montacute pension	0	6	8
Messrs. Hoares' clerks on settling accounts	6	6	0
Fees for Farleigh and Fulkstone pension	5	7	3
House tax for Mr. Carter's house and conducts	6	16	6
Poor and highway rates for Mr. Carter and Mr. Roper's house	10	8	0
Insurance for Eton College	36	5	6
„ for new buildings in Weston's yard	19	2	6
„ for houses opposite the College	15	15	0
„ for Mr. Birch's house	5	12	6
„ for Mr. James' house	3	0	0

	£	s.	d.
Mr. Cope, for collecting home rents	10	0	0
Insurance for Mr. Samuel Evan's house	2	15	0
Poor and highway rate on College store rooms and meadow by cemetery			
Income tax on Mr. Carter, Mr. Plumptre, and Mr. Roper	11	1	3
Ditto on Provost and Fellows' houses, garden, eyott, stables, coach-houses, &c.	77	18	3[2]
Property tax not allowed on claim of allowance			
Poor and highway rate on Provost and Fellows' houses, library	107	1	4
By one year's interest on 4,000*l.*, post obit gift by Mr. Wilder, income tax 6*l.* 3*s.* 4*d.* deducted	153	16	8
By Ditto on 8,000*l.*	240	0	0
By poor and highway rates on Eton rentcharge	29	6	8
By income tax on ditto	14	11	8
By house tax on Dr. Goodford's house and lodge	5	17	9
By income tax on ditto ditto	8	15	0
Servants' assessed taxes	6	6	0
Poor and highway rates on Dr. Goodford's house and lodge	11	6	8
By rentcharge on land at Hampstead let on building leases	22	16	3
New farm buildings at Little Tew, remainder of contract	750	17	9
Extra work for hydraulic ram at ditto	15	15	11
Allowed Mr. Godson for damage done to his crops at Little Tew by cartage, &c., during the work there	38	2	0
Mr. Ingalton, surveying and superintending works at Little Tew, working drawings, and specification, measuring, &c., including 5*l.* per cent. on outlay (1,550*l.* 17*s.* 9*d.*), and travelling expenses	77	10	0
Mr. Ingalton, making general survey of Poughley's farm, and marking timber	1	1	0
Mr. Josselyn, valuation of Chattisham	10	0	0
Grant towards improvements in the cricket ground	30	0	0
Grant to Sturminster Marshall church	100	0	0
Grant towards building Corfe Mullen parsonage	200	0	0
Grant to the Rev. R. Plumptre for building schools there	35	0	0
Grant towards building new chapel at Astally	25	0	0
Grant towards building new church at Chalvey	25	0	0
Grant towards building new church at Maindee (Christchurch)	100	0	0
Grant towards building schools at Docking	35	0	0
Bursar's expenses to Modbury	2	16	6
Bursar and Mr. Batcheldor, to Piddlehinton, Hanging Langford, Charlton	19	8	0
Paid College proportion of inclosure rate at Stratfield Saye	24	0	0
Paid the Rev. W. B. Heathcote			
Paid Mr. Lawrence Oxford, for services in regard to Act 21 & 22 Vict.	15	0	0
Paid Mr. Coleridge's expenses into Devonshire	5	0	0
Grant to schools at Chippenham	10	0	0
Mr. Bidwell's bill for valuation and general survey of Thirlby	33	10	0
Mr. Cobb, for valuation of Newington	34	13	0
Mr. Shaw, for survey of lands at Eton proposed to be exchanged with the Crown, attendances on Bursar and Mr. Clutton, and expenses	7	4	0
Do. for survey of cellar under White Bear, Cheapside, and attending Tooke and Co.	2	2	0
Messrs. Burder and Dunning for conveyance of land to perpetual curacy of Cogs	11	9	8
Messrs. Tooke and Co.'s charges for case and opinion as to Monkton Manor, Stogursey	12	8	0
For conveyance of land at Creeting purchased of Mr. Moore with money out of Court	19	8	10
For general business	22	13	8
Messrs. Lightfoot's bill in case of purchase of cellar under White Bear	10	7	6
Paid Mr. Hy. Moore for purchase of land at Creeting from part of the stock received from the Eastern Union Railway, sold by authority of the Court of Chancery	100	0	0
Paid interest on above accruing till completion of the sale	3	2	5
Mr. Crocker, for valuation of Fulbrook, 12*l.* 12*s.*; Stratfield Mortimer, 6*l.* 6*s.*	18	18	0
For valuation of timber for repairs at Stratfield Saye	3	3	0
For survey of Bledlow Woods, and report, 5*l.* 5*s.*; measurement of beech at Hedgerley, 6*s.* 6*d.*	5	11	6
Mr. Holden, marking timber at Cottisford, *l.*; journey to Little Tew about repairs, *l.*			
Chalcots.—Mr. Shaw for setting out roadway to the estate by Chalk Farm Tavern	4	4	0
Valuation of estate for renewal	18	18	0
Resisting the reopening of a urinal at the entrance to Adelaide Road	2	2	0
Resisting the attempt to occupy the east end of Adelaide Road as an omnibus stand	4	4	0
Calling attention of railway company to landslip, and surveying work done to remedy the evil	3	3	0
Several attendances as to encroachment in England's Lane	4	4	0
Attendances as to footpath from Primrose Hill to Adelaide Road	2	2	0
Superintending removal of earth from Church Road, &c.	1	11	6
Letting building ground to Mr. Cox, &c.	3	3	0
Superintending erection of 27 houses	42	10	6
Collecting ground rents	70	7	0
Postage and receipt stamps	1	9	10
Sloper, for plan books	5	10	0
Entering up estate book	10	10	0
Richardson's bill for cleaning ditch and removing rubbish	5	9	6

ANSWERS.

ETON.

The Vice-Provost and Fellows.

	£	s.	d.
Weedon.—Mr. Coles, bailiff	4	4	0
Widows at Weedon, 5*s.*; Everdon, 8*s.*	0	13	0
Advertisements, 2*l.* 3*s.*; dinner for tenants, 2*l.*	4	3	0
Waiters, 1*l.*; paper, postages, &c., 2*s.* 6*d.*	1	2	6
Jury at Weedon, 3*l.*; at Everdon, 1*l.* 10*s.*	4	10	0
Waiters at Everdon, 10*s.*; ringers, 5*s.*	0	15	0
Ringers at Weedon, 10*s.*; clerk, 2*s.* 6*d.*	0	12	6
Horse hire to Everdon and back, driver, and ostler	0	12	0
Mr. Batcheldor, journey and expenses to Weedon and back	2	19	0
Goldcliff.—Jones and Sons, repairing sea walls, 180*l.* 4*s.* 6*d.*; sea stakes, 5*l.* 5*s.*	185	9	6
W. Petty, for work at Monk Ditch Pill	4	14	10
Poor and highway rates and land tax, 35*s.* 9*d.*; Court dinner, 4*l.* 1*s.* 6*d.*	5	17	3
Wilcox, sea walls, 30*l.*; collecting rentcharges, 5*l.*; bailiff, 5*l.*	40	0	0
Mr. Batcheldor, journeys and expenses	20	10	0
Christchurch.—Mr. Pope, repair of barn, 10*s.*; Warren, do. chancel, 5*s.* 6*d.*; Clark, do., 13*s.* 9*d.*	1	9	3
Poor, highway, Board of Health, and police rates	11	7	7^2
Chief rent of Hundred acres, two years	1	0	0
Daniel Rees, for refreshments	1	8	10
By loss on rentcharges for the years 1851, 1852, 1853, 1854, 1855	83	2	4^3
Nash.—Poor and highway rates	2	2	6
Creeting.—Poor and highway rates, 16*s.* 6*d.*; income tax, 2*l.* 9*s.* 8*d.*; fencing, 1*l.* 15*s.*; larch and other trees, 4*l.* 13*s.* 9*d.*; labour, 6*l.* 6*s.* 6*d.*; rentcharge, 4*s.*; new gates, 2*l.* 10*s.* 1*d.*; land tax, 1*l.* 18*s.*	20	13	6
Piddlehinton.—Subscription to coal fund, 2*l.*; parochial school, 1*l.* 1*s.*	3	1	0
Fire insurance of buildings at Piddlehinton, Charlton, and Langford	20	18	5
Land tax of foreshare of lands occupied by Lovelace and White	0	18	0
I. Wellspring, restoring cottages burnt down, in addition to 25*l.* received of fire insurance company, his contract being 60*l.*	35	0	0
Subscription to firemen, 5*l.*; Hicks, on account of bill for Lovelace's building, 10*l.*	15	0	0
I. Wellspring, on account of his contract for do.	150	0	0
Papering and painting Game's house, 4*l.* 16*s.* 4*d.*; thorn plants, 4*l.* 7*s.* 6*d.*	9	3	10
Mr. Ingram's journeys to hold courts at Charlton and Hanging Langford	12	18	0
Bailiff's salary	3	0	0
Mr. Ingram's bills—Swayne's dilapidations, 34*l.* 14*s.*; Bastard's exchange, 19*l.* 17*s.* 7*d.*	54	11	7
" general business	15	11	7
Lovelace.—Disbursements.—Builder, 3*l.* 16*s.* 11*d.*; bricklayer, 10*s.* 9*d.*; carpenter, 12*l.* 18*s.* 11*d.*; smith, 17*s.* 8*d.*	18	4	3
White.—Bricklayer, 4*s.* 8*d.*; plumber, 4*l.* 16*s.* 10*d.*; thatcher, 3*l.* 10*s.* 2*d.*; bricks, 1*l.* 10*s.*; lime, 1*l.*; gates, 2*l.*; carpenter, 17*l.* 3*s.* 10*d.*; smith, 1*l.* 13*s.* 4*d.*	31	18	10
Foster.—Lawday, silver, 5*s.*; fencing poles, 6*s.* 8*d.*; gates and posts, 3*l.* 8*s.*	3	19	8
Game.—Chimney tube, 25*s.*; hanging gates, 26*s.* 2*d.*	2	11	2
Giles.—Carpenter's bills	4	10	5
Bledlow.—Cutting 23 loads of beech, at 1*s.* 6*d.*; 3,400 kindlers, at 20*s.*	5	2	6
" 60 faggots, at 2*s.* per score	0	6	0
Income tax, 11*l.* 17*s.* 1^2*d.*; Woods, 1*l.* 1*s.* 7^2*d.*; Britnell's land, 2*s.* 3*d.*	13	1	0
Highway rates, Bledlow, 10*l.* 12*s.* 8^2*d.*; Ridge, 7*s.*	10	19	8^2
G. Holland, tiles and laths for cottage damaged by storm	0	16	10
J. Walker, cleaning out cross, and survey, 17*s.* 6*d.*; fences to woods, 3*s.* 4*d.*	1	0	10
Woodman's salary, part of a year	1	1	0
Bailiff of manor, 20*l.*; collecting rents, &c., 5*l.*	25	0	0
Expenses of court, 1859	2	12	6
Farnham.—To the Rector of Farnham, one year's rentcharge	7	19	2^1
Highway rate, 1*l.* 7*s.* 8*d.*; poor rates, 7*s.*; income tax, 19*s.*	2	13	8
Hedgerley.—Income tax, 6*l.* 14*s.* 3*d.*; poor rates, 11*l.* 15*s.*; assessed taxes, 10*s.* 3*d.*	18	19	6
Gratuity to bailiff, 5*l.* (Crocker); do. to woodman, Marshall, 5*l.*	10	0	0
Stoke.—Income tax, 2*l.* 8*s.* 9*d.*; poor rates, 2*l.* 19*s.* 8^2*d.*	5	8	5^2
Sewerman's wages and boot money	67	0	0
	£3,779	9	2

Tit^{s} 9^{ous} *Quietus readitus*, 1860.

	£	s.	d.
To the Archdeacon of Winton for Ellingham, to Lady Day	0	10	8
To the Archdeacon of Bucks to	1	3	3
Corporation of Windsor, quit rent to Michaelmas	0	10	0
Quit rent for Stoke woods	0	15	0
To Lord Somers, quit rent for certain tenements and lands in Eton	0	15	8
To quit rent for the manor of Hedgerley		—	
To quit rent to Mr. Penn, for part of late Spier's house	0	5	0
Allowed the tenant of Chattisham	0	9	2
	£4	8	9

Tit^{s} 10^{mus} *Reparationes*, 1860.

	£	s.	d.
Ingalton, bricklayer	295	7	5
Skelton and Sons, carpenters	140	16	5^2
Holden, " do.	74	5	11^2
Harley, mason	148	7	3^2
Crook, painter	172	9	6
Brown, smith	218	10	4
Goddard, plumber	199	1	10
Mr. Harrison, surveyor	50	0	0
	£1,298	18	9^2

Tit^{s} 11^{mus} *Expensæ necessariæ*, 1860.

	£	s.	d.
Subscription to the Society for Promoting Christian Knowledge	5	5	0
" to the Society for Propagation of the Gospel	5	5	0
" Clergymen's widows	4	4	0
" for building and enlarging Churches	5	5	0
" for National Education	5	5	0
" for Clergy Orphans	3	3	0
" to the Humane Society	3	3	0
" to the Windsor Dispensary	5	5	0
" for the Suppression of Vice	5	5	0
" to the Salthill Society	0	15	0
" to the Eton Wick school	5	5	0
" to the Eton charity schools	6	6	0
" to the Bloxham do. 3*l.* 3*s.*; Milcomb, 3*l.*	6	3	0
" to the Hullavington schools and clothing fund	5	5	0
" to the Hendon school	3	3	0
" to Bledlow school	2	2	0
" to Hanging Langford clothing fund	1	0	0
" to Little Tew school	2	2	6
" to Modbury do.	3	3	0
" to Brownstone do.	1	1	0
" to Christchurch do. 2*l.* 2*s.*; Goldcliff do. 2*l.* 2*s.*	4	4	0
" to Sporl do.	2	0	0
" to Thurlby do.	2	0	0
" to Middleton Brimfield do.	1	1	0
" to Piddlehinton school	2	2	0
" to Long Compton do.	2	2	0
" to Charlton do.	1	1	0
Poser's attendants	0	7	0
Almswomen	0	4	6
Bursars for letters	10	0	0
Registrar, do. 10*l.*; stationery, 3*l.*; election indentures, 4*l.*	17	0	0
Lighting new chapel with gas " scholars' chambers do. " college and stables do. " cloisters do.	162	5	10
Smithers, for pumping, 7*l.*; care of audit room, 7*l.* 2*s.*	14	2	0
" for sweeping chimnies, 14*l.* 13*s.*; sundries, 3*l.* 4*s.* 10*d.*	17	17	10
Hanson, care of clock, 5*l.* 5*s.*; bill, 7*l.* 13*s.*	12	18	0
Branson, for teaching choristers	20	0	0
Ingalton, stationer	9	15	8
Cutler's bill	17	0	6
Nixon's bill	64	6	6
Vaughan, for carting and helping to remove fallen trees	17	12	9
Cambridge examination papers, 5*l.* 16*s.*; Mr. Barnby, teaching scholars, 15*l.*	20	16	0
Barton, upholsterer	102	3	10
Charity children attending chapel	5	5	0
Chorister, on leaving choir	15	0	0
Spencer, for frames		—	
Levy, forks for the hall	2	7	0
Coals to almswomen	1	1	0
Watching and Lighting fund	15	15	0
Lamps on Eton Wick Road	5	0	0
Purchase of a cart horse	40	19	0
Gave James Claydon for his trouble	0	10	0
Cost of a new cart	16	0	0
Paid bill for brass brackets in chapel	7	16	0
" bill for Turkey carpet in audit room	29	3	0
" Mr. Redington, bill for arranging muniments	25	4	0
" his expenses	4	1	0
" Messrs. Revington, for altar service books	4	8	0
" Messrs. Duke and Co.; for iron wires to chapel windows	84	1	1
" Messrs. Hardman, for repairing brasses in the chapel	6	16	0
Quarter of a pipe of port wine	25	15	9
Quarter of a pipe of do. from London Docks	23	2	6
One eighth of a butt of sherry	15	5	0
Sacramental wine	15	6	0
Three dozen of claret	10	16	0
Reviere, bookbinder	28	0	0
Lambert and Rawlins, chalices for communion services	35	18	0
Savory and Co., plated covers	18	10	6
Hounslow, bill for cheese	4	0	9^2
Harland and Fisher, gilding iron rails in ante chapel	15	0	0
Grant to the Misses Gray by vote of College	10	0	0
Mr. O'Connor, painted glass additions to north entrance window	40	0	0
Wellman, bill for fencing in playing fields	44	15	2
" bill for do. kitchen close	23	11	6
Duke and Waring, iron wires for chapel windows (2d bill)	8	4	2
Filmer and Mason, iron rails in ante chapel	120	0	0
Pierce, bill for library grate, fender, fire irons, &c.	67	14	0
Brown, bill for work done in the chapel	6	14	0
Harley, bill for do.	8	13	0

Cameræ Scholarium.

	£	s.	d.
To the assistant master in College, for additional payments made by him for servants' wages, butter and milk, expenses in sickness, grocers' and other bills, from December 1, 1859 to November 30, 1860	276	18	4
Washing, as by contract	270	0	0
Barton's bill for new bureaus, repairing mattresses, &c.	91	2	7
Messrs Gray and Davison, care of the organ, 12*l.* 12*s.*; at St. John's, 3*l.* 3*s.*	15	15	0
Mr. Griffin's bill for sundries	173	15	1

ANSWERS.

ETON.

The Vice-Provost and Fellows.

	£	s.	d.
Mr. Williams' bill, including news and stamps	22	18	0
The cooper's ditto, for College, 25*l.* 16*s.* 6*d.*; Provost, 8*l.* 0*s.* 9*d.*	33	17	3
To Davis, the tinman	32	18	6
To the gardener, labour, 105*l.* 4*s.* 3*d.*; gravel, manure, and sundries, 29*l.* 8*s.*	134	12	3
To the laundress's bill	15	10	0
To Brownie's bill, for ropes (3 years)	3	4	4
To Turner, nurseryman, bill for seeds, shrubs, &c.	46	17	5
To R. Smith's bill, for brooms for the new chapel	7	4	2
Ditto a year's salary	10	10	0
To Mr. Atkins, for blowing the organ	5	0	0
To Mr. Soley, for attending the almswomen	10	10	0
To Witcher's bill, for repairing the engine pipes, and new cart harness	31	14	6
To the butler's bill	0	12	6
To the under butler's bill, 3*l.* 11*s.* 10*d.*; ditto, helper at election, 2*l.* 5*s.*; at audit, ; ratcatcher, 1*l.* 1*s.* 6*d.*	6	18	4
Under cook's helper at election, 14*s.*; taking up the scholars' dinner, 3*l.* 3*s.*	3	17	0
To the scullion's bill, ; ditto, helper at election			
To Atkin's bill, for sundries	22	18	6
Norwood, for pipes at election			
Burgiss, College clerk's bill, cleaning chapel	15	13	0
For bran delivered at the kitchen	2	4	2
To Lewis's bill, for oil, &c.	1	16	10
Harrison's bill	25	4	0
Eton water works, 58*l.*; books for Porny's school, 6*l.* 6*s.*	64	6	0
Mr. Bridgewater, copying music, 1*l.* 19*s.*; Choir benevolent fund 2*l.* 2*s.*	4	1	0
Officers' and servants' fees, formerly paid by the scholars on their admission and going to King's	17	12	0
Dinner to lay clerks on 6th December	5	0	0
Cleaning ponds in playing fields	3	8	3
Summa Titi. 11mi.	£2,720	2	4

Titⁱ 12^mus *Remanentia*, 1860.

	qrs.	b.	p.	lbs.	£	s.	d.
Flour	5	4	3	9^2	27	6	11^2
	cwt.	qrs.	lbs.				
Hops	7	0	4		50	10	8
	tons.	cwt.	qrs.	lbs.			
Coals	4	5	2	9	6	3	10^2
Summa Titi. 12mi.					£84	1	6

Titⁱ 13^mus *Income Tax*, 1860.

	£	s.	d.
Brumham Rectory	2	11	5
Oakley Rectory	2	9	11
Stratfield Mortimer	1	9	5^2
Stratfield Say (half year)	1	0	0
Sawyers in Hitchenden (1859)	0	9	2
Bledlow Demesnes	3	18	6
Ditto Ridge (*See* Feod.)			
Ditto Tenants' rents	0	16	8
Farleigh and Fulkstone Pension (a year to Lady Day)	1	7	5
Modbury	15	6	9
Sturminster Vicarage Pension (Mr. Heathcote and Plumptre)	0	15	5
Sturminster Marshall (year and half)	9	16	8
Piddlehinton	1	13	5
Ditto Rack rents	18	18	8
Ditto Charlton Parva		—	
Newington		—	
Flacks	0	17	1
Thirlby	4	2	0
White Bear	3	6	6
Corner House	0	1	10^2
Ball in Holborn (1859)	17	8	0
Wardens of the Goldsmiths	0	0	5
Ditto of the Drapers	0	0	7^2
Ditto of the Coopers	0	0	2
Westminster tenements	0	9	0
Chalcots	2	18	11
Haverstock Hill	45	7	8
Wilds	6	0	2
Goldcliff		—	
Nash		—	
Christchurch		—	
Docking	3	6	4
Shipdham and Bradenham (1859)	7	14	8
Sporl	2	16	10
Weedonbeck	5	7	10
Everdon (1859)	2	5	8
Mapledurham	0	2	6
Asthall	1	1	10
Astally (Massie), (half year to Michaelmas 1859)	0	11	8
Ditto (Bateman)	0	14	8
Fulbrook (1859)	1	10	9
Bloxham (1859)	1	10	11
Ditto (Potter and Page) (1859)	3	1	11
Ditto and Milcomb	4	1	0
Minster Lovell	0	18	7
Cogs (1859)	2	5	1
Cotisford	4	15	7
Ditto Rent of allotment	1	1	10^2
Stoak Gursey	11	1	11
Montacute Pension	0	4	9^2
Barton Stacey Pension	0	1	0^2
Ellingham		—	
Blakenham		—	
Creeting Mills	1	12	3
Ditto Demesnes	2	3	7
Ditto Rack rents (*See* Feod.)			
Chattisham	3	11	9
Climping	1	19	6^2
Leominster (year and half)	6	14	11
Long Compton	2	16	6
Star in Shaftesbury (two years)	0	2	5^2
Middleton Brimfield	1	14	4
Hanging Langford (two years)	4	0	1
Ditto Rack rents	5	8	1
Hullavington	11	1	0
Warplesdon Rectory	1	16	3
Clewer Rectory	0	9	2
Burnham Vicarage	0	4	9^2
Hitcham Rectory	0	7	7
Little Tew, Godson	18	10	4
Ditto Pratt	3	4	2
Home Rents.			
Henry Newman Coxwear	0	15	7^2
Deacon and Melville (Adam and Eve)	0	4	5^2
Mr. Colyer	0	4	6^2
Deacon and Melville	0	0	8^2
Chell's executors		—	
Le Spittle, Thumwood's executors	0	5	8
Ditto Charles Thumwood	0	3	8
Ditto J. T. Bedborough	0	2	5
Rev. J. W. Hawtrey, Romney Mead	0	7	7
Hog Close (Batcheldor)	0	4	0
Ditto Mason	0	10	2
Ditto Emlyn	0	2	4
Rev. J. W. Hawtrey, for tenement in stable-yard	2	2	8
Miss Ward	0	6	10^2
Mr. E. P. Williams	0	8	9
Charles Parker, Esq.	0	3	10
Rev. E. Hale	1	13	9
Mrs. Neave	1	13	4^2
Miss Ward (late Dodd)	0	7	8
Mr. Joseph Heath	0	3	4^2
Mr. Henry Newman	0	3	4^2
Mr. John Atkins' executors	0	1	7
Mrs. Finch's executors	0	9	2
Mrs. and Miss Rigby	0	9	5^2
Mr. W. J. Sanders	0	3	1^2
Mr. Thomas Ingalton	0	4	1
Mr. Henry Ingalton		—	
Messrs. Riches and Woodbridge	0	0	11^2
Mr. Charles Barton	0	4	8^2
Mr. Henry Emlyn	0	5	0
Ditto part of Sun Close	0	12	6
Mr. Bargent's executors, for Tustin's quit rent	0	0	2
W. Couche, Esq.	0	3	1^2
Rev. W. L. Eliot	0	1	4
Rev. C. C. James, late Cookesley } Ditto late Edwards }	4	5	0
Mr. John Kellner	0	3	4^2
Mr. John Wilkinson	0	3	4^2
Mr. Henry Crook	1	1	10^2
Eton Charity Trustees	0	1	3
Mr. Thos. Skelton's executors	0	18	9
Mrs. Angelo's executors	0	5	7^2
Eton Gas Company	0	6	3
Executors of W. Vaughan and C. E. Vaughan	0	3	1^2
William Evans, Esq.	1	8	9
Rev. J. L. Joynes	4	13	9
A. F. Birch, Esq.	6	5	0
Rev. J. W. Hawtrey	9	7	6
Rev. F. E. Durnford	9	4	0
Mrs. Drury	1	13	4^2
S. T. G. Evans, Esq.	1	19	4^2
Mrs. Drury (late Hatton)	0	18	9
Rev. J. T. Hawtrey	0	15	7^2
Rev. W. Wayte } Ditto }	5	12	6
Rev. R. J. Gould	0	15	7^2
Mr. Batcheldor	0	12	6
Jordley's Place	1	1	1
Mr. Tarver	0	8	3^2
Mr. Vidal	2	1	8
Mr. Wise	1	17	6
Rev. J. T. Hawtrey (meadow)	0	3	1^2
Mr. Henry Harrison (workshop)	0	3	2^2
Ditto (meadow)	0	1	10^2
Fencing room, Mr. Angelo	0	9	4^2
College grounds, Mr. Copeland	3	2	6
Mr. Stonelake, meadow	0	11	3
Rev. W. L. Eliot, back fields		—	
W. Evans, Esq. do.	0	3	1
College eyott		—	
Lands in Hedgerley, Mr. Marshall	0	12	6
Mrs. Newell, lands at Farnham	0	0	8^2
R. R. Clayton, Esq., lands in Hedgerley	0	3	4^2
John Hargreaves, Esq.	0	0	3
Rose in Burnham	0	4	2
John Hargreaves, Esq., land tax of land in Burnham	0	1	3
Lewins in Cippenham		—	
Deacon and Melville, Slough, quit rent	0	0	2
Mr. Bonsey do.	0	0	1
Poughley's Farm	2	3	1^2
Eton Rectory (on arrears only)	3	14	2
Summa Titi. 13ⁱ	£343	6	3^2

	£	s.	d.
Summa totius oneris ut patet ex titulis viginti precedentibus	14,304	7	10^2
Summa allocationis ut patet ex titulis tredecim precedentibus 14,427 19 8			
The Provost and Fellows' proportion of land tax 686 19 0			
	15,114	18	8
Et sic debet Collegium bursariis	813	10	9^2

ANSWERS.

ETON.

The Vice-Provost and Fellows.

Godolphin Legacy, 1860.

	£	s.	d.		£	s.	d
By one year's dividend on 1,000*l.* 3 per cent. Consols	30	0	0	To mutton served for the scholars' commons	189	7	2
By one year's interest on 8,000*l.* borrowed by Domus	240	0	0	To beef served for the scholars' commons			
				To the puddings for the hall	41	5	0
				Balance due to Bursars, 1859	39	7	10
	£270	0	0		£270	0	0

Exhibitiones, 1860.

—	Received.	Totals and Disbursements deducted.	Balance in Hand.	—	Statement of Particulars of Disbursements.	Total disbursed.	Due to Bursar.
Mr. Reynolds.							
	£ s. d.	£ s. d.	£ s. d.		£ s. d.	£ s. d.	£ s. d.
Balance in hand, 1859	34 4 1			Henry Elford Luxmoore	48 0 0		
One year's interest on 2,600*l.* 3 per cent. reduced (late N.S.S.)	78 0 0			James Nelson Wright	48 0 0		
One year's ditto on 2,250*l.* Consols	67 10 0			——— Ainger	48 0 0		
		179 14 1		Bursar for receiving dividends	0 15 11		
Disbursed		171 12 5		Cost of 29*l.* 3 per cent. reduced	26 16 6		
			8 1 8			171 12 5	
Mr. Bryant.							
Balance in hand, 1859	0 3 7						
One year's dividends on 1,228*l.* 3 per cent. Consols	36 17 0						
		37 0 7		Richard Carter (appointed August 1859)	36 17 0		
Disbursed		36 17 0					
			0 3 7				
Dr. Berriman and Mr. Hetherington.							
Balance in hand, 1859	0 4 2						
One year's interest on 758*l.* new 3 per cents.	22 14 10						
		22 19 0					
Disbursed		22 15 0		Mr. G. G. Hicks (4th payment)	22 15 0		
			0 4 0				
Mr. Betham.							
One year's interest on 200*l.* new 3 per cents.	6 0 0	6 0 0		The Bursars of King's College	6 0 0		
Dr. Davis.							
Balance in hand, 1859	18 0 5			Mr. R. S. Bridger	53 0 0		
One year's interest on 3,800*l.*, 3 per cent. reduced	114 0 0			Mr. G. G. Hicks (added to Dr. Berriman's)	15 0 0		
		132 0 5		The almswomen	15 0 0		
				Four aged persons	30 0 0		
Disbursed		113 0 0				113 0 0	
			19 0 5				
Dr. Goodall.							
Balance in hand, 1859	5 18 9						
One year's interest on 2,130*l.* 3 per cent. reduced	63 18 0						
		69 16 9					
Disbursed		62 0 0		Mr. Graham Smith		62 0 0	
			7 16 9				
Mr. Chamberlayne.							
Balance in hand, audit 1859	254 5 3			Mr. W. Henry Stone	60 0 0		
One year's rent to Michaelmas 1859	88 0 0			Mr. W. Knyvett Wilson	60 0 0		
One year's interest on 1,000*l.* 3 per cent. Consols	30 0 0			Mr. Josselyn, for receiving rents	5 5 0		
		372 5 3		A year's quit rent, 15*s.* 8²*d.*; income tax, 3*l.* 6*s.*; bricklayer, 9*s.* 4²*d.*	4 11 1		
				Carpenter, 2*l.* 12*s.* 3*d.*; thatcher, 17*s.* 4*d.*; pipes, 1*l.* 4*s.*	4 13 7		
				By purchase of 38*l.* 5*s.* 3*d.* 3 per cents. at 93*l.*	32 12 0		
Disbursed		167 1 8				167 1 8	
			205 3 7				
Mr. Richards.							
Balance in hand, audit 1859	167 9 3			Dr. Goodford, for classical prizes	24 0 0		
One year's interest on 2,400*l.* 3 per cent. reduced	72 0 0			By purchase of 33*l.* 6*s.* 8*d.* 3 per cent. Consols at 93*l.*	31 0 0		
		239 9 3		Granted to a superannuated colleger	50 0 0		
Disbursed		105 0 0				105 0 0	
			134 9 3				
Mr. Tomline.							
Balance in hand, audit 1859	4 11 10						
One year's interest on 1,129*l.* 18*s.* 10*d.*	31 18 4						
		36 10 2		Dr. Goodford, for mathematical prizes	30 0 0		
Disbursed		30 0 0					
			6 10 2				

Balance remaining in Bursar's hands, 381*l.* 9*s.* 5*d*

A 3.

STATEMENT of EXPENDITURE under Thirteen different Heads during the Twenty Years ending 1860 inclusive.

Years.	Dieta.	Liberatura.	Stipendia.	Remunerationes	Distributiones.	Focalia.	Stabulum.	Feod. regard, &c.	Quieti Redditus.	Reparationes.	Expensæ.	Remanentia.	Income Tax.	Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1841	1,840 10 0	88 6 4½	1,385 8 2	587 15 0	181 17 11	309 4 9	32 2 0	1,483 4 8½	121 5 3	1,216 16 9	1,784 10 2½	158 17 0¾	—	9,189 18 2¼
1842	1,830 19 11¾	81 15 1½	1,417 0 8	556 5 0	151 17 11	314 5 4	32 2 0	2,925 14 5½	120 4 1	1,684 0 4	1,045 17 10	132 1 3¼	49 7 9	10,341 11 9
1843	1,773 18 11¾	97 0 9	1,488 16 7	631 17 0	166 0 6	292 0 10	32 2 0	6,785 0 0	16 17 7	1,117 18 11	898 5 0½	119 15 2¼	225 14 0	13,645 7 5
1844	1,954 15 3	168 17 7½	1,511 19 8	707 9 0	164 5 7	281 17 10	32 2 0	14,983 8 9½	16 8 5	918 2 11½	1,089 8 9	73 9 4¾	209 19 3	22,112 12 2¼
1845	2,056 18 2¼	128 8 10½	1,515 8 10	713 15 0	196 12 3	310 0 3	32 2	8,505 2 9¾	16 3 1	981 2 0¾	1,421 8 2½	100 2 10¾	211 11 3½	16,188 15 8½
1846	2,355 12 1	123 7 7½	1,523 3 4	745 5 0	188 5 1	318 15 11	32 2 0	4,623 12 8½	4 8 9	561 3 10¾	1,059 0 4½	90 12 11¾	236 6 6½	11,861 16 3½
1847	2,616 12 0½	133 13 10½	1,487 8 0	757 17 0	183 15 11	354 1 3	32 2 0	3,354 11 6½	3 18 1	1,607 5 8¾	1,003 10 5½	72 9 2¾	242 18 1½	11,850 3 2¾
1848	2,493 16 0¼	137 7 0	1,506 7 4	764 3 0	198 15 11	359 5 1	32 2 0	2,356 6 7	3 18 1	1,073 2 10	1,173 8 4	84 12 11	294 17 7	10,478 2 8¼
1849	2,266 11 6½	131 12 7½	1,499 0 4	764 3 0	171 18 11	335 18 2½	32 2 0	3,597 0 8¾	4 8 9	674 17 5¾	1,089 16 6½	92 12 5	281 2 5	10,941 4 11½
1850	2,201 10 0¾	130 4 5½	1,479 17 4	764 3 0	191 3 5	328 1 6½	32 2 0	2,481 15 7½	3 18 1	666 12 6½	1,010 12 11½	70 19 5¼	255 11 8	9,616 12 1½
1851	2,060 7 10½	133 19 6	1,488 10 4	764 3 0	196 18 11	312 7 9	32 2 0	2,305 10 0½	4 9 5	1,442 2 10	984 6 2½	74 18 10¼	274 8 1	10,074 4 9½
1852	2,147 6 3¼	138 5 7½	1,495 8 4	984 13 0	196 18 11	324 9 5½	32 2 0	2,597 15 5¼	4 9 5	805 12 5¼	1,124 12 2	60 18 5¾	282 4 5	10,194 15 11½
1853	2,383 4 6½	140 3 2½	1,595 13 8	685 13 0	200 17 5	311 15 1	32 2 0	3,410 10 2¼	4 9 5	1,889 4 2½	1,686 13 1	108 0 3	277 13 2¼	12,725 19 3
1854	2,802 5 2	140 2 4½	1,651 16 4	536 3 0	210 19 9	352 9 0	32 2 0	4,300 10 8¼	4 9 5	1,613 7 10¾	1,587 11 7½	113 5 11¾	391 16 2¾	13,736 19 5¼
1855	2,900 18 4¾	149 18 9	1,669 7 4	536 3 0	218 9 9	335 9 6	32 2 0	4,326 4 4¼	4 9 5	1,390 14 10¾	1,111 13 10¼	120 4 5¾	630 2 11	13,425 18 7¾
1856	2,750 10 1⅜	147 2 9	1,774 18 4	536 3 0	216 6 3	338 6 5	32 2 0	3,641 12 3½	4 9 5	1,399 4 7¾	1,174 0 3½	100 16 0¾	711 5 4½	12,826 16 11¾
1857	2,631 11 5½	146 12 9	1,771 12 4	536 3 0	216 7 7	329 12 0	32 2 0	4,027 5 11¾	4 9 5	1,398 8 3	1,302 13 6½	80 2 7¾	486 2 5	12,963 3 4¾
1858	2,490 17 3½	147 2 9	1,778 6 4	611 3 0	309 4 9	383 11 1	32 2 0	6,184 4 0	4 8 9	2,042 16 4¾	2,007 12 11¾	56 16 2¼	280 16 10½	16,329 2 4¼
1859	2,529 0 2½	143 8 9	1,775 17 4	656 0 0	310 12 5	356 10 11	32 2 0	3,173 12 0	4 8 9	1,532 5 9	1,792 14 3	41 1 10½	358 12 2½	12,707 5 5½
1860	2,688 3 4½	147 4 9	1,789 2 4	786 3 0	352 3 8	368 14 5	66 0 3	3,779 9 2	4 8 9	1,298 18 9½	2,720 2 4	84 2 6	343 6 3½	14,427 19 8
Totals	46,775 8 10	2,654 15 6½	31,605 2 11	13,624 19 0	4,223 12 10	6,616 16 7½	675 18 3	88,842 12 1¼	356 2 4	25,313 19 7¼	27,067 19 0½	1,836 0 1¼	6,043 16 7¼	255,638 10 5

ANSWERS.

ETON.

The Vice-Provost and Fellows.

II.

In the answers to these questions we beg to call the attention of the Commissioners to the use of the word College applied to the 70 King's scholars, as distinguished from the school or oppidans who have grown up around the original foundation. It is true there is contemplated in the Statutes a grammar school, to which others would come for a time to be taught grammar; but so little is mentioned of this, as compared with the scholars, choristers, and other members of the College, that for the sake of clearness we adhere to the word College, except where special allusion is made to the grammar school as mentioned in the Statutes.

Reference is made to "King's College, Cambridge, " and Eton College Statutes, edited by Jas. Heywood, " M.P., &c., 1850."

1. The College was founded A.D. 1441 by King Henry VI. It was intended to consist of a Provost and 70 poor scholars, 10 fellows, 10 chaplains, 10 clerks, 16 choristers, one head master, one lower master, and 13 poor feeble men.

The whole College was bound in the closest possible relation with King's College, Cambridge,* to which, as vacancies occurred, it has hitherto supplied scholars,† well grounded in grammar,‡ and religiously instructed.§

2. Having stated the original constitution according to Statute II, in answer to the preceding question, we proceed to mention that at present the College consists of a Provost, seven Fellows, three conducts, 70 scholars, 12 choristers, 10 lay clerks, besides 10 servants; there are also 10 almswomen.

The Provost is elected by the Fellows according to Statute VII.‖ He is required to be 30 years of age, in Priests' Orders, of the degree of Bachelor in Divinity at least, or a Doctor in Canon Law; born in England, and educated on the foundation of Eton. He may be chosen from the actual Fellows of Eton, or the actual Fellows of King's, or from those who have ever belonged to the royal Colleges of King Henry VI., and have left either College on good and lawful grounds.¶

The office is tenable for life and with any other ecclesiastical preferment, provided the possession of such preferment does not oblige him by oath to be absent from Eton.** He may be absent from Eton for 60 days in the year, but not more, unless employed on business for the interest of the College or for some just and urgent cause to be approved by the majority of the Fellows.††

The duties and powers of the Provost are as follows‡‡: He has the appointment of all persons holding office in the College, except the Fellows, and the head and lower masters, who are elected by the Provost and Fellows. He has author ty over all members of the College to oblige each and every one to obey the Statutes, and generally to be obedient in all "good and lawful "things." He has the superintendence of the College church, and the church connected with it, and generally of the spiritual welfare of the parish (the revenue of which makes a part of the college endowment), the parochial duties being performed by the conducts as his curates, paid from the funds of the College. His name is to be used with that of the College collectively in all law suits and deeds. And in all matters of serious import to the interest of the College, such as leases, pleas, law suits, and disposal of benefices, &c., he cannot act singly, but must summon the Fellows to a meeting, where such matters must be decided according to the directions given in Statute VIII. and XXXIII. The seal of the College, which the Provost affixes to all deeds, is committed to his care,§§ nor can any meeting take place for any sealing or other important business, except for the election of a Provost, without his presence. In case of his illness, however, or any cause which necessarily requires him to be absent, the Vice-provost, or senior Fellow resident on less important concerns, may act for the Provost.‖‖

Such are the powers, duties, privileges, and mode of election of the Provost, also the statutory restrictions to which he is subject.

The emoluments will be found in the table of emoluments at the end of these answers.

The Fellows are seven in number, and are elected by the Provost and Fellows, each having equal votes, and no casting vote being allowed to the Provost.* They should be chosen either from actual Fellows of King's, or from those who have been Fellows of King's, or from those who are or have been conducts, or from those who have been scholars of Eton;† but in case that none such be considered eligible, a choice may be made from other persons.‡ The practice for many years has been to elect them from the assistant masters. They must be of the degree of M.A., in Priest's Orders. The tenure is for life, with the permission of holding one living (by a dispensation granted in the reign of Queen Elizabeth), not exceeding a stated value in the King's books.

According to the Statutes there are to be chosen annually from the Fellows the following officers:—§

The Vice-provost, whose duty it is to assist the Provost in the superintendence of the churches and parish when required, and to take his place on occasion of the Provost's illness, or when he is lawfully hindered or necessarily absent. He is also joined with the Provost and head master in the annual duty of electing scholars on the foundation both of Eton and King's College.

The bursars,‖ who have the care of all the muniments, deeds, leases, &c., who receive the rents and annually account for the same at the audit. The senior has the management of the distant estates, the junior or home bursar directs all affairs at home, such as the maintenance of the 70 scholars, the superintendence of their food in hall, and their dwellings.

The precentor,¶ who is responsible for the College choir, their regularity of attendance in chapel, and general behaviour.

The sacrist,** who has charge of the chapel, the books, and plate for the altar.

The duties of the College chapel, attendance at the daily services, sermons, &c. are equally divided between the Provost and Fellows.

Besides these special duties the Fellows are required generally to act with the Provost in the management and improvement of the College property;†† in the promotion of the interests and welfare of the College, both moral and fiscal;—morally, to act as mediators in case of quarrels or disputes,‡‡ as judges in cases of delinquency,§§ and if necessary to be a check upon the Provost; fiscally, to be a check upon the bursars, so as to control and regulate the expenses.‖‖ They are required, therefore, to render assistance to the College by every means in their power,¶¶ and, practically, all business of whatever description is brought before them and decided by a majority.

The emoluments of each Fellow will be found in the table of emoluments at the end of these answers.

The conducts are three in number, appointed by the Provost; one of late years has resided in College, and assisted the head master in the superintendence and discipline of the scholars, for which he is paid 230*l.* a year in addition to his salary as conduct.

The duties of the other conducts are parochial only.

The duties of reading in the College chapel are divided equally between the three; they receive each 120*l.* a year from the funds of the College.

The lay clerks receive 12*l.* a year, with an allowance of bread and beer, and an additional payment for attendance on Sundays and other days.

The choristers are educated at a choristers' school in Windsor, and have commons allowed them.

The original number of Fellows mentioned in the Statutes was 10. This number is believed to have been reduced in the reign of Edward IV., when a part of the estates was taken away, and the number was reduced in consequence. Since the reign of Edward IV. the number has been uniformly seven.

We consider we have power, by Statute LXI. page 618, to increase the number of Fellows to the original number 10, if the funds of the College allow it. We are also of opinion that an increase of the scholars will be desirable, as extending the advantages of a liberal education to parents who can ill afford to send their sons to Eton as

* Eton College Stat. V., p. 489 (Heywood).
† King's College Stat. II. p. 22.
‡ P. 21.
§ King's College Stat. I. p. 18.
‖ P. 493.
¶ P. 494.
** Stat. VII.–XXVIII., and the corrections of Statutes issued about 10 years after the foundation, p. 624.
†† P. 500.
‡‡ Stats. VIII., XI., XXIII.
§§ Stat., XXXV.
‖‖ Stat. XII.

* Stat. IX.
† P. 507.
‡ P. 508.
§ Stat. XII., p. 521.
‖ Stat. XIII., p. 522.
¶ P. 521.
** P. 522.
†† Stat. IX., p. 510.
‡‡ Stat. VII., p. 501.
§§ Stat. XI., p. 520; XXVII., p. 547.
‖‖ Stat. XIII., p. 523.
¶¶ Stat. IX., p. 510.

oppidans, and as enlarging the field of competition for the scholars of King's College, Cambridge.

3. The government of the scholars and the school in general is vested in the head master, subject to the authority of the Provost, who is bound to enforce the observance of the Statutes in such points as he thinks necessary. It is usual also in other cases that his advice should be asked, and his sanction obtained, and in short that he should be made cognizant of all matters affecting the welfare of the school.

In cases of moral delinquency among the Foundation scholars the offenders are required to be brought before the Provost and Fellows.

4. There are certain Statutes* regulating the discipline of the Foundation scholars, affecting their number, quality, mode of election, their obedience to the Provost,† their behaviour in hall (Stat. XVI. XVII.) and in church (XXX. XXXI. XXXII.), and their dress (Stat. XXIX.).

5. The Statutes have not been altered. Many of them have been discontinued by reason of the change of times and circumstances since the Reformation.

6. The original copy of the Statutes is in the possession of the College. We beg to refer the Commissioners to Heywood's copy, which we have reason to believe is mainly correct. We are not aware of any ordinances or dispensations made or granted by authority in relation to the Foundation scholars, but a dispensation granted by Queen Elizabeth in the year 1566 (mentioned in page 147) allows the Fellows to hold one living below the value of 40 marks in the King's books; this dispensation is in the possession of Eton College, and a printed copy of it exists in Hugget's copy of the Statutes, which is in the British Museum.

7. We are not aware of any power of altering or amending the Statutes; on the contrary, we are expressly forbidden to consent to the alteration of them by Statute LXI., but the "declarationes, correctiones, reformationes," appended by the founder to the Statutes, expressly allow the Visitor, the Provost and Fellows, extensive dispensing powers under certain circumstances.

8. The Visitors appointed by the Statutes‡ are the Archbishop of Canterbury and the Bishop of Lincoln; their authority is defined in Statute XLIX. They are required to come at certain times and see that the Statutes are obeyed, and to punish for neglect or disobedience to them.

These periodical visitations have been discontinued. But in all cases of doubt or difficulty of interpreting the Statutes, reference is made to the Bishop of Lincoln, and his authority sought for the right interpretation of them. We are not aware that his authority has ever been exercised to relieve from the observance of Statutes or to make new Statutes.

9. We have in our possession charters relating to the foundation and endowment of the College. Copies of the most important may be found in the Rolls of Parliament, Anno 1443.

10. The emoluments of the head and lower master will be found annexed to the paper§ which contains the emoluments of the Provost and College. According to Statute XVIII., the Provost was ordered to receive as stipend 25*l.* and 50*l.* a year besides, and each fellow 10*l.*; the head master was ordered to be paid 24 marks, and the lower master 10 marks besides commons and other allowances. It will be seen that at present in addition to a house rent-free,—

	£
The Head Master receives - - -	215
For mathematical instruction of the collegers -	150
For candles, ink, pens, &c. - - -	4
	369

The Lower Master 78*l.* 16*s.*, with a certain allowance of bread and beer, and chambers in college.

The remainder of this question will be answered by the Head Master.

11. The original number of masters was two, the head master and the lower master.

This question also will be answered by the Head Master.

12. The duties of the Head Master are specified in Statute XIV. He is required to teach and watch over the conduct of the scholars, choristers, and any others that shall come for a time to the grammar school to learn grammar. He is to make no claim upon the scholars, choristers, and others for instruction in grammar. He is subject to the authority of the Provost, and may be removed by the Provost and Fellows.

At present to the head master is committed practically the management of the whole school, the special care of the Foundation scholars, as well as the appointment and control of the assistant masters. In him also and the lower master is vested the power of corporal punishment, and in short the whole authority of the executive as regards the discipline and superintendence of the boys. Also the examination of boys in different parts of the school at stated times of the year.

Being amenable, by Statute, to the control of the Provost, he can make no appointment or alteration without his sanction. This sanction, however, as a rule is readily given to any changes proposed and desired by the head master, which, after due consideration, appear likely to prove beneficial.

We believe this check upon the head master to be invaluable if not necessary to the permanent interests of the school. Though at times it may be thought to impede rather than to facilitate progress, it is calculated on the other hand to prevent ill-digested and inexpedient alterations, and thus to save the school from the danger of being dependent for the time being upon the head master alone. Practically it has been found to maintain a steady course of development and gradual improvement according to the circumstances and requirements of each succeeding age.

The lower master, by Statute XIV., is ordered to be appointed by the Provost and Fellows, a Bachelor of Arts if such can be had conveniently, and not in Holy Orders, to assist the head master in the performance of his duties and to supply his place in case of his absence.

At present he has the control and superintendence of the lower school.

He is amenable to the authority of the Provost and head master, and requires their sanction for the appointment of his assistants, and for the introduction of any changes which he may think desirable.

The remainder of this question will be answered by the head and lower masters.

13. According to the Statutes the scholars were intended to take precedence of all others who were being educated in the grammar school; were to be present at religious services, to which only a limited number of others were admitted; were provided with everything necessary for them, education, food, lodging, dress, and at the proper age, if placed on the indenture for King's College, were permitted to stay a longer time, until they succeeded to vacancies.

At present a Foundation scholar is one, who after strict examination, having been chosen impartially, and entirely by merit, receives his education, food, and lodging from the College; one important difference between the original and actual condition of the Foundation scholars is in their lodging.

According to the Statutes they were intended to lodge in the lower rooms of the fellows' building, all below 14 years of age sleeping two in a bed, all others in single beds; and there were to be at least three upper boys in each room to take charge, and be responsible to the Provost, Vice-provost, and head master for the conduct of the rest.* Till 20 years ago they were lodged in one large and three smaller chambers, with one man servant and a bed maker employed for about half the day to keep the rooms clean and attend upon the boys, it being customary at that time for all the Foundation scholars to have rooms in the town where they took their breakfast and tea, and lodged during the day, at a considerable expense to their parents. They are now lodged in single apartments with the exception of 21, who till a few months ago, having been in one large chamber together under the superintendence of a conduct and three upper boys, are now each separated off, so as to have a certain amount of privacy. In addition to this they are in all respects well cared for, both in attendance and food.

There are no advantages common to the other boys from which they are excluded; on the contrary, they are regarded altogether as upon a footing with others.

They use the same library, the same places of amuse-

* Stats. III., IV. † Stat. XI. ‡ Stat. XLIX.
§ See table (A 4.) at the end of these answers.

* Stat. XXXVI., p. 576.

ANSWERS.

ETON.

The Vice-Provost and Fellows.

ment, and are mixed up with them in all school arrangements.

The position of a Foundation scholar would seem to be quite as advantageous as it was originally. As compared with other boys, they still retain precedence in external things, as, for instance, in the church services as well as in their seat in church; they are also called over before others by the head master. As compared with the fellows, they receive as great benefit from the College relatively, as they were originally intended to receive. They were to have all that was necessary within certain limits;* we believe they have it now. If the value of a scholarship were represented in money as compared with the expenses of other boys, it may be considered perhaps as worth to each boy at least 100*l.* a year. The Foundation scholars are treated in all respects as the oppidans, and the advantages they receive are equal to those received by the oppidans, and yet where an oppidan would cost his parents 150*l.* or 120*l.* a year according as he were in a tutor's or dame's house, a Foundation scholar ought not to cost above 30*l.* And as we consider that in some respects he has superior advantages to oppidans not in a tutor's house, we think the worth of each scholarship may be fairly reckoned as equivalent to 100*l.* a year.

No money is paid by a Foundation scholar for board or lodging. He pays a tutor ten guineas a year, and certain school charges amounting to about 3*l.* a year. He pays for his own washing, and five guineas a year to the College. The latter sum is intended to defray the expense of a matron, superintendent in sickness, &c., and other attendance.

The average amount of these charges is 25*l.* a year.

14. The number of the Foundation scholars is fixed by the Statutes at 70, to be supplied as vacancies occur by means of the indenture mentioned in Statute IV., p. 486. Provision is made for the diminution of the number in times of scarcity by Statute LXI. An increase does not appear to be contemplated.

It has frequently happened that the actual number of Foundation scholars has fallen below the statutory number. About 30 years ago the number did not amount to 50, and at previous times the deficiency has been great. We cannot but think that this was owing to the little care and attention which was then thought necessary to be paid to the comforts and moral superintendence of the boys. Under a kind of monitorial system the discipline and control of the rest was placed in the hands of the sixth form, subject to the surveillance of the head master. The results of this system were most unsatisfactory.

Since a change has been introduced and a desire has been evinced on the part of the College to put the scholars in all respects on a footing with the oppidans, the number of Foundation scholars has been always complete, and the candidates for admission very numerous.

15. According to the Statutes (Stat. III.) Foundation scholars must be "poor and needy, of good character, "studiously inclined, and of honest conversation, able "to read and sing, and grounded in the elements of "grammar," between the age of 8 and 12, except they be of superior attainments, born within the realm of England; preference to be given to natives of Bucks and Cambridgeshire, and other places in which the College property is situated. They are to be invited from all parts of the country by public notices on the College gates six weeks or more before the election. *Cæteris paribus*, choristers are to be preferred.

No one may be elected who is unable to take holy orders by reason of bodily infirmity, incurable disease, &c., or who has property of more value than five marks a year.

At present the Foundation scholars are elected strictly by merit, after examination by the Provost, Vice-provost, and head master of Eton, and the Provost and two Fellows of King's College, Cambridge, of the degree M.A., appointed annually for that purpose, and called Posers. All of them are sworn to elect scholars impartially and wisely.

The election of Foundation scholars is open to all boys born in lawful wedlock of British subjects, and baptised. Registers and affidavits confirming these facts are required. The restriction of birth within the realm of England has been removed within the last few years at the request of the Provost and Fellows, sanctioned by authority of the Cambridge University Commissioners. The average number of candidates is 50 or thereabouts; the number placed upon the indenture each year, about 20; not more than 14 or 15, if so many, are usually admitted during the year.

16. Besides Foundation scholars, the Statutes provide for 16 choristers,* "poor and needy, of good character, "and good conversation, under 12 years of age, able "to read and sing," for the services of the College church. These, like the scholars, are to be supplied with all necessaries, and to be elected scholars (*cæteris paribus*) by preference.

Also, 13 poor youths, from 15 to 20 years of age, to be taken "de extraneis scholaribus nostræ scholæ "grammaticalis, ibidem, si tot habiles et idonei illic "reperiantur," to help the parish clerk to wait in hall, and clean the chapel hall, garden, &c., to be distributed among the Provost and Fellows and head master, to wait upon them in their rooms; meanwhile to be instructed in grammar up to their 25th year, when they may be fit to take holy orders, and to be supported by the Provost and Fellows and head master severally whom they serve.

At present the choristers, as has been stated above, are educated in a school at Windsor, and receive commons from the College. Upon their leaving the choir 15*l.* is given to each towards apprenticing him.

With reference to the 13 poor youths the Statutes are not observed. It does not appear that any such appointment ever took place.

17. There seems no doubt that the admission of boys, not Foundation scholars, was contemplated by the Statutes.

1. Pueri commensales are mentioned as liable to the same oath as the choristers, and 13 youths when they have completed their 15th year.

Again, as "generosorum filii, qui pro suorum desi-"deriis amicorum stabunt ad communas," &c., they are to sit at tables in hall like the scholars and choristers without claiming precedence or a particular place of their own.†

Again, as "filii nobilium seu valentium personarum," to the number of 20, to receive instruction in grammar and education, "absque onere nostri regalis collegii;" except in grammar, which they are to be taught gratis; provided it be not to the prejudice or loss of the Provost, Fellows, &c.‡

They are mentioned again in the performance of divine service, when they are to be admitted according to the discretion of the Provost.§

2. There are also mentioned in Statute X., p. 514 and p. 517, "extranei scholares nostræ scholæ grammati-"calis," and in Statute XIV., p. 524, among the duties of head-master, is included the instruction to be given to the scholars and choristers, "necnon alios quoscumque "de regno nostro Angliæ ad scholas grammaticales "dicti regalis collegii pro tempore accessuros."

From these allusions it may be gathered that the fact of others besides the Foundation scholars coming to learn grammar was originally contemplated. To this latter class there seems to be no limit. They were entitled to receive instruction in grammar from the head and lower master, without any claim being made upon them in any way.

It may be presumed, perhaps, that as the number of oppidans has increased to an extent which has rendered it impossible to comply with the Statutes in this respect, provision has been made from time to time for the maintenance and support of others, besides the head and lower master, beyond what is contemplated by the Statutes, through payments from the boys themselves.

The remaining questions have been answered by the head and lower masters, or others deputed by them.

In conclusion, the Vice-provost and Fellows of Eton beg to assure the Commissioners that they have been most anxious to supply them with all the information they have desired. They regret extremely, that in drawing up the answers they have been deprived of the valuable assistance of their lamented Provost; and should any omission have been made they will be most ready to furnish the Commissioners with any further particulars which it may be in their power to give.

It will be found, on a perusal of the accounts which have been sent, that the outlay on the part of the College during the last 20 years has been unusually great. The Vice-provost and Fellows consider that a comparison of the present state of Eton with what it was before as

* Stat., p. 529.

* Stat. X., p. 516. † Stat. XVI., p. 532.
‡ Stat. XVIII., p. 535. § Stat. XXXI., p. 557.

regards the health, comfort, and convenience of the school generally and the Foundation scholars in particular, will amply justify the expenditure. At the same time, they submit that by their management of the property belonging to the College they have laid the foundation of a considerable increase of revenue in future time, the due application of which to the purposes of the Foundation will be most beneficial to Eton as a place of education and learning. It will be observed, that in the improvements already effected no advantage has been allowed to accrue to the Provost and Fellows personally.

A 4.

TABLE showing the EMOLUMENTS of the PROVOST AND FELLOWS and HEAD and UNDER-MASTERS, referred to in answer to Question 10, Part III.

—	Remunerations.	Stipend.	Allowance for Coals, Wood, Candles, Hay and Straw.	Share of Redeemed Land Tax.	Dividend of Renewal Fines on an average of 20 years.	Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Provost	25 0 0	279 0 0	94 13 5	152 13 6	1,325 6 0	1,876 12 11
Vice-provost	30 0 0	52 0 0	10 17 0	76 6 6	662 13 0	831 16 6
Senior Bursar	48 11 1	52 0 0	11 19 0	76 6 6	662 13 0	851 9 7
Junior Bursar	48 11 1	52 0 0	11 19 0	76 6 6	662 13 0	851 9 7
Librarian	10 0 0	52 0 0	10 17 0	76 6 6	662 13 0	811 16 6
Præcentor	15 0 0	52 0 0	10 17 0	76 6 6	662 13 0	816 16 6
Sacrist	10 0 0	52 0 0	10 17 0	76 6 6	662 13 0	811 16 6
Junior Fellow	— — —	52 0 0	10 17 0	76 6 6	662 13 0	801 16 6
	187 2 2	643 0 0	172 16 5	686 19 0	5,963 17 0	7,653 14 7

Head Master, in addition to house, rent-free—

	£ s. d.
Stipend	215 0 0
Mathematical instruction of collegers	150 0 0
Catechist	6 0 0
Ink, quills, &c.	4 0 0
	£375 0 0

Lower Master, in addition to allowance of bread and beer, and chambers in college—

	£ s. d.
Stipend.	34 13 0
Ostiar.	44 3 0
	£78 16 0

Eton, February 1, 1862.

Signed on behalf of the College,
THOMAS CARTER, Vice-Provost.

ANSWERS of the Rev. C. O. GOODFORD, D.D., Head Master of ETON COLLEGE.

II.

To the nine first questions the College have undertaken to give answers.

10. What were originally the emoluments of the head master, or whether there were any beyond the payment made by the College, I am unable to say. They are at present derived from an annual payment from each boy (King's scholars excepted), from an entrance fee paid by each boy in the upper school, and from presents made by boys in or above the fifth form (King's scholars excepted) on leaving school, and from an annual payment from the College.

	£ s. d.
Present average amount of entrance fees	677 9 0
,, ,, leaving presents	925 0 0
,, ,, annual payments	3,698 0 0
Annual payment from the College	215 0 0

What proportion this latter payment bears to the emoluments of the Fellows or other members of the foundation, I am unable to state, but I believe that the College will answer this part of the question.

The Head Master's income is charged with the following out-goings:—

A payment of 50*l.* per annum to the senior assistant.

A payment of 44*l.* 2*s.* per annum to each of the 15 remaining classical assistants of the upper school, with the payment of the same sum to the senior mathematical assistant, with a varying sum for an extra mathematical assistant, and a varying sum for such classical assistance as he may require, amounting in the present year to 40*l.*

Books to the amount of about 350*l.*

Cost of examinations about 15*l.**

11. The original number of masters I gather from the Statutes to have been *two* only. The present number of classical masters is 23, and of mathematical 8. I forward

* The subjoined additional statement was afterwards furnished by the Provost, showing the actual receipts and outgoings of the year 1861, and the average receipts and outgoings of two periods of five years each:—

1861.—RECEIPTS.

	£ s. d.	£ s. d.
Annual payments	4,030 18 0	
Entrance fees	637 0 0	
Leaving presents	1,010 0 0	
College payment	215 0 0	
		5,892 18 0

DEDUCTIONS.

	£ s. d.	£ s. d.
Assistant masters	795 12 0	
Books	460 0 0	
Examinations	15 0 0	
Other minor expenses	50 0 0	
		1,320 12 0
		£4,572 6 0

AVERAGE 1853—1857.

	£ s. d.
Gross average receipts	4,557 3 0
Deductions	1,076 13 0
	£3,480 10 0

1857—1861.

	£ s. d.
Gross average receipts	5,744 0 0
Deductions	1,253 0 0
	£4,491 0 0

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with these answers a lithographed table* showing the variation in the number of the classical masters, from the year 1812 downwards.

There was till the year 1851 only one mathematical master; mathematics were then made part of the school business, and the number of masters increased to six. The increase of the school since that time has made a further addition of two necessary.

The present rule is to keep the proportion (as near as possible) of one classical master to 40 boys. It rests with the head master under the sanction of the Provost to adhere to or modify this rule.

12. The duties of the head master are defined in Statute XIV. He is present in chapel when the boys are there, except with leave of absence from the Provost or Fellow in residence. He calls over the King's scholars and fifth form oppidans at absence, reads prayers every night, and on Sunday morning to the King's scholars; is present at their hall dinner, except when detained by calling absence, and visits them after the lock-up hour at such times as he thinks fit; is present with his division in school for their lessons, and to look over their composition at the same hours with the other masters, and at three additional times above all divisions, except the second, and at one lesson more than the second. It rests with him to admit or dismiss any boy, not a King's scholar, to give or refuse leave of absence, to excuse an exercise, but not a school hour, which rests with the Provost.

* Comparative Numbers of Masters and Boys at Eton, from 1812 to 1861.

In the averages stated fractional numbers are omitted.
The numbers are taken from the lists published annually at election.
The total of "Masters in school" is reckoned without including the Mathematical Masters.

1. Year.	2. Boys in Upper School.	3. Boys in Lower School.	4. Masters in Upper School.	5. Masters in Lower School.	6. Mathematical Master.	7. Total of Boys in School.	8. Total of Masters in School.	9. Proportion of Tutors to Boys.	10. Average of Divisions in Upper School.
1812[1]	482	58	6	4	—	540	10	1 to 61	80
1813	457	40	6	4	—	497	10	1 to 55	76
1814[2]	456	71	6	4	—	527	10	1 to 58	76
1815	445	70	6	4	—	515	10	1 to 57	74
1816	421	79	6	4	—	500	10	1 to 55	70
1817	412	65	6	4	—	477	10	1 to 53	68
1818	415	67	6	4	—	482	10	1 to 53	69
1819	450	67	6	4	—	517	10	1 to 57	75
1820	471	57	6	4	—	528	10	1 to 58	78
1821	460	39	7	4	—	499	11	1 to 49	65
1822	481	38	7	4	—	519	11	1 to 50	68
1823	468	42	7	4	—	510	11	1 to 51	66
1824	508	39	7	4	—	547	11	1 to 54	72
1825	530	38	8	3	—	568	11	1 to 56	66
1826	505	37	8	3	—	542	11	1 to 54	63
1827	516	38	8	3	—	554	11	1 to 55	64
1828	530	41	8	3	—	571	11	1 to 57	66
1829[3]	565	56	9	3	—	621	12	1 to 56	62
1830[4]	576	43	9	4	—	619	13	1 to 51	64
1831	573	46	9	4	—	619	13	1 to 51	63
1832	539	39	9	4	—	578	13	1 to 48	59
1833	571	56	9	3	—	627	12	1 to 57	63
1834	468	18	9	3	—	486	12	1 to 44	52
1835	424	22	9	3	—	446	12	1 to 40	47
1836	425	19	9	3	1	444	12	1 to 40	47
1837	451	20	9	3	1	471	12	1 to 42	50
1838	503	19	9	3	1	522	12	1 to 47	55
1839[5]	548	11	10	3	1	560	13	1 to 46	54
1840	569	24	10	3	1	593	13	1 to 49	56
1841	605	30	10	4	1	635	14	1 to 48	60
1842	612	48	11	4	1	660	15	1 to 47	55
1843	664	52	11	4	2	716	15	1 to 57	60
1844	701	44	12	4	3	745	16	1 to 49	58
1845	708	52	12	4	3	760	16	1 to 50	59
1846	726	51	13	4	3	777	17	1 to 48	55
1847	666	43	13	4	3	709	17	1 to 44	51
1848	616	37	13	4	3	653	17	1 to 40	47
1849	606	39	13	4	5	645	17	1 to 40	46
1850	597	28	13	4	5	625	17	1 to 39	45
1851[7]	590	24	13	5	5	614	18	1 to 36	45
1852	558	39	13	4	7	597	17	1 to 37	42
1853[8]	564	49	13	5	7	613	18	1 to 36	43
1854	549	53	13	4	7	602	17	1 to 37	42
1855	557	57	13	4	7	614	17	1 to 38	42
1856	595	71	13	5	7	686	18	1 to 39	45
1857[9]	657	87	14	5	7	744	19	1 to 41	46
1858	668	90	14	5	7	758	19	1 to 42	47
1859	685	116	15	5	7	801	20	1 to 42	45
1860[10]	717	101	17	5	7	818	21	1 to 40	42
1861[11]	730	99	18	5	8	829	23	1 to 37	40

[1] Rev. Dr. Keate, Head Master; Rev. Mr. Thackeray, Lower Master.
[2] Rev. Mr. Carter, Lower Master.
[3] Rev. Mr. Yonge, Lower Master.
[4] Rev. Mr. Knapp, Lower Master.
[5] Rev. Dr. Hawtrey, Head Master; Rev. Mr. Dupuis, Lower Master.
[6] Rev. Mr. Okes, Lower Master.
[7] Rev. Mr. Coleridge, Lower Master.
[8] Rev. Dr. Goodford, Head Master.
[9] Rev. Mr. W. Carter, Lower Master.
[10] One Master in school beyond the number printed in election list.
[11] One Master in school more than the number printed in list.

The duties of the classical assistant masters are, to be present with their divisions in school, to hear their lessons, and look over their composition, to take their turns in chapel, and in calling over the lower boys at absence, to maintain discipline and order in and out of school, to take charge, if required, of a dame's house, by calling absence, reading prayers, and being responsible to the head master for the maintenance of order there, and to give such general assistance to the head master as he may from time to time require.

The duties of the mathematical masters are, to be present with their divisions in school at the same time with the classical masters, to maintain order and discipline there, but not (except the senior mathematical master) when out of school, to assist in setting and looking over the mathematical papers in school examinations.

All are appointed by the head master, with the sanction of the Provost.

The classical masters are all Eton men, and have been customarily taken from those who have been on the foundation there. There have of late been exceptions to this. Fitness for the office in the judgment of the head master, is the only condition of eligibility with which I am acquainted. I have never known an assistant removed, but I have no doubt that the head master has the power, though he would, of course, be most unwilling, save in a very extreme case, to exercise it. There is no rule, usage, or provision for superannuation with which I am acquainted. With respect to the head master's removal, I beg to refer the Commissioners to the fourteenth Statute of Eton College.

It should, perhaps, be stated that all the present Fellows have been chosen from those who have been assistant masters.

13. For the privileges and advantages given by the original Statutes to scholars on the foundation, and for what constitutes a foundation scholar, I beg to refer the Commissioners to the third and fourth Statutes of Eton College. These privileges and advantages have been much diminished by the changes recently introduced by the Cambridge University Commissioners. Those which they now enjoy are, that they receive an almost gratuitous education; that from them there may be chosen annually three or four to succeed to scholarships at King's College Cambridge; and that some other scholarships, in the gift of the College and head master, are appropriated to them. I know of no advantage common to the other boys from which they are excluded, nor am I able to form an opinion as to the position of a King's scholar relatively to that of a Fellow, or of boys not on the foundation, compared with what it originally was. Compared with what I recollect it, I have no hesitation in saying that it is vastly improved. It is much better in a moral and social point of view, and far less costly. I do not know how to represent the amount in money, I am informed by the master in College that the average necessary expenses of a King's scholar, over and above what is provided for him by the foundation, are under 25*l.* per annum.

14. For the number of scholars fixed by the Statutes, and for the provision which they make for increase or diminution of that number, I beg to refer the Commissioners to the 2nd, 61st, and 64th Statutes of Eton College. About 18 years ago the actual was below the statutory number, and I think had been so for four or five years, or somewhat more, before. I imagine the cause to have been that people were not satisfied with the advantages which the foundation offered, compared with the expense which it required. I believe the number was from 10 to 15 below that contemplated by the Statutes.

15. For the qualifications for election and admission as a foundation scholar, I beg to refer the Commissioners to Statutes 3 and 4 of Eton College. The change made in these respects about 18 years ago consists in having made the examination a *bonâ fide* competitive one. Previous to this time the admission depended simply on nomination by one of the six electors.

16. The Statutes do not, so far as I am aware, give any special advantages to any particular class of boys having a local or other qualification.

17. The admission of boys, not being foundation scholars, is contemplated by the Statutes, as is plain from Statute 14. There is no limit to the number so admitted. The head master is, by that Statute, forbidden to demand or claim anything for the instruction of such scholars. This clause of the Statute was omitted on the appointment of the present head master. He is not aware whether this is the first occasion of its omission, or how long since the Statute ceased to be observed in this respect.

18. The assistant masters to whom copies of the questions have been furnished, will give the information required as regards their houses. With respect to other boarding

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houses, I beg to state as follows:—That in most houses the charge for board and lodging is about 80 pounds, or guineas, per annum; that when it is below this sum, items which do not appear in the former case, entered as extras, bring the charge nearly up to this amount. In each case there is an entrance fee of six guineas; to this is to be added an annual payment to the head master of six guineas; to the tutor of 10, or in case of a private pupil, of 20 guineas; to the mathematical master, four guineas; stationery, 14*s.*; the sanatorium, 1*l.* 4*s.*; and other smaller charges, which amount in all to about 2*l.* 10*s.*. I do not think it possible to make a statement of the average amount of bills sent to parents which would at all fairly represent the case, because boys' expenses vary so much; some having all clothes, books, &c., provided at Eton; some none, or next to none; some, expensive journeys, the money for which appears in their bills; others, not. I do not, however, think that while I had a house any boy's bills in the course of a year amounted to less than 150*l.*, or more than 210*l.* No fresh charge can be enforced without the authority of the head master, sanctioned by the Provost. As regards instruction and tuition, a boy, if a private pupil, pays his tutor 10 guineas extra; he pays the same sum for private tuition in mathematics, or any modern language. This statement applies to all boys in the upper school.

19. I have requested the assistant masters to state the sums received by them as required by the Commissioners; and have to state further that the French master received during the year 1860, for himself and an assistant, 1,318*l.* 17*s.* The German master, 302*l.* 8*s.* The mathematical masters (the senior of whom takes no private pupils), received during the same time 1,181*l.*

20. There are many boys who participate in the general instruction of the school, who lodge and board with their parents, but none elsewhere. They pay every charge as other boys do, save that for board and lodging; and are, as regards instruction, the use of the playgrounds, and in all other respects, on an equal footing with the other boys.

21. I suppose that the boarding houses and the College together would accommodate about 850 boys. No person can keep a boarding house unless authorized by the head master to do so. The number of boys which can be accommodated in the different houses varies from 50 to 6. As regards health and comfort, the great majority of boys have separate rooms, and none, I believe, more than one companion. They are well provided with servants, and each parent or guardian can select any medical attendant who may be preferred. As regards the good order of the house, each captain is to some extent responsible for those below him; and each house is under the authority of a master, who calls absence there at lock-up every day, and at dinner-time upon school days, and to whom all matters of discipline are referred by the person keeping the house, as the authority responsible to the head master.

22. The accommodation in the masters' houses will be described by themselves. With respect to others, I have to say that, in the majority of boarding houses, each boy has a separate room, except in the case of brothers; that where this is not so, the general charge for board and lodging is less, and a single room is charged as an extra. In some cases the juniors are placed two in a room, and the seniors, who constitute about half the number, have separate rooms. In these rooms boys take their breakfast and tea; dinner and supper they take all altogether. Where all the rooms are not single, it depends on the option of the parent or guardian to have one, but in no case upon rank. Generally speaking all fifth form boys prepare their work in these rooms; and such lower boys as their tutors consider sufficiently advanced not to require their constant aid and supervision; boys in the upper part of the school who require books of reference which they do not themselves possess, do a good deal of their work in the school library. In College the first 50 boys have separate rooms, the remaining 20 sleep in one large room, in which each boy's portion is separated off by a partition; and two sixth form boys occupy rooms immediately adjoining. The sixth form take their breakfast and tea in their own rooms; the remainder of the King's scholars in different rooms, according to their rank in school. All dine in the College hall, and all but the sixth, and six first boys of the fifth form, sup there. These have two separate supper rooms in College.

23. I believe the diet to be much the same in all houses. A boy usually breakfasts between nine and ten o'clock, but this depends partly upon his work and his arrangements with his tutor. All dine at two o'clock. Their tea-time varies a good deal with the hour of lock-up. The usual supper hour is about nine. If a boy be ordered to drink wine, or adopt any peculiar diet, this is in some houses charged as an extra, in others not. I know of no other variety.

24. The rate of charge in a classical master's house is higher than in that of a mathematical master's, but it includes the payment for tuition as a private pupil. It does not depend at all upon the rank or scholastic status of the boy.

25. I take the higher charge made for board and lodging in a tutor's house to be an indirect payment, not for any service of any kind rendered to the school, but for the additional time and care which it enables the tutor to bestow upon the boy, for the advantage which the latter derives from coming more constantly in contact with his tutor in his room, at meal times, &c., and from the more domestic and friendly relation, which naturally thus springs up between them.

26. No.

27. The assistant masters will answer this question as regards their own houses. As regards others, I have to state that in most houses the boy provides himself with a bureau, carpet or share of a carpet, crockery for his breakfast and tea; that these articles are purchased at shops in the town, and when all new usually cost about 10*l.* In one or two houses the furniture (not including crockery) is all provided, and a small addition made to the entrance fee.

28. The parent or guardian has perfect freedom of choice both as to dame and tutor. A recommendation is never, I believe, given unless asked for.

29. Seventeen of the classical, three of the mathematical masters have boarding houses, and the drawing master a small one. There are no houses for the remainder. There are nine other houses kept by persons who take no part in the work of teaching.

30. The authorities of the school have power to limit the bounds within which boarding houses can be kept. None are kept beyond these bounds.

31. I take the average period for which a boy remains at school to be from four and a half to five years. As almost all the boys on the foundation remain as long as they can, and are seldom admitted later than 14 (usually before 12) years of age, it will be seen that they as a rule remain longer at school than the oppidans.

32. (1.) Total number of boys now at school, 806.

(2.) The greatest number in each year during the last 20 years will be found in a lithographed table forwarded with these answers.

(3.) The number of boys in each division is as follows:—

First	32	Tenth	39
Second	33	Eleventh	39
Third	38	Twelfth	39
Fourth	38	Thirteenth	44
Fifth	41	Fourteenth	39
Sixth	44	Fifteenth	40
Seventh	42	Sixteenth	42
Eighth	44	Seventeenth	40
Ninth	38		

Absent from school, 10.

The number of boys in each boarding house is as follows:—

The lower master	38	Eighth	18
First assistant	35	Ninth	24
Second	27	Tenth	24
Fourth	32	Eleventh	12
Fifth	28	Twelfth	8
Sixth	29	Thirteenth	34
Seventh	25		

1st assistant, lower school	25
Second	49
Third	11
Fourth	7
Mathematical assistant masters:	
Second	7
Third	5
Fourth	10
Drawing master	6

It should be stated that in the last-mentioned house, which will not accommodate a larger number, the boarders pay higher than in other houses, but are charged no extras of any kind, and take all their meals and live in every respect with the master and mistress of the house.

In the remaining boarding houses the numbers are as follows:—

One containing	47	One containing	18
„ „	38	„ „	17
„ „	30	„ „	16
„ „	29	„ „	10
„ „	21		

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III.

1. The lower master will state what limit he has as to the earliest age. No boy, as a rule, is admitted after 14. Where peculiar circumstances have appeared to justify a deviation from this, exceptions have been made, under certain conditions.

2. Each boy, on entering the upper school, is examined by the head master (specimens of the papers are sent) and by the mathematical master, and required to pass to the satisfaction of both, before he is placed. For the amount of knowledge required in mathematics, see printed paper.

3. There is no such limit.

4. The remove.

5. I am not aware of the existence of any definite rule on the subject, but I do not recollect more than one instance of a boy's completing his twentieth year at Eton.

6. I send one of each form for the boys under me. Each master will do the same for those under him.

7. A final decision on all these points rests with the Provost.

8. They have no power of voting that such and such schemes should be adopted or rejected, but no important change would take place without their being consulted, and they from time to time freely suggest alterations as they see them needed.

9. As far as the lower part of the upper division, fifth form, all boys rise by proficiency; afterwards, amongst the oppidans, by seniority. The nature of the examinations will be best understood by a reference to the papers forwarded herewith, in compliance with the Commissioners' request. In assigning marks, the object kept in view is, to give to classics and mathematics the same relative value which they bear to each other in the regular school work, *e.g.*, supposing the classical school times to be 15 in a week, and the mathematical three, the marks for classical work would be, as near as possible, 1,500; those for the mathematical, 300. No boy is compelled to pass in modern languages, as they do not form any part of the obligatory school teaching; but each boy under examination, in the fifth form, is at liberty to offer himself to be examined in modern languages, and to receive as full marks for each language one-third of those given for mathematics. Physical science is not taught.

The mathematical divisions correspond with the classical thus far, that the boys of two, three, or the most four, classical divisions go at the same time to the mathematical school, where they are subdivided amongst the eight mathematical masters.

10. The number of classical masters is at present 17 for the upper school (during the latter part of the summer school-time, when there have been rather more boys in the upper school, temporary assistance has been employed during the last two years), in the lower school five. For arithmetic and mathematics, the extent to which the subjects are severally studied will, I believe, be best ascertained by the answers furnished by the masters, and by a reference to the papers forwarded. Each boy, in addition to his attendance at the mathematical school, takes with him, on going there, an exercise done out of school, which is looked over by the master of his division. History and geography are taught in school to boys below the fifth form. After that a portion is set in each school-time, in which the boys are examined just before the holidays, and twice in the year a portion of history to be learnt forms the holiday task for the boys in the lower part of the fifth form. About a hundred boys learn French, from 20 to 25, German, and three Italian. Every boy studying a modern language is expected to attend the master three times a week for an hour each time.

11. Each boy pays for learning French a fee of 10 guineas per annum, for German 12 guineas, for mathematics four guineas. I do not imagine the progress in these studies can be so great as that in Greek and Latin, because so much less time is given to them, but I have no reason to suppose that the progress is not proportionate to the time employed.

12. Examinations are held in June and November in each year for boys passing from the fourth form into the remove, from the remove into the fifth form, from the lower division of the fifth form into the middle; and in Lent for boys passing from the middle division of the fifth form into the upper, and for those of the lower remove for the upper division (specimens of the papers are forwarded for the November examination, those for Lent, and those for the King's scholars only have not been asked for, but can be supplied if the Commissioners wish it). These examinations include all boys, King's scholars and oppidans. The King's scholars have in addition an examination early in July, which includes all those of 16 years of age, and another about the end of July, which includes those of 17 and 18 years of age. In the examinations in June, November, and Lent, the papers, with the exception of the arithmetical and mathematical, are all set by the head master, who assigns the marks to each paper. He looks over in June and November all the fifth form papers, but the 13 junior assistant masters of the upper school take one paper each of those set to the fourth form and remove, the head master the rest. In the Lent examination the head master takes one-third of the papers, the three senior assistants the remaining two-thirds. Each division is examined at the end of each school-time in the work of the school-time, and classed accordingly. This examination is called "collections," which gives a boy an honorary distinction, but does not affect his position in the school, excepting that a "class" gained in it, whether in classics or mathematics, is carried to his credit in the next general examination. In each of the above examinations the head master requires from the boy's tutor a report of his conduct and character, which guides him to some extent in determining the boy's place. Any boy, on a recommendation from his tutor and the master under whom he is in school, may offer himself for a double remove, in order to gain which he must prove his superiority to two-thirds of the boys with whom he competes. In the examination of the King's scholars, called the "intermediate examination," held early in July, the lower master sets the papers, the Provost and head master look them over. The examination for King's scholars at the end of July, called "election trials," is conducted according to Statute IV., and the examiners each take a share in setting the papers, which are looked over by them all.

13. The scholarships at King's College, Cambridge, are appropriated to the King's scholars, and the examination for them turns entirely upon the school work of the previous year, with Greek and Latin composition in prose and verse, mathematics, and arithmetic. The Newcastle scholarship is open to boys in the sixth form, in the upper division of the fifth, and to those in the middle division who will leave school before the next examination; the examiners are always two gentlemen unconnected with the school. The examination on the first day is confined to divinity, one of the gospels being annually selected as one subject. The remaining three days are confined to classics, and embrace a portion of the school work of the previous year. The amount of school work set is left in a great measure to the discretion of the examiners. These regulations are in accordance with the will of the founder. The Tomline prize of 30*l.* in books, for mathematics, is open to the whole school. The examiner is unconnected with the school. His late Royal Highness the Prince Consort's prizes for modern languages were open to the whole school, and were given to those who showed the greatest proficiency in French, German, and Italian, with an extra prize for a boy who gained distinction in either two of the above languages. The prizes for declamations, and the first holiday task prize are, by their founder's will, confined to the King's scholars. The second holiday task prize, founded by the assistant masters, is open to the six first divisions of the fifth form. There are two prizes for English essays (to be written in the Michaelmas school-time), one left by Mr. Richards, one given by the head master; these are open to the two first divisions of the school, compulsory in the case of the first division, and voluntary in case of the second. A "Latin essay," founded by Mr. Richards, open to voluntary competition for the first 70 boys. All the above awarded by the head master. A prize given by the assistant masters for proficiency in mathematics, open to the fifth form, generally awarded by the examiner for the Tomline. A prize for the best piece of prose, and one for the best copy of verses, done during the school-time in the first division, given and awarded by the head master at Christmas and election. A book is given by the head master to each boy on the third occasion of an exercise sent up to him by the classical master under whom he is in school; the same in the case of the mathematical school, and to each boy whose name stands first in the collections of his division.

There are other scholarships in the gift of the Provost of King's College, Cambridge, the Provost and head master, and in one or two instances of the above-mentioned in conjunction with the Vice-Provost and Fellows of Eton, confined to the scholars of King's College, Cambridge, or to superannuated King's scholars at Eton, and one gift of money left by Mr. Richards. These are awarded according to merit, but without examination.*

14. It is compulsory on every boy to have a tutor, whose duties are,—to see that the pupil prepares his lessons for school; to exercise a general control over him, as his adviser and friend, when needed; to correspond with the parent or guardian; and, in short, to stand to the boy at school *in loco parentis*. I look upon this relation, subsisting between tutor and pupil, as one of unmixed good in its effects upon the moral character of the boy. It provides

* See List of Scholarships, Prizes, &c. appended to these Answers.

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him with a friend and impartial counsellor, always at hand; one well acquainted with the customs and traditions of the place, who can sympathize with his difficulties without being blind to his faults, and from whom the head master can at any time obtain that knowledge of a boy's character and conduct which it would be impossible for his own observation to supply. I regard it as the key-stone of our system, which it would be ruinous to disturb.

15. It is the custom universally, except in the upper part of the school, *i.e.*, the two first divisions; here the tutor uses his discretion; but how far he uses it, and what time he occupies on each lesson, each will be able to say for himself. The variety is greater than I could undertake to specify.

16. The number has been limited for some few years to 40 boys; before this it was unlimited, though some masters voluntarily limited themselves. The present average number of pupils (as is shown in the table furnished) is 37.

17. The parent or guardian is entirely free to select whom he pleases; the head master never nominates, nor, unless asked to do so, recommends.

18. There is no provision of the kind alluded to in this question, beyond the fact that boys preparing for the military profession are exempted from two repetition lessons in a week, with a view to enabling them to learn more modern history and geography; but little advantage is taken of the arrangement, and except in the case of a very dull boy, it is not required.

19. I consider the instruction given in the ordinary course of school work, and by the tutor, quite sufficient to prepare a boy of ability for a successful career at the Universities, and, with the addition of one modern language, for the military service. I am not sufficiently acquainted with the nature of the examination for the Civil or East India services to enable me to give a decided opinion upon this point, but we do not profess to prepare boys for these examinations, nor should I consider that an improvement of the ordinary teaching which materially altered it with this view.

20. I forward a table, which will give the information required, as accurately as I can, on this point.

21. The school has a very good library, to which the sixth and upper and middle divisions of the fifth form have access, on payment of 4*s.* per school-time. The directors are the three first King's scholars and three first oppidans. Any boy below the forms above mentioned, who wishes to be admitted to the library, may apply to them, and they have full power to accede to his request. If they refuse it, he is at liberty to appeal to the head master; but no appeal of this nature has ever come before the present head master. The library is supported, besides this, by subscriptions from some of the masters, and by presents of books from old Etonians; and when the directors find that they have a sufficient sum in hand, they submit a list of the books which they wish to purchase to the head master for his approval. There is a good collection of English stuffed birds, mainly the gift of the late Provost of King's College, Cambridge, but nothing more; no apparatus for experiments in Natural Philosophy, &c.

22. There is no provision made for systematic instruction in music, though many boys prosecute the study. For drawing there is a regularly appointed master, who has a room built and arranged as a school of art. It is provided with the best casts and models and the best examples that can be got. The room is open for four hours daily, and the pupils attend as often as they can. With the upper and advanced pupils the attendance given and the progress made is good; among the lower there is in some cases irregularity. During the last six months of 1860 the number of pupils was 47, but the average previous to that time had generally been 35. In September 1860, 14 of the number above mentioned were new pupils; 12 had learnt rather more than six months, 4 from two to three years, and the remainder had become pupils during the year 1859.

23. The constant intercourse between the tutor and pupil which I have mentioned above, the daily morning and evening prayer in all the tutors' and many of the Dames' houses, the teaching in school and in the pupil-room, the authority which the masters have to punish any breach of order and good conduct, their constantly associating with their pupils, especially the upper boys, and the influence which through them they exercise upon the whole mass, their ready co-operation in suppressing any evil pointed out to them, the authority of the sixth form to set punishments (but not to administer personal chastisement), the knowledge that each has that he holds his place in the sixth form solely on the condition of supporting what is good and checking what is bad in the school, and that any known dereliction of duty upon this point would render him liable to degradation, are the means adopted at Eton to promote the ends to which this question refers, and I do not hesitate to say that, judging from the present moral condition of the school, they do so amply and effectually.

24. (1.) The sermons in the College chapel are preached by the Provost and Fellows in their turns of residence. Occasionally the pulpit is offered to the head master, who also in Lent delivers a course of lectures on Sunday afternoon. I believe that the head master has always addressed himself specially to the boys, both in these lectures and in his sermons. Those delivered by the members of the College are usually but not invariably addressed to the boys.

(2.) The preparation of each boy for confirmation is left entirely to his tutor.

(3.) The boys attend the church service twice on Sunday; the holy communion is administered once a month. The attendance of the boys there is purely voluntary, and usually averages about 120. There are more, of course, immediately after a confirmation, before those who have been confirmed quit the school, and fewer, shortly before a confirmation. The confirmation takes place once in eighteen months or once a year, if circumstances seem to require it. The boys also attend chapel once on half, twice on whole holidays.

(4.) On Sunday prayers are read in College and at every house at 9 a.m.: morning service at 10·30; afternoon service at 3 p.m.; prayers at 9 p.m. or 9·30 p.m. in College and in every house. Each boy attends his tutor for about an hour on Sunday for religious instruction, the nature of which, and the classes into which the pupils are divided, depend upon the tutor. Boys are also occupied on Sundays in writing answers to questions on sacred subjects, which are set on Saturday, and the answers brought into school with the Greek Testament lesson on Monday morning.

(5.) The first part of this question appears to be answered by what has been written above; tutors will specify how they test the religious knowledge of their pupils; in school it is ascertained by each examination containing a paper on such subjects, and by the examination in "collections."

25. The same offences are not uniformly visited with the same punishment; much depends upon the character and position of the offender.

26. All offences do not come before the head master. rests with the other masters to use their discretion in bringing them before him or not; but the rule laid down is,—that no complaint should come before the head master without previous notice to the boy's tutor, in order that the two masters may consider how far the reference to the head master is desirable. The offence is specified by the master who makes the complaint, and the boy complained of is told before punishment with what he is charged. If he denies the charge, or says he was not aware that his name was to be sent to the head master, he is remanded, and the truth of his statement inquired into. In all cases brought before the head master, he awards and inflicts the punishment. In the case of lower school boys, what has been here said of the head master applies to the lower master.

27. The sixth form, and in some cases the upper part of the fifth form, are empowered to maintain discipline by setting punishments. The captain of each house, too, is expected to, and does, co-operate with the master in maintaining discipline and order. In College this authority extends over all below the six first of the fifth form, and in certain exceptional cases, over them also; out of College, unless by special direction in a particular case, over lower boys only.

28. I do, because they ensure the maintenance of order and subordination without espionage on the part of the masters, and suppress much, which might otherwise go amiss, without the possibility of the master's being aware of it. I have no doubt, too, that they tend to suppress the tyranny of the stronger; the very fact of the power being assigned to boys, not according to bodily strength, but according to rank in school, and that the lower boy, whatever his physical capabilities be, must submit to the authority of his superiors in school, appears to me necessarily to produce the result above stated.

29. There is no enforced attendance at games, unless by the rules of the club to which a boy belongs, and to which he may belong or not, as he pleases. Every lower boy is a "fag" to some fifth form boy in the house at which he boards; in College to one of the first sixteen boys. In no case does the power to "fag" extend below the upper remove of the lower division of the fifth form. Besides the regular duties performed for his master, a lower boy may be called upon to do occasional services, such as going on a message, for other fifth form boys. I do not believe the system of "fagging" to be in any way detrimental to health, or to the reasonable enjoyment of liberty, or in any other way. I believe the strongest and most conclusive proof of this to be that the relation of master and "fag"

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is almost always a bond of friendship, very rarely a cause of enmity or other bad feeling. The master is looked upon by the "fag" as his protector, and the boy to whom he goes for help in case of any difficulty, which he could not so well lay before his tutor.

30. I recollect but few instances of such abuses of disciplinary power. I believe that where they exist they would be likely to come to the master's knowledge, because I have had appeals from the sixth form's punishments, but never one in which I have not found the sixth form in the right. I have known a captain of a house take away a fag from a fifth form boy who had abused his privilege, and refuse to allow him another. I have no doubt that in similar cases the same course would be pursued, and a punishment of this nature would in every way be much more effectual than one administered by a master.

31. Thirty-seven weeks and two days.

32. Three times in the year. Three weeks and four days at Easter: six weeks and four days at election; four weeks and four days at Christmas. The fifth form have *one*, the sixth form *two* days more holiday than the rest of the school on each occasion.

33. Tuesdays and Saturdays are half holidays, and on Thursday there is no school after four o'clock. This is what is termed in Eton language 'a regular week." But this does not occur so often as the name would seem to imply. During our last school time of twelve weeks, we had only five such. They are interrupted by saints' days, and a few anniversary holidays. There are, however, only three days in the year on which we have not one school; a whole holiday in the strict sense of the word, save on those three days, does not exist.

34. There is none specified at which boys are required to be dressed. Lower school boys go to bed at 9.30. The remainder of the lower boys at 10; fifth and sixth form, at half-past ten or 11, none later.

35. This depends mainly upon the tutor's requirements from his pupils. The school regulations specify no time.

36. I am not able to state precisely, nor is it easy to define. They require different quantities at different periods of the year. In the winter they use much more for foot-ball than in summer for cricket, because so many are then on the river; but they have never any difficulty in obtaining as much ground as they require. The acreage of the ground used for cricket amounts to 38 acres, 3 roods, 27 perches. I am unable to state accurately the amount used for foot ball.

37. All open, all grass.

38. All free from building.

39. Cricket, fives, foot-ball, boating, running races, and jumping, drilling.

40. Practically, boys extend their walks and runs as far as they can go in the time allowed, *i.e.*, from two hours and a half to two hours and three quarters, and the same may be said of their boating. A certain number of the upper boys are under certain conditions allowed four hours on the water.

41. Fencing and gymnastics are taught by a regularly appointed master, but they are extras, and not compulsory on any one. Swimming is taught by regularly appointed teachers, at each of the places where the boys bathe, and no boy is allowed to boat until he has, what is technically termed "passed" in swimming; "passing" consists in showing himself to one or more members of the committee of masters appointed for this purpose, a sufficiently expert swimmer to have self confidence in case of an accident in boating.

42. I do not think that boys distinguished for their progress in intellectual studies are at present so distinguished as they used to be in the manly games (perhaps I should except foot-ball), and I believe the cause to be that a much more severe and technical training is required in both departments; cricket for instance is taught, by pro- "fessional players." Boys, too, are what is called "coached" for their boat races. The same sort of thing prevails to a considerable extent in intellectual studies, and the result has been that for the last few years at Eton, there have been but few King's scholars distinguished in the cricket field, nor have they contended with any chance of success against the oppidans while in intellectual pursuits they have as a body been more distinguished.

43. I believe the results of an Eton education to have been satisfactory, because though it may not have qualified each boy who has received it to enter at once upon the profession for which he is intended, it has given him in most cases those habits and that tone of mind which enables those who have to prepare him more immediately for his after course to deal with him more easily, and to fit him most completely. I need not point to living examples of this, they are sufficiently well known.

44. After the opinion expressed in the answer to question 43, perhaps I shall hardly be expected to say that I consider any fundamental alterations in the system and course of education at Eton desirable. I have no doubt that in many minor details it is capable of improvements, and I believe that we are all ready and willing, as we see the need, to introduce them.

LIST of SCHOLARSHIPS and other DISTINCTIONS gained by Foundation Scholars and by Boys not on the Foundation at ETON, during the last Ten Years, at OXFORD.—Referred to in answer to Question 20.

College.	1st Class Moderations.	1st Class Final Examination.	Open Scholarship.	Open Fellowship.	Other Distinctions.
Balliol	-	Easter 1851	-	Balliol, 1851	Vinerian Scholar.
Trinity	Easter, 1852.	—	—	—	—
Exeter	Do. do.	—	—	—	—
Balliol	Do. do.	Michaelmas 1853	-	Merton	Arnold Prize, 1st Class, Modern History and Law, English Essay.
Balliol	Do. do.	-	Hertford and Ireland Scholarship.	All Souls	Eldon Scholar, and Latin Verse Prize.
Balliol	Do. do.	-	Magdalen, 1853	Magdalen, 1857.	—
Merton	Michaelmas 1852	—	—	—	—
Balliol	-	Easter 1852	-	-	1st Class Mathematics, 1852.
Balliol	-	Easter 1852.	—	—	—
University	-	Easter 1852.	—	—	—
Merton	-	Michaelmas 1852	-	-	Craven Scholar.
Christ Church	-	Michaelmas 1852.	—	—	—
Christ Church	-	-	Senior Mathematical Scholar.	-	Johnson's Mathematical Prize.
Balliol	-	Michaelmas 1853	-	Exeter.	—
Balliol	-	Michaelmas 1853	-	All Souls, 1854	English Essay, 1854.
Christ Church	-	Michaelmas 1853	-	-	1st Class Modern History and Law, 1854.
Trinity	* Easter 1853	* Easter 1855	-	* Exeter.	—
Balliol	Michaelmas 1853	-	Hertford, 1854.	—	—
Corpus	Easter 1854	Easter 1856.	—	—	—
Magdalen Hall	* Easter 1854	-	* Magdalen Demy 1854.	—	—
Magdalen Hall	Michaelmas 1854	—	—	—	—
*Merton	Michaelmas 1854	* Easter 1856	-	* Lincoln, 1857.	—
Univerity	-	Law and Modern History, 1855.	—	—	—
Christ Church	-	Law and Modern History, 1856.	—	—	—
Christ Church	-	Law and Modern History, 1856.	—	—	—
Merton	-	Mathematics, 1856.	—	—	—
Christ Church	-	Law and Modern History, 1856	-	All Souls.	—
Merton	1856.	—	—	—	—
Balliol	1856.	—	—	—	—
Balliol	1856.	—	—	—	—
Balliol	1856	1857	Balliol, 1855	All Souls, 1859.	—

* A King's Scholar.

College.	1st Class Moderations.	1st Class Final Examinations.	Open Scholarship.	Open Fellowship.	Other Distinctions.
Balliol	1857	Literæ Human., 1857	—	—	Latin Verse Gaisford Prize.
—	—	Law and Modern History, 1855	—	All Souls, 1859.	—
Balliol	—	Literæ Human., 1857.	—	—	—
Christ Church	—	Law and Modern History, 1857	—	—	Vinerian Scholar.
Christ Church	—	Law and Modern History, 1858.	—	—	—
Balliol	—	Literæ Human., 1858.	—	—	—
—	—	—	* Queen's, 1858.	—	—
Merton	—	Natural Science, 1858.	—	—	—
Balliol	1857	—	Balliol, 1855.	—	—
Merton	Michaelmas 1857	—	—	—	—
Balliol	Michaelmas 1858	Literæ Human., 1860	Ireland, 1860	Magdalen, 1861	Gaisford Prize, 1860.
Balliol	1857.	—	—	—	—
Balliol	Easter 1858	—	Hertford, 1858.	—	—
Christ Church	—	Literæ Human., 1860.	—	—	—
Christ Church	Easter 1860	—	—	Slade Scholarship, Christ Church.	—
Merton	Michaelmas 1860	—	—	—	—
Merton	—	—	—	Boden Scholarship, 1858.	—
—	—	—	—	Lincoln, 1859.	—
Merton	—	—	—	Magdalen, 1861.	—
Balliol	1861.	—	—	—	—
Balliol	—	1861.	—	—	—

* A King's Scholar.

LIST of SCHOLARSHIPS and other Distinctions gained by Foundation Scholars, and by Boys not on the Foundation at ETON, during the last Ten Years, at CAMBRIDGE.—Referred to in Answer 20.

N.B.—α refers to the Mathematical Tripos.
β refers to the Classical Tripos, and 1st, 2nd, and 3rd following these letters to the class gained in the Tripos.
γ to University Scholarships and Prizes.
δ to College Fellowships and Scholarships.

1851.	1852.	1853.	1854.	1855.	1856.
α 1st, 3 3rd, 1	α 1st, 2 2nd, 2	α 1st, 1 2nd, 2 3rd, 2.[1]	α 1st, 3	α 1st, 1. 2nd, 1.[1]	—
β 1st, 2 2nd, 2.	β 2nd, 1	β 1st, 2[1] 2nd, 1.	β 2nd, 3[2]	β 1st, 1[1]	β 1st, 3[2] 3rd, 1
γ Smith's Prize	γ Epigram.[1]	γ Epigram[1] English Verse[1] Hebrew Scholarship	γ Latin Ode[1] Epigram.[1] English Verse.	γ Epigram. Member Undergraduate Prize.[1] Craven Scholar.[1] Porson Scholar.	γ Latin Ode. Camden Medal.
δ	δ 1 Fellowship Caius College	δ 2 Trin. Fellowships 2 Trin. Scholarships	δ Fellowship St. John Trin. Scholarship	δ 1 Trin. Fellowship. 3 Trin. Scholarships.	—

1857.	1858.	1859.	1860.	1861.
1st, 3[1] 2nd, 1	α 1st, 2 3rd, 1[1]	α 2nd, 2	α 1st, 1[1] 2nd, 3[2]	α 1st, 1.[1] 2nd, 1[1] 3rd, 3.[1]
β 1st, 2[1] 2nd, 2[1] 3rd, 1	β 1st. 1[1] 2nd, 2[1] 3rd, 1[1]	β 1st, 1 2nd, 3 3rd, 1[1]	β 1st, 4[4] 2nd, 2[2] 3rd, 2[2]	β 1st, 2, [3] 2nd, 3.[3] 3rd, 3.[1]
γ	γ Pitt Scholarship[1]	γ Latin Ode[1] Camden Medal	γ Chancellor's Medal Memb. Bachelor's Prize Greek Ode[1] Battie Scholarship Bell Scholarship[1]	γ Latin Ode.[1] Craven Scholarship.[1] Brown Scholarship.[1] 2nd Bell Scholarship.[1] Hulsean Essay.[1] Le Bas Essay.
δ 2 Trinity Scholarships	δ 2 Trinity Fellowships	δ 1 Trinity Fellowship 1 Trinity Scholarship	δ 2 Trinity Scholarships 1 Magdalen College Scholarship.	δ 1 Trinity Fellowship. 1 Magdalen College Scholarship. 1 Trinity Scholarship.

[1] One King's Scholar. [2] Two King's Scholars. [3] Three King's Scholars. [4] Four King's Scholars.

TABLE showing the Number of BOYS placed on the INDENTURE for ADMISSION on the FOUNDATION of ETON COLLEGE in each of the last Ten Years, the Age of each Boy, and the Number of Boys selected from the School.

Age.	Number.									
	1852.	1853.	1854.	1855.	1856.	1857.	1858.	1859.	1860.	1861.
8	0	0	0	0	0	0	0	0	0	0
9	1	0	2	2	0	1	0	1	2	2
10	0	0	4	0	4	1	2	3	3	1
11	7	7	3	4	4	6	3	2	3	7
12	4	3	1	3	2	2	5	7	4	4
13	2	2	1	2	0	2	1	2	6	5
14	5	2	1	3	2	2	1	1	2	3
15	2	1	1	0	2	1	1	2	0	1
Totals	21	15	13	14	14	15	13	18	20	23
Of these there were elected from the school	5	1	5	5	6	7	1	5	3	4
Actually admitted	18	15	13	13	14	7	13	14	15	6

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LIST of SCHOLARSHIPS, EXHIBITIONS, and PRIZES belonging to ETON COLLEGE.

Scholarships or Exhibitions.	At what University and College, or whether unconfined to a College or University.	How obtained, and whether by Examination or otherwise.	Examiners.	Value.	For what Period tenable.
SCHOLARSHIPS.					
α *The Newcastle* -	No restriction as to College or University.	By examination -	Two Masters of Arts of Oxford or Cambridge.	50*l.* per annum -	Three years.
γ *The Goodall* -	No restriction as to College or University.	In the gift of the Provost.	No examination -	62*l.* per annum -	Four years.
γ θ *The Davies* -	No restriction as to College or University.	In the gift of the Provost.	No examination -	52*l.* 15*s.* per annum	Till 24 years of age.
β θ *The Davies* -	No restriction as to College or University.	In the gift of the Provost.	No examination -	42*l.* per annum -	For four years.
β θ *The Davies* -	No restriction as to College or University.	In the gift of the Head Master.	No examination -	42*l.* per annum -	For four years.
γ θ *The Davies* -	No restriction as to College or University.	In the gift of the Head Master.	No examination -	42*l.* per annum -	For four years.
γ *Chamberlayne* -	No restriction as to College or University.	In the gift of the Provost.	No examination -	Variable with the rent of an estate, about 50*l.* per annum.	For four years.
γ *Chamberlayne* -	No restriction as to College or University.	In the gift of the Provost.	No examination -		
γ η *Reynolds* -	Exeter College, Oxford, "if they can be properly accommodated there" - -	The Provost, Fellows, and Head Master - -	No examination -	48*l.* 8*s.* each - -	For four years.
γ *Reynolds* -					
γ *Reynolds* -					
γ δ *Bryant* -	No restriction - -	Gift of the Provost -	No examination -	36*l.* 17*s.* per annum	At the discretion of the Provost.
POSTMASTERSHIPS.					
ε *Chamber* - -	Merton College, Oxford.	Nomination of the Provost of Eton.	The Warden and Fellows of Merton College.	132*l.* per annum -	For four years.
ε *Chamber* - -	Merton College, Oxford.	Nomination of the Provost of King's College.	The Warden and Fellows of Merton College.	About 100*l.* per annum.	For four years.
EXHIBITIONS.					
ζ *Rous* - -	Pembroke College, Oxford.	Nomination of Head Master of Eton.	Master and Fellows of Pembroke College, Oxford.	30*l.* per annum -	For four years.
γ *The Goodall* -	No restriction - -	In the gift of the Provost and Head Master.	No examination -	30*l.* per annum -	For three years.
γ *The Berriman* -	No restriction - -	In the gift of the Provost and Head Master.	No examination -	37*l.* 15*s.* per annum	For five years.

α Open to Oppidans.
β Restricted to Scholars of King's College, Cambridge.
γ Restricted to superannuated King's Scholars *from* Eton.
δ For sons of clergymen or others not in affluent circumstances.
ε Restricted to King's Scholars *at* Eton.
ζ Restricted to King's Scholars at Eton, or who have left not more than 18 months.
η For boys "designed for clergymen."
θ For sons of clergymen or of widows with large families.

Prizes and their Value.	For what given.	Whether on Examination or otherwise.	Examiners.	To whom open.
Books to the value of 10*l.* twice in the year.	For the holiday task verses.	- - -	Head Master - -	Confined to the 10 first King's Scholars.
Books to the value of 5*l.* -	For Greek iambics	- - -	Provost, Head Master, and one assistant.	Boys in the two first divisions
Books to the value of 5*l.* twice in the year.	For a declamation	- - -	Head Master - -	Confined to the four King's Scholars who are appointed to write.
Tomline prize of 30*l.* in books, annual.	For mathematics -	On examination -	By a Graduate of the University.	Open to all the school.
The late Prince Consort's prizes for modern languages, value 50*l.* in books.	French, German, or Italian.	On examination -	Appointed by the Head Master.	Open to all the school.
Richard's Essay prizes, value 10*l.* each in books.	Latin and English essays.	- - -	Adjudged by the Head Master.	The English compulsory upon the Sixth and such of the Fifth Form, as the Head Master thinks fit, the Latin voluntary.
Richard's prize of 50*l.* in money, or two prizes of 25*l.*	- - -	Without examination.	In the gift of the Provost and Head Master.	Confined to superannuated King's Scholars, or if none worthy of it, to Scholars of King's College, Cambridge.
The Newcastle Medal - -	The second boy in the examination for the scholarship.	Examination -	By two Masters of Arts of Oxford or Cambridge.	Open to Sixth and upper part of Fifth Form.

July 9, 1862.

(Signed) CHARLES O. GOODFORD,
Provost of Eton.

ANSWERS of the Rev. W. A. CARTER, M.A., Lower Master of Eton College.

II.

All the questions in Paper I., and the first nine in Paper II., refer to subjects which do not fall under my cognizance.

10. The lower master receives as salary from the College 78*l.* 16*s.* (subject to a deduction for income tax and a fee of 1*l.* 8*s.* to College servants), with a small allowance of bread and beer. He also receives an entrance fee of 4*l.* 4*s.* from all boys admitted into the lower school, and 6*l.* 6*s.* as an annual payment so long as they remain in it, while no payment is made by Collegers. The charges for noblemen are double. From these funds the lower master pays each of his assistant masters 30*l.* per annum. It is not in my power to state from what source the College salary is paid, nor what proportion it bears to the emoluments of the Fellows; nor can I give the average amount received from boys. The total receipts in 1860 were 1,004*l.*; in 1861, 1,024*l.*; but these sums are considerably above the average, from the numbers of the lower school having increased.

11. There are now four classical assistant masters in the lower school. No authoritative rule is laid down as to any proportion between the number of masters and the number of boys, but it is left with the lower master (subject to the approval of the Provost and Head master) to decide what number he deems sufficient. During the last school-time the total number of boys was 119, and of assistant masters four, in the proportion of one master to 24 boys, and at no time does there seem to have been much difference, though naturally it is impossible to dispense with the services of an assistant master when they may not be required from the reduced number of boys. Thus, from a comparison of numbers taken at election, which is necessarily disadvantageous to the lower school, there were in—

Date.	Number of Boys.	Assistant Masters.
1811	76	3
1821	39	3
1831	46	3
1836	18	2
1841	30	3
1856	71	4
1861	99	4

This does not include the master and teachers of arithmetic, writing, and dictation. Of these there are at present one master and seven teachers.

12. The assistant masters of the lower school are selected and appointed by the lower master, subject to the approval of the Provost and head master; they have always hitherto been chosen from the Universities, and so I should always wish them to be. In most cases they have either been in holy orders previous to their appointment, or have been subsequently admitted to them, the only limitation being that they should be Eton men, either oppidans or collegers (of the two appointed by myself one having been an oppidan, the other a colleger), and this limitation I consider very desirable, if not necessary for the due maintenance of the interests and discipline of the school. The Eton system differs from most if not all others in teaching a boy moral self-control, and self-respect, and self-reliance, without self-consciousness, by combining strict discipline with the greatest possible amount of liberty and independence of action; but if other than Eton men were employed as masters or tutors,—men who, however excellent and desirable in other respects, were unacquainted with Eton ways and habits, from not having been at the school themselves,—it would be necessary to make such alterations of discipline as would greatly tend to change the character and impair, perhaps, the benefits derived from the school. As the power of removing the head and lower masters rests with the College, who appoint them, so, I presume, each master may, on sufficient grounds, remove his own assistants, but I neither remember nor have heard of this power being exercised. There is no provision for superannuation, nor any rule or usage respecting it, further than each man's own feeling of unfitness for his work. Little occasion of provision for this has hitherto arisen, but with the present largely increased staff of masters, such occasion may not unnaturally arise.

13. Although this question does not immediately refer to the lower master, I feel bound to bear witness to the improved condition of the foundation scholars as compared with their status 30 years since, when I was myself one of their number. As their condition then was in many respects degrading to the character of gentlemen, so now are their comforts and requirements carefully and liberally attended to and provided for, so that in these points they in no respect fall short of the oppidans. This change commenced with Provost Hodgson, and has been since continued, each year showing that it has been the earnest wish of the Provost and Fellows to improve the moral and social position of the foundation scholars.

With questions 14 to 17, inclusive, I am unconcerned.

18. In my answers to this question, I speak only of boys in my own house, which differs from others in this respect, that as the lower master is not allowed to take any out-pupils, the annual charge for board and tuition is 130*l.*; in other points it resembles others:

	£	s.	d.	
The head master	6	6	0	(noblemen double).
Mathematics	4	18	0	
School expenses	2	9	0	
The library	0	12	0	(for upper boys only).

All such expenses are obligatory, and apply equally to all; the entrance fee paid to the Head master (for commoners, 5*l.* 5*s.*), is not included, as only occurring once.

The extras are voluntary, dependent entirely on the wishes of parents.

	£	s.	d.	
For extra mathematics	10	10	0	per annum.
„ Drawing	14	14	0	„
Entrance	1	1	0	
„ French	10	10	0	„
Entrance	1	1	0	
„ German	12	12	0	„
Entrance	1	1	0	
„ Fencing	8	8	0	„

These charges have been fixed by the authorities of the school, and all other expenses incurred are purely optional, such as for books, clothes, &c., which, being necessaries, are sometimes supplied from home, sometimes from this place. These items (with the one exception of books) in no way concern board, education, or tuition, and vary according to the wishes of parents, some allowing greater liberty, others imposing more restraint, but in no case is any item charged to parents which has not previously received the tutor's sanction, who acts for the parent, as he supposes to be most in accordance with his wishes in each case. In my answers to this and the 10th question has been embodied a sufficient reply to the 19th also, it being understood that in the tutor's charge for board and tuition, 20 guineas is the sum paid for the latter.

20 to 24, inclusive. As the lower school is constituted in all respects on the same footing as the upper school, the head master's answers to these questions render it unnecessary for me to go into detail on these points. All boys in my house are treated on precisely the same footing; each has his separate room, in which, by himself or with others, as he pleases, he has his breakfast and tea provided by me, while his dinner and supper are taken with me. In their rooms the upper boys prepare their work, while those of the lower forms do the greater part with me in the pupil room, being exempted from or made subject again to that restriction according as they may seem deserving of trust and confidence. As there is no possibility of maintaining, even if there was any wish for, concealment, every parent and friend of a boy may judge for himself of the general management of our houses, as regards the health, comfort, and good order of the inmates, and of the description of the meals provided for them. It may be sufficient to say that I look upon my pupils as members of my own family, under the immediate charge of my wife and myself, and that, without any clandestine or over-strict surveillance, which would destroy all confidence between tutor and pupil, I endeavour to maintain proper discipline, and thereby to gain the affections of my pupils.

25. The profits derived from board, lodging, and tuition are unquestionably an indirect payment for other services to the school, and it is well that it should be so. A tutor's salary for his school work is plainly insufficient to secure the services of competent men; but it would be wrong to infer that because a man received more from his pupils, and comparatively nothing for his work in the school, he therefore neglected the latter for the sake of the former; the truth is that the one bears most directly on the other. My own experience of the last twenty years and more, and all I have heard from others, goes to prove that a tutor's success in filling his house, from which his chief income is drawn, depends in many cases entirely, in all very much, on the character which he gains from his school-work. The man who manages and teaches his division in school well, unless there be some personal defect, or want of tact, is sure to have a full house, while he who is lax with his division, or

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fails, from whatever cause, in teaching and conveying instruction, will in the end find the number of his pupils fail, although for a time he may seem prosperous: and thus every man's income depends very much on his own work in school, whereas if a man received a sufficient fixed sum, little energy or interest would be thrown into the work, and little regard paid whether the class progressed or not.

27. In providing furniture for a boy's room, a different course is pursued by different men, though the amount of furniture actually provided by the master is, I believe, the same in all cases, viz. bed and bedding, table, chairs, washing stand; the remaining furniture, such as bureau, carpet, crockery, is either paid for by an annual charge on the boy, or by one payment as an entrance fee, in either of which cases the furniture is the property of the master, to be repaired and supplied by him, and rented by the boy; or paid for entirely by the father, and remaining his property. Every boy is required to bring six towels, six small tea cloths, and four small table cloths.

28. The selection of the boarding house rests entirely with the parent, and no recommendation is given by the school authorities unless asked for.

32. The total number of boys in the lower school at Christmas, 1861, was 89, the first division having been sent up to the upper school.

The greatest number since 1857, when I became lower master, has been—

1857	111
1858	115
1859	139
1860	126
1861	121

The number of boys in each class before Christmas 1861, was,—

I.	27
II.	31
III.	23
IV.	13
V.	19

The number of boys in my house is 38, the lower master being allowed a larger number, from taking no out-pupils.

The numbers at election during the last 20 years, which from circumstances is not a favourable period for taking an abstract of the lower school were,—

	Lower Masters.
1841	30, Mr. Okes.
1842	48
1843	52
1844	44
1845	52
1846	51
1847	43
1848	37
1849	39
1850	28
1851	24, Mr. Coleridge.
1852	39
1853	49
1854	53
1855	57
1856	71
1857	81, Mr. Carter.
1858	90
1859	116
1860	101
1861	99

III.

Where the same questions seem to refer to the head and lower masters, those only are answered which seem to apply to the latter specially, and to tutors, it being taken for granted that the answers of the head master on all others would be sufficient.

5. Boys are admitted as soon as they are able to read. Some of those now at Eton were admitted at seven; in the placing of boys no regard is paid to age, but to classical and arithmetical proficiency; an attempt was made three years since, as had been tried before, to limit the age of admission into the lower school to 12, but it was found impossible to enforce it, and practically the same rule of age holds good with the lower as with the upper school.

6. It would be impossible for me to give any tabulated report of the work done in my pupil room. My pupils are divided into three sets, each having an hour on Sundays; the two upper sets, two hours each, and the lower one hour in the week. The subjects for the two upper being Greek or Latin authors, not done in school, for the lower English history and geography; this work is called private business. I may state generally, that whatever time is not engaged in school duties, is given to my pupils, and so arranged that all may have their due share, the younger boys requiring greater attention.

7. The lower master has no power either to modify the system and course of study, or to change the books used in the lower school, without the sanction of the Provost; this sanction I am bound to say, has never been refused by the Provost to any proposal that I have made. Still it may be a question whether, upon the whole, any such check is necessary, and whether practically it might not be prejudicial to the interests of the school by preventing the application for changes which otherwise might have been introduced with advantage.

8. So far as I am concerned, the assistant masters have always been consulted before any change was made in the studies of the school; indeed, any change must materially affect the arrangement of their pupil rooms, and might be imperfectly carried out without their hearty concurrence, so that interest as well as duty would lead one to follow such a course, although the ultimate decision must rest with the lower master.

9–12. Many points in these questions have been answered above. The system of teaching in the lower school does not necessarily comprise any modern language, the subjects being Bible history, classics, geography, English history, arithmetic, writing, dictation, so arranged that classics, writing, or dictation, are the subjects of three days in each week, while history, or geography and arithmetic, are taught on the other three; all of these form the subjects of examination twice a year, when the papers for each form (of which a specimen is enclosed) are set from the portions of work done by each form since the last examination, and looked over by the lower master, with the single exception of arithmetic; the places are determined by him according to a boy's proficiency in each subject, arithmetic bearing a proportion of one fifth to the rest of the work; these are the ordinary examinations according to which boys rise from one form to another twice a year. A deserving boy may at any time be promoted on the joint recommendation of the master of the division and of the tutor, a case which repeatedly happens; as, for instance, six boys were sent from the lower to the upper school at various times during the interval between election and Christmas. Should there be any difference of opinion, which seldom exists, between the master and tutor, the lower master would examine the boy himself, and fix his proper position. This system, which has been changed and enlarged during the last three years, works well, and does not seem to require further change as regards the present subjects.

14. Every boy at Eton has his tutor. To define this tutor's duties is no easy matter. It is a tutor's duty to devote his whole time and energies to his pupil, so long as he is under his care, the duties of master and tutor being so identical, that those of the one cannot be neglected without detriment to those of the other, to instruct him, whether as a preparation for his school work, or in private reading, to alter and improve his composition, to suggest different courses of study to different boys, to watch the development of his mental powers, the rise and growth of moral tendencies, to win the boy's affections, and thus exercise a general control over his character, to communicate freely with his parents, to protect a boy whenever, from misunderstanding or misapprehension he may be liable to be hardly judged or punished, and to inculcate as occasion may offer, high principles of action. During the last twenty-five years there has been a manifest difference in the relationship of tutor and pupil at Eton, arising from different causes, and in fact brought about by different men, but tending on the whole to draw the tie closer; and to this more than anything else in the school itself I attribute the undeniable improvement in the general moral tone and bearing of the boys; it is this moral agency which by its secret hidden power leavens the whole lump, and does more to keep the school in a healthful state by a manful, not mawkish appeal to the higher feelings, than the influence of any one man enforcing discipline and bringing his own talents and powers to bear *ab extra* upon the general mass. We have to deal with boys and not with men, and to sever or weaken in any degree this tie, would be, I think, most pernicious in its effects.

15. Much that is done by the tutor is deemed by some unnecessary and undesirable. I refer to the construings of work afterwards done in school. My experience of boys leads me to a different conclusion. Unquestionably the work is laborious; but I have yet to learn that it is unnecessary from the school lessons being over well done; on the contrary, it stands to reason that a boy must gain rather than lose by the same passage being explained and illustrated by two different minds. The results of the two first

divisions where the experiment has been tried (and it must be remembered that these are the older boys, not the younger) are scarcely satisfactory; but more than all I should deprecate any change in this, because it would practically prevent the periodical meetings of tutor and pupil, when he is able to bring his own mind to bear upon them; if it be objected that he might see them at other times, all experience goes to prove that where a necessary compulsion is removed, work becomes desultory, and this is no mere expression of an opinion of what might happen, for some few years the boys of the two upper divisions have been exempted from many construings, it is clear to me that from not being so frequently brought into contact with them I have lost a hold which I previously had. The time thus occupied by the tutor varies according to the description of the lessons, and the inclination of the tutor; but it may be stated generally that it averages from 20 to 25 minutes for each lesson.

With the exception of what regards the religious and moral training of boys, the 23rd, 27th, 28th, 29th, and 30th questions seem to fall under the same head, and will be most conveniently considered together, the excepted part will be answered with question 24th.

There is no monitorial or prefect system at Eton; the moral influence of the upper boys has undoubtedly great weight, but the control mainly rests upon the general supervision of the tutor, and the direct authority of the head master. That these are amply sufficient to maintain the discipline of the school, no one who knows anything of the school during the last twenty years can doubt. Thirty-five years since, great power was really or nominally vested in the sixth form; that power has since gradually and without any apparent sufficient cause dwindled away, and what has been the result? that the general good conduct of the school has increased in almost exact proportion to the decrease of authority placed in the hands of the upper boys. Commensurate with this the system of fagging, which once was an inducement to tyranny on the one hand, and a source of terror on the other, exists now only in name, and scarcely tends sufficiently to mark the distinction between an upper and a lower boy. There is however, a power understood and acknowledged by all vested in the sixth form, which may be and is called forth on an emergency; just as each captain of a house is the direct means of communication between the tutor and his pupil, so the sixth form are made the channel of communication between the head master and the school; but this power is never exercised, except when a special occasion arises, and is then understood by the boys as the voice of the tutor or head master speaking through them rather than as the exercise of their own authority; the result of this is that no invidious distinction is engendered among the boys themselves, that there is no pretext for tyranny, that all feel themselves under the same legitimate control, and yet there is an acknowledged code of honour and good principle, which, while it deters the upper boy from doing what is wrong, enables him to exercise a wholesome influence over the younger. To many this may seem impossible, but a very slight acquaintance with the Eton system would show that though it might be impossible to carry on a new establishment without the aid of prefects, such aid not only is absolutely unnecessary, but would be most prejudicial with us. The same applies to games, there is no compulsion to play, no fagging either at cricket or foot ball; but were a lower boy to absent himself systematically from all rational games in which his fellows engaged, a sufficient cause would be required, and if not given he would be called on to present himself occasionally. Such a course is necessary to foster manliness; but I know of no instance where a boy has been forced to play, when there has been a sufficient reason for his absence; indeed, I conceive it be a tutor's duty to look into such matters, to screen those who are physically unequal to such healthy exercises, and to encourage those who may wish to shrink from them, and in almost all cases the tutor and his house will be found working in concert on such points. From an experience of Eton life extending over nearly forty years, I may safely affirm that never was there so little plea for the charge of tyranny, and that the control exercised by upper boys is most salutary and beneficial to the general well being of the school.

24. The duty of preaching to the boys in the College chapel is confined to the Provost and Fellows, or Conducts as their deputies, the head master being occasionally, though rarely, asked to perform this duty. How far the subjects and handling of the subjects may or may not be specially adapted to the boys, must be a matter of opinion. The preparation for confirmation rests entirely with the tutors, and is left to the discretion of each; in most cases, I believe, each boy is prepared separately; in some a class arrangement is adopted, each boy receiving once some private instruction; the former seems to be on all grounds the most desirable, as enabling the tutor to adapt his teaching to each particular case. The main difficulty in this course lies in the want of time, but in five, six, or more private interviews with a boy a greater insight into his real character may be gained, and more good inculcated than in twice the number of class meetings; the main subjects are naturally, the Church catechism, the offices for baptism, confirmation, and the holy communion, in themselves suggestive of every point of doctrine, and moral and spiritual improvement. Few tutors can have done this work heartily without feeling the immense hold that they have from that time gained on their pupils,—from that moment the relationship is altered. We should undoubtedly ill fulfil our duty if we did not encourage attendance at the holy communion, but to make that the standard and test of a boy's character would be very unwise; some are over diffident of themselves, some few may wish to veil their immorality by a punctilious attendance. It seems safer to leave it to a boy's own conscience, with an occasional remark, should he be continually neglectful, which is seldom the case. Some fifteen years since, none but sixth form were allowed to be communicants and they almost by compulsion; it is now open to all who have been confirmed, with what good results no intelligent observer can doubt. There seems little to be desired in the outward regularity and decorum in the attendance at the church services; no doubt much of this is to be attributed to the improved condition of the fabric, which tends of itself to raise the thoughts and inspire something of devotional feeling. There are morning and evening prayers in my house; attendance at these is required by all, without there be some valid excuse. Sunday is observed much as elsewhere, without pharisaical display, or any affectation of piety, but with the feeling that it is different from all other days and requires at least more composure and steadiness, with a total abstinence from games and other legitimate amusements. It has also its special instruction from the tutor, there being no school (excepting in the lower school, where the collects, epistles, and gospels are explained, and the Church catechism repeated); each boy has his private business, lasting an hour, more or less, in the epistles, gospels, Old Testament, or books bearing on these subjects, according to the discretion of the tutor; and further a set of questions on religious subjects to be answered and shown up the next morning in school. Thus religious teaching becomes a necessary and essential part of the system, and forms a subject in all examinations.

25, 26. The system of punishment in the lower school is the same as in the upper, the lower taking the place of the head master. The necessity for corporal punishment has of late years, much diminished, and is becoming more and more resorted to for moral offences only.

43, 44. Although these questions are required to be answered by each head master, a wish has been expressed by the Commissioners that they should not be limited to them; in compliance with this I would make the following remarks:—

It is desirable that classics should form the basis of all public school education, and that with these mathematics should be combined, the former bearing a greater proportion to the latter, and further, the object of public school education should be to train the boy for the general work of life by giving a good sound foundation on which he may build any superstructure; not to qualify him for this or that profession further than a general education may be deemed sufficient. A class system, *e. g.*, for the army, has been tried at Eton, and failed, the boys being scarcely, if at all, more competent to pass the examination for the army than those who have gone through the regular school work. Are there, then, no studies which the present requirements of the age may justly call for in addition to the above, to give an English boy of the higher class a sound education? I think there are, two especially, modern languages and modern history; but here arise two great difficulties, *how* are they to be taught, and *when*, for the time given to classics is scarcely too much; and first, how are they to be taught, for if they are taught here they ought to be taught well and efficiently, and this cannot be done by giving one, or occasionally two lessons, in such subjects during the week, or by bringing down a chance man on certain days to give a succession of lessons at irregular hours. Attempts have been made elsewhere by classical tutors to teach French; it has almost universally been acknowledged that this has failed: their pronunciation is often impure; their knowledge imperfect; and to teach anything well the teacher must be master of his subject, and confessedly superior to his pupil. French, then, must be taught by Frenchmen, but it is difficult to find a Frenchman who is devoid of peculiarities (which would be quickly noticed and excite the ridicule of boys), and who is able to enforce discipline and command the attention of his class; without that nothing can be taught. Of course, the older the boy may be the greater the difficulty.

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Would it then be possible to require all below the fifth form to learn the rudiments of French in precisely the same classes as assemble for classical subjects (for this seems very essential) at the hands of a French master, leaving it for those in the fifth form to follow up the subject, or not, as their parents may desire, or to exchange it for German or Italian, which are scarcely less necessary? And then now is modern history to be taught? The problem has never yet been solved; it may be read, and the reading may be encouraged, but this is not teaching. It might be possible to require a boy to get up the leading facts of a certain portion, say 5 or 10 years, as the case may be, for school, to answer on paper beforehand certain leading questions previously set, and then to be lectured in school on this portion, his attention being enlisted and carried along by occasional questions. But this requires a good man, one well up in his subject; and how shall this be required of all when there is little time for previous reading. In short, it is easy to see and feel the want, but probably all who have had experience in actual teaching will acknowledge the difficulty when put into practice. But, secondly, when are these to be taught? We cannot curtail our classical work without much detriment, and we must be careful in adding fresh subjects of instruction not to overtax the strength of a boy's powers; for over-much and over-various food fails to give nourishment; a sufficient time must be left for healthy and necessary recreation. Might a few, say two at most, repetition lessons in each week be discontinued? At most, because the cultivation of the memory is a very useful part of a boy's education; might the weeks be made more regular, so that there would be more time for school work at our disposal,—by some re-adjustment sufficient time be found for these additional studies? I have purposely thrown out these hints in an undigested form that I might not seem to trench upon the province of the Commissioners, leaving it to them to attach what weight or not they may think due to each. We can have but one wish, to preserve intact all that distinguishes Eton in its formation of character, and in regard to instruction to place it among the first, if not the first, public school in England.

W. A. CARTER,
Lower Master of Eton.

Eton College,
Dec. 30, 1861.

Rev. C. K. Paul.

Answers returned by the Rev. CHARLES KEGAN PAUL, B.A., CONDUCT and ASSISTANT MASTER in COLLEGE.

THE questions of the Public Schools Commissioners have been put into my hands by the Head Master. Most of them will be so fully answered by him, and the assistant masters, who are also tutors, that I shall confine myself to those only which bear on my own position, which is that of "Conduct" or "Chaplain," and "Assistant Master in College," charged with the care, but not with the tuition of the 70 boys on the foundation. I proceed at once to the last question in Part 1, that relating to the Ecclesiastical Benefices in the gift of the College.

I.

9. There are 46 livings in the gift of the College, of values varying from 64*l.* to 900*l.* per annum. Of these, Eton 120*l.* and Mapledurham 878*l.*, are held by the Provost, the former in virtue of his office as Provost, to which the living of Eton is attached. Burnham, 505*l.*; Creeting, 663*l.*; Worplesdon, 708*l.*, are held by present Fellows of the College. Christ Church, value not specified; Cottisford, 344*l.*; Farnham Royal, 539*l.*; Nash, 80*l.*, are held by former conducts. No livings in the gift of Eton are held by those who are, or have been masters or assistant masters, unless they have first been elected Fellows.

The usage and practice which regulates the Ecclesiastical Patronage of the College, is that when any living in the gift of the College becomes vacant, it is offered in turn to the Provost and Fellows. Thus, the present Provost was shortly after his appointment presented by the College to the living of Farnham Royal, 539*l.*; but the living of Mapledurham, 878*l.* falling vacant within six months afterwards, he resigned Farnham, and took the benefice of greater value. Should all the governing members of the College decline the vacant living, it becomes in turn the private patronage of the Provost, or one of the Fellows, and is, usually, given by him whose turn it is to present, to some relation or friend, in almost all cases wholly unconnected with the College or school of Eton. The conducts of Eton, after they have served eight years, are entitled to presentation to a vacant living, provided it be not taken by the Provost or any Fellow for himself; and provided also it be not one of 12 among the best benefices, which are not offered to the conducts, but become at once the private patronage of the Provost or Fellow whose turn it may be. The apparent exception to this (Farnham Royal, 539*l.*), held by a late conduct, is no real exception; the present Provost having presented it to Mr. Marshall in the exercise of his private patronage.

The values I have given to the livings are those found in the Clergy List, not in all cases accurate.

II.

10. The amount of emolument received by the assistant master in college is entirely from stipends paid him by the College; 230*l.* per annum, rooms, coals, and light, as assistant master in college; 120*l.* as conduct or chaplain. I have no means of knowing what proportion the conduct's stipend bears to that of a Fellow. The assistant mastership in College is altogether a modern appointment, and for some years had no emolument attached to it, being held with an ordinary assistant mastership. When first filled by me, there was no emolument beyond the conductship, (the conduct having been always entitled to rooms); the stipend has been gradually raised to the present amount.

12. The duties of the assistant-master in college are, as such, the entire charge of the scholars on the foundation. His rooms are connected with theirs, he spends much of his time with them, and is in a large measure responsible for their moral training. The whole domestic arrangements fall under him; the care of the scholars in sickness, their expenses, the bills sent to parents, and in fact, all such matters for the scholars as are the duties of a master, or a dame for the boys, in his or her house. The scholars are more than double the number of the boys in an ordinary house, and the assistant in college receives no emolument from the boys or parents of the boys under his charge. The assistant in college would probably always be chosen from among Eton men; but not necessarily from former scholars (I was myself an oppidan). He is appointed and is removable by the Provost. There is no rule or usage respecting superannuation, or any provision for it, except in the fact that when held by a conduct, the usage described above in the case of college livings would be observed.

13. According to the present usage of Eton school, foundation scholars are elected each July, by a searching competitive examination from all such boys as may present themselves, being between the ages of eight and sixteen, and lawfully born of English parents. The number of candidates is usually about 50, and from these 12 to 20 boys are selected, to be admitted as vacancies occur in the course of the year. Such boys as do not then obtain vacancies, have no advantage in the next examination, but may, if they are not too old, again take their chance in the election examination. The advantages enjoyed by the present scholars are 1st, their education for a far less cost than that of the oppidans; 2nd, the chance of election to King's College, Cambridge, enjoyed by four on an average out of every twelve; 3rd, the various other scholarships and exhibitions in the gift of the College, the Provost, or the head master, and restricted to scholars of Eton; 4th, the intercourse with boys all above the average in talent (as is evidenced by the standard of attainment which must be reached before a boy can hope to become a scholar), the incentives to study afforded by the special college examinations over and above those of the whole school, and by the greater magnitude of the stake which a scholar has in these also.

The disadvantages, such as they are, arise from the fact that being generally the sons of men of smaller income than are the oppidans, they are cut off from some of those school amusements, which, while they are admirable in training a boy's character, involve also a certain amount of expense, *e. g.*, "the boats," and the various quasi-clubs and pursuits peculiar to those who are in "the boats." At the same time this disadvantage, such as it is, is shared with the great majority of oppidans, though the collegers only are excluded as a body. Nor does this exclusion keep them from the river, on which they have their own boats, while in the cricket and football fields they share in a great measure with the oppidans, and are little more apart from them, than are the members of one tutor's house from those of another. One great help to a greater amalgamation between collegers and oppidans would be the disuse of the gown by the former, though it is fair to say this would be unpopular with the scholars themselves, who have a strong class feeling, and regard the gown as an honourable distinction. It is difficult to express in money the value of a foundation scholarship, unless the actual cost of each oppidan is accurately ascertained, the value will then be

that cost, minus the sum paid over and above what is provided for him out of the foundation. The average amount of these charges is somewhat under 25*l.*

College charges	£5 5 0
Tutor	10 10 0
Washing	5 0 0
School fees	3 0 0

18. I enclose* a copy of a bill actually sent in this Christmas time to the parents of a foundation scholar. I have struck the average, and taken the bill which comes nearest to that exact amount. These bills are sent in three times a year, at Easter, election (July—August) and Christmas. They naturally vary in some degree according to the length of the school-time. Those items marked with an asterisk are obligatory, though some of these, such as "washing," will vary in each case. The tradesmen's bills are all checked by the assistant in college, no goods being supplied without an order from him, and no order is given by him without sanction at the time from the parent or guardian of the boy,—save in such cases as the goods (clothes, &c.) are manifestly necessary.

23. There is one uniform scale of diet for all the boys on the foundation. The hours are—

Breakfast	9–10.
Dinner	2.
Tea	6.
Supper	9.

Meat is provided at supper as well as dinner, being cold at the latter meal, *i. e.*, supper. Bread, butter, and milk, are provided at breakfast and tea; tea and sugar are supplied at a fixed low price. The dinner provided is usually roast mutton, or roast beef, with vegetables: puddings or tarts occasionally, and very rarely other meats or poultry. The diet thus supplied is as plentiful and as wholesome as in oppidan houses, but not as varied. No charge is made for board, except for tea and sugar.

27. The furniture placed by the College in each scholar's room, and for which no charge is made, consists of bedstead and bedding, washing stand, bureau, (*i.e.* bookcase and chest of drawers), table, and two chairs. Each boy usually adds, with his parent's leave, a carpet, window curtains, and easy chair; these are his own property, and if not worn out when he leaves the school, are given by him, or sold at a valuation to a schoolfellow furnishing a room.

III.

24. The recent increase of the school has caused it to overflow the College chapel, and on Sundays the lower school attend the church in the town. Here the sermons are such as are adapted to an ordinary congregation, and are not, as they cannot be, specially adapted to little boys. In the College chapel, which is attended by the bulk of the school, the sermons are preached by the Provost and Fellows, each taking a course of four weeks, or so, at one time. Should any of these gentlemen be unable to preach, their places are usually filled by the conduct then on duty, only one of whom has any special work with, or is known personally to any large number of the boys. The head master is rarely requested to preach, the lower master, and assistants, never.

The church services which, during the week, are attended by the boys, are two on each holiday, one on each half-holiday; the hours are 11 and 3, the worst which can be devised, breaking in on all a boy's usual pursuits; whereas an early service would perhaps find him in a devotional frame of mind, and lend its own character to the day: the three o'clock service, coming as it does on irregular days, is practically a mere roll-call, standing in place of a lesson, and is regarded as such by the boys.

The other heads in this question will be best answered by the head master, and the tutors having charge of the religious instruction of the boys. I will only add, that a more frequent celebration of holy communion is most desirable, not necessarily to increase the communions of each boy, but to afford at least more choice of opportunity; the present usage is three celebrations in each school time.

27. The powers and duties assigned by tradition and usage to the elder scholars in maintaining discipline over the rest of the scholars, differ in some degree from those obtaining among the oppidans. Among these latter the great majority of fifth form boys have the power of fagging; among the scholars this is confined to the sixth form, and the six boys in immediate succession to the sixth form. These are called "the Liberty," and hold their powers from the captain of the school, and may by him be deprived of them. Beyond the power of fagging there are many unwritten laws and traditions which the sixth form enforce, and they are responsible to the head master and the assistant master in College for the maintenance of order. The head master and the assistant in college act in a great measure through them, and they are thus brought in more direct personal relations with those authorities than are the rest of the boys.

28. I consider such powers most useful in the effective maintenance of school discipline, and that they tend to suppress tyranny. On these points I quote the words of an article in Frazer's Magazine for April 1861, with the views expressed in which I entirely agree:—"Foremost among the influences bearing on a boy at school is that of his companions: more direct than that of his masters, surrounding him more unceasingly than his lessons or his sports, because combined with both." ..... "As wage for the services rendered to his master, the fag gains certain privileges. He becomes the elder boy's client, sits in his room now and then, in order to get his lessons apart from the din of other small boys, is certainly protected by him from tyranny of others, and not bullied by himself; and the feeling of real attachment which often exists between boys of such different ages is very rarely abused. The whole system is checked by strong through traditional rules, which even the most daring spirits seldom venture to break. When fagging is not recognized the same thing takes place subject to no laws, and with no corresponding advantages. There the strong are always the rulers, the weak always the fags; there can be no clientship, no legal protection. And whenever this does not exist, any association of the elder and younger boys is exposed to dangers of a very grave kind, while there is much temptation to bullying; dangers and temptations without doubt always present, but much lessened by the fagging system. For it is a very rare thing that an elder boy should bully or lead into mischief his own fag, whom he is bound to protect, and does protect from others."

30. I have known *rare* instances of the abuse of the above powers and privileges. In such cases the abuse is sure to be brought by the boy who is wronged, before the sharers in the power of him who has done the wrong, and is redressed by them, or in extreme cases is brought by them before the master, not necessarily in the way of formal complaint, but rather to ask his advice. I have never known the sixth form *combine* to oppress, and cannot imagine such a case would occur.

43, 44. It will not, I trust, appear to the Commissioners that I go beyond the spirit, though it may be beyond the letter of their inquiries, if in answer to their two last questions, I mention some points which appear to work ill in the general system of the College and school. Eight years' experience as conduct, part of the duties of which position is to take a certain share of the work in the parish of Eton as curate, under the Provost, has brought with it a strong conviction, that the union of the parish with the College is most disadvantageous to the parish. The rector is, in the first place, mainly occupied in the duties which devolve on him as Provost, or as rector of Mapledurham, while he is at the same time so controlled by the opinions of the rest of the College body, that the parish has virtually not one, but eight rulers. The hours of service in the College chapel clash also with the curate's work in the parish, while the traditional feeling of "town" towards "gown," which exists at Eton, as well as at the Universities, prevents that hearty and cordial understanding which should exist between the clergy and their parishioners. Practically, the conduct, who is also the assistant in college, is almost wholly withdrawn from the parish, and the work of the other conducts in College chapel is taken in great measure by him. Were the parish severed from the College, the spare time of two chaplains could easily be utilized. There can be no reason why one should not also be an assistant master engaged in tuition, as one already is in college. Both, or one, might be employed as librarian in the valuable College library, now jealously guarded from all, or nearly all, but the Provost and Fellows, and almost useless; while the parish work might be easily carried on by an incumbent and curate, whose time and thoughts were not constantly occupied by other and conflicting duties.

* Eton College, Dec. 13, 1861.

For the school-time ending Christmas.

	£	s.	d.		
* College charges	1	15	0		
* Washing	1	9	0		
Allowance, 12 weeks at 1s.	0	12	0		
Letters, parcels, &c.	0	6	0		
* School fees, &c.	1	0	0		
Tea and sugar	0	13	0		
* Tutor	3	10	0		
Extra master, half school time.	1	15	0		
Bills as per abstract	7	17	9		
				18 17 9	(sum total.)
Bookseller	4	5	10		
Upholsterer	1	4	6		
Tailor	0	8	8		
Hatter, &c.	0	14	6		
Shoemaker		5	9		
Lectures	0	16	0		
Hair cutter, &c.	0	1	6		
Share of repairs, &c.	0	1	0		
				7 17 9	(entered above.)

Answers.
Eton.
Rev. C. K. Paul.

But this is by the way. The grand reason why Eton has ever come in a measure short of what is required by England, of a school in so high a position, and possessing so great a name, is the fact, that the working and the governing body are not one and the same. The workers,—the head, lower, and assistant masters,—are engaged in actual life; facing actual difficulties. The Governors, the Provost and Fellows, are men who are resting from their work, deeply imbued with the traditions of the past; conscious more than enough of the reforms it was given them to carry out, unable to see the need for fresh reform which arises from time to time. That the head master should be freed from the control of the Provost in all merely school questions, or that he and some of the senior assistants should be also Fellows of the College, seem at present the main things needed to enable Eton to amend her system, and introduce fresh studies and fresh methods of study.

It seems matter of doubt to many who are not Fellows, or likely to become so, whether there be need that the College revenues should be spent in supporting so many gentlemen on retiring pensions, who have at the same time, or may have excellent benefices, and the question will arise in such minds whether a part of the College income might not be spent in paying oppidan scholarships, as prizes for talent and application among the school at large. For it does not seem desirable to increase the number of boys on the foundation. To do so would be to lessen the standard of attainments, and weaken what is really the back-bone and stay of the whole of this great school.

Those actually engaged in teaching will suggest better than I can the detailed improvements which may be made in the system and course of education. I will only express a hope that the sermons may be entrusted in future to those who know the boys, whom the boys know and trust, as during the week in questions of secular criticism and scholarship,—so on Sunday in theology. And it would greatly aid the masters in their work, if they had access to the College library, from which they are now excluded.

(Signed) C. K. Paul.

Answers returned by Classical Assistant Masters (Upper School).

Rev. Francis E. Durnford, M.A.

Rev. F. Durnford.

II.

4. The foundation is governed by statutes, the oppidans by tradition.

18. The expenses of a colleger are, I believe, about 20*l.* per annum; of an oppidan in a tutor's house 120*l.* per annum, which includes board, lodging, and tuition. The head master receives 6*l.* 6*s.* from each boy per annum. The collegers pay 10*l.* 10*s.* per annum to the tutor. Public pupils pay the same. Private pupils 20 guineas per annum to the tutor.

20. Boys live with their parents at Upton, Windsor, and Eton; they pay the fee of 6*l.* 6*s.* to the head master per annum, and 10*l.* 10*s.*, or 21*l.* per annum to the tutor, according as they are public or private pupils, and the other school fees. They enter into the games with other boys, and are on equal footing, but naturally do not mix so much with their school-fellows as they would if they lived in college.

22. On the Foundation 75 boys are under one roof, some in separate rooms, others in a chamber. The oppidans board partly at tutors' houses, partly at dames', or extra masters or assistant mathematical masters. The tutors receive a uniform payment (120*l.* per annum), and provide a single room. The number is limited. In dames' houses the number is not limited. The charges, I believe, vary. The head master will state the charge.

23. In my house, and I believe in all houses, a liberal table is kept. There is no uniform diet. The boys usually breakfast in their own rooms at 9, dine with myself and my wife at 2, have tea in their own rooms at 6, have supper with me at 8.45. They have good meat, and plenty of it, milk, bread, tea, coffee, cocoa, &c., supplied *ad libitum*. No variation is made in charge unless wine is ordered.

25. The incomes of the assistant-masters are mainly derived from boarding the boys and tuition.

26. No.

27. A bureau and carpet are bought by the parents when the boy comes; they are sold for his benefit when he leaves school. Sheets, &c. are supplied by the tutor. Towels and a small supply of table linen used exclusively in the boys' own room provided by the parents, and returned when the boy leaves school.

28. With the parent entirely. No recommendation is given without being asked.

30. I believe absolute power is vested in the hands of the head master.

31. Oppidans usually about four years; collegers 6, 7, or 8, or even more.

III.

1. A boy is admissible, I believe, at eight years old; he is not admissible as an oppidan after he has passed his 14th birthday; as a colleger he can enter at 15.

3. No.

4. In the lower remove, remove.

5. No limit.

7. The government of the school and the arrangement of books is in the hands of the Provost and head master. The head master can make no alteration without the sanction of the Provost. As it is always the case that the Provost has been an Eton man, and generally that he has been head master, it follows that the knowledge of the requirements of the school is complete with the Provost.

8. The head master often consults with his assistants, but is, of course, supreme. The assistants are appointed by the head master, and are entirely *his* servants, and under authority, as is right.

9. The head master will answer this question *accurately*. No boy can rise from one form to another without passing a severe examination in the work which he has done, in divinity, classics, mathematics. In the fifth form French has been introduced as a *voluntary* element for examination, the marks are given as for the classics.

The examinations continue until the upper division of the fifth form; after that the boy rises by seniority, excepting that if a boy in the 3rd division in the Newcastle scholarship is classed in the select, he immediately passes to the 2nd division; and if he is in the 2nd division, and is classed amongst the select, he passes at once to the 1st division, and takes precedence.

The mathematical classes are coincident with the classical, for mathematics are in every way an integral part of the school system. French and German and Italian are extras.

11. If a boy learns a modern language, he pays a fee of 10*l.* 10*s.* per annum to the teacher. A payment of 5*l.* is paid by each boy to the support of the mathematical staff. The reports of the examiners on the mathematical subjects are cheering; the performances of many of our scholars good at Cambridge.

13. Every boy must have a tutor. I consider the tutorial system the one point which is especially beneficial to our pupils. The relation in most cases is as a boy with his parents between pupil and tutor. He looks on him as his adviser, his instructor, and his friend; a feeling which in most cases is reciprocated.

14. Every lesson is construed by the pupil to me before he goes into school. With the lower boys and lower fifth form every lesson is construed twice over, and carefully parsed. I calculate that my fourth form are with me about 27 hours per week; my fifth form about 10 hours per week; my sixth form about 5 hours per week (sometimes many more the latter).

15. The number of pupils is not limited to some of the senior masters, the juniors have been of late years limited to 40. I suppose that the average number of boys under each master does not equal 40.

17. The parent selects a tutor; he may apply to the head master, and if so the head master usually recommends the junior.

18. In case of boys preparing for any particular examination (as matriculation or the like) I always do special work with them. In case that boys are preparing for the army they attend a military class. No relaxation is allowed in the school system except for young boys preparing for the navy.

19. I consider that an average boy might fully be prepared for the ordinary examination for the army, *not* for artillery or engineers. I consider that the examination which a boy passes from the middle to the upper division is quite as severe as that which is required at Chelsea. I consider that a boy might be fitted for examination for Government offices, &c.

21. It has a good library open to the 1, 2, 3, 4, 5, divisions of the school. There is a good collection of birds given to the school by the late Provost of King's College, Cambridge, and also some fossils, manuscripts, &c.

22. No provision is made for music or drawing. Several boys learn music and have pianofortes in their rooms, some

also learn the violin. Drawing is an extra, many learn and make good progress. They sketch out of doors in the summer with their master.

23. Service is held in the College church twice on Sundays, prayers and sermon in the morning, prayers in the afternoon. Service is also held twice every day during the week. Some few boys attend voluntarily during the week days in the morning. On half holidays and on whole holidays there is a compulsory service, twice on holidays once on half holidays. Prayers are read in masters' houses morning and evening, and in many dames' houses. Order is kept in the houses principally by the superintendence of the master, who uses his captain as his assistant. The tone amongst the boys is generally high, and they have a keen sense of honour, to be ascribed, I believe, to the liberty of the place. The captain of each house has the power of punishing by imposition, a custom seldom enforced.

24. (1.) The sermons are preached by the Provost and Fellows, and are usually addressed to the boys.

(2.) Confirmation is administered by the Lord Bishop of Oxford as Diocesan. The tutors prepare the boys for the head master, who presents them to the Bishop.

(3.) The attendance at Church services is compulsory, at the Holy Communion (once a month) entirely voluntary.

(4.) No school work is enforced on a Sunday. Religious instruction is given by each tutor to his pupils in classes.

(5.) In all examinations Divinity holds a prominent place, it is a subject fairly studied.

25. Some offences, those of a minor kind, are punished at once by imposition by the master or tutor; graver offences are laid before the head master, who uses his discretion in the punishment. The system of punishment varies according to the judgment of the master. No Procrustean rule prevails.

26. It is at the discretion of the master, who consults with the tutor of the boy in fault, whether the offence should be laid before the head master. There is complete cordiality and co-operation between masters on all points of discipline.

27. The sixth form are deemed responsible for the good government of the school. They are called on to act in case of insubordination, immorality, or laxity of discipline. They invariably support authority.

They have power over all boys, but would use it especially with lower boys.

28. I have never known since I have been master (now 23 years) of any tyrannical use of authority by sixth form.

29. The fifth form, that is those who are above the lower remove of the lower division, have the power of fagging. The fagging is by no means severe. I believe it tends materially to keep up a necessary distinction between lower boys and fifth form, and is most useful not only in discipline but in forming character. No tyranny would be tolerated and I believe is never exercised.

30. I believe that masters would be quite certain to know if there was any undue exercise of power, and that the good sense of the upper boys would, by public opinion, immediately put it down.

31. About 38 weeks.

34. In summer boys are usually dressed by 7; in winter at 7½ or 7¾. The lower boys go to bed at 10; fifth form at half-past 10.

35. Whatever time can be legitimately used after lessons or composition is done, much must depend on the quickness of the pupil, and his habits of industry or idleness.

37. Cf. Gray's Ode on Eton College.

38. Free as air.

39. Cricket and boating in summer; football, autumn; and fives, winter.

40. Bounds are set, but the boys are allowed to go beyond them on certain conditions.

41. Every boy who cannot swim on entering Eton pays a subscription of 1*l.* 1*s.* to the swimming school; on his learning to swim he is examined by a committee of masters, and if he passes the test has a certificate and may go out in a boat. Ever since this test has been in vogue no boy has been drowned, though the little boats are constantly overset. The system was organized by our excellent Bishop Selwyn, of New Zealand.

Fencing is taught by Messrs. Angelo; many boys learn and make great proficiency.

Amongst themselves they practise running, jumping, &c., and are fond of out of door amusements.

42. Few boys entirely stand aloof from the manly games. We encourage the combination of the intellectual and the bodily development. Of course there are exceptions.

The "cessatores" are the most prejudicial.

43. As a parent, a tutor, and a master I am of opinion that the Eton system does not fall short of its requirements.

I am convinced that it is admirably calculated for training the Christian gentleman, and educating the boy. The liberty and independence of the place (not without its trials), fit him for heavier trials hereafter, and the relationship between master and pupil encourages a system of friendship and attachment which it is impossible to surpass or to equal.

44. I wish it were possible for French to be generally taught, but when I see how much time is absolutely required for the elementary part of grammar, in Latin and Greek, what the requirements are at the Universities for a scholar, I do not see how the time can be spared. I think every encouragement should be given to a voluntary learning of modern languages, but I deprecate adding more work to our system. I feel that if it is attempted it must fail. Non omnia possumus omnes. Let it not be said of an Etonian, *πόλλ' ἠπίστατο ἔργα κακῶς δ' ἠπίστατο πάντα.*

I hope that the Commissioners will not overlook the great improvements which have been made for the benefit of the foundation boys of late years. They live as comfortably and are treated as well as the oppidans. Such was not the case when I was a boy, very far from it.

F. E. DURNFORD.

Rev. JOHN EYRE YONGE, M.A.

II.

19. £520.

20. There are such boarders. The charges paid by them would be those for the head master, the mathematical school, and the tutor.

22. Boys in dames' houses may share their rooms; two or three in a room. In masters' houses this is not allowed, except in the case of brothers. The room is looked on as the boy's own, where he has a right to be alone. The lower boys prepare their exercises under their tutor's eye. The upper boys do them when and where they like.

23. There are four meals a day, amply and liberally provided at regular hours.

25. The privilege of keeping boarding houses is a part of the inducement to take the position of tutor.

26. Any such custom is checked as far as possible.

27. The furniture in a boy's room (except bed, bedding, sheets, &c., chairs and table), is supplied by the parents, and belongs to them.

28. The selection is voluntary.

III.

7. Not without the sanction of the Provost.

8. No.

9. A boy rises in the school partly by seniority partly by proficiency. There are yearly examinations in classics, mathematics, history, geography, (and in modern languages also at the option of the candidate.)

11. Modern languages are taught by extra masters, and mathematics form a distinct department. As to the progress made I answer, *Yes, in languages.* Well trained and industrious boys generally merit the same character from their French and German teachers as from their tutor; but as regards mathematical studies few boys, however well disposed, are equally zealous or successful in both.

12. Besides the examinations conducted by the head master (mentioned in 9), the work of each school time is summed up and tested during the last week of each in what we call collections.

15. In all forms the school lessons are construed previously to the tutor, the average time of such being about half an hour. (In the two first divisions such construings are only partial or occasional.)

17. The selection is voluntary.

18. This attention is a principal part of the tutor's aim and work, and is made effective by the system of private business as well as by his general right and office of superintendence. The requirements in school are adapted to the average of capacities; quick workers or those who have special objects in view afford openings for increase of work individually or for exceptional direction of studies, at least in the higher part of the school, as the fifth form.

21. There is an excellent library, of which the sixth and upper division of the fifth form have the use. Originally there was a voluntary subscription to it open to all fifth form. It was found advisable to limit this, and make the subscription regular and compulsory.

43. Yes, I consider that in respect of moral qualities and self-control, of fitness for after life, of appreciation and

Answers.
Eton.
Rev. J. E. Yonge.

practical industry, of general and disciplined and quickened ability, the results of Eton education are satisfactory.

44. I consider the system, properly understood and worked, very complete, and that it requires no alteration of principle or character, but such modifications or expansions as it seems in itself to admit of and even invite in the practical working of the details, such as are constantly being proposed or made by those in authority in pursuance of their experience. The scheme of work might be constructed so as to be more full and more regular, but it is extremely questionable whether it would not lose far more than it gained in general effectiveness; such effectiveness being measured not by the range of attainments merely, or the amount of knowledge mastered; but by its promise of growth; by the proportion in which the spirits or abilities are taxed; by the degree of freedom and freshness elicited and sustained in the course of study. It is important that there should be energy and willingness for future effort, not satisfaction with acquirements as an end; and I understand our system in accordance with these principles to be based upon encouragement rather than compulsion; to allow and provide varieties in the weekly work; to uphold church regulations without stiffness or monotony in their observance; to give them prominence and honour while drawing from them help for the machinery of schoolwork; the design being on the whole to mould the mind before occupying it, and to foster a temper and habit of industry rather than to push for immediate distinctions or success.

J. E. Yonge.

W. Johnson, Esq.

William Johnson, Esq., M.A.

I.

8. I believe that the Statutes of Eton College say nothing of any application of revenues to dividends.

They contemplate the expenditure of the College revenues on commons, allowances of clothes, and certain fixed stipends. I suppose that it happened with Eton College as with its sister College, that after a century or two the revenues of the College so far increased as to leave a surplus after providing for the fixed charges of the establishment, and that the governing body divided this surplus. But I understand that there is this important difference between the practice of the two sister Colleges; that whereas at King's a dividend is voted on a fixed scale for Fellows and scholars, at Eton it is voted for Fellows only; and that, whereas at King's all receipts, except trust funds, go into one common stock, first to defray the establishment charges, and then to be divided rateably amongst the members of the College, at Eton there are two kinds of income; first, the receipts arising from reserved rents and rack-rents (and perhaps from other sources) applied to the maintenance of the establishment, including scholars; and secondly, the income arising from fines applied to the augmentation of the stipends and allowances granted by Statute to the Provost and the Fellows.

I believe that in former generations the "Domus" fund, or fund applied to the maintenance of the establishment, was by the system of leasing kept very low, so that there seemed to be no money available for the improvement of the chapel services, for the library, or even for the supply of common necessaries to the scholars, whilst the divisible fund was kept up so as to enable the Provost and Fellows to live in comfort, and that Fellows of the College having grown up under this system were unconscious of its illegality.

I believe that the present governing body of the College has been limited in its attempts to improve the condition of the scholars by the belief that the Domus fund is poor, and that on the rest of the College revenues personal claims are prior to the claims of the establishment; that the supposed deficiencies of Domus have been eked out by loans, the interest being paid out of the divisible money by self-taxation, and that whilst aware that they were making personal sacrifices, the Fellows were not aware that this method of borrowing was bad husbandry: that they have made great efforts to increase Domus by raising the rents of their house property in Eton, without perceiving that they were taking advantage of an unwholesome competition for houses amongst masters and dames; and that, whilst in Eton itself the measures taken for the good of Domus have in some cases done harm to those who keep and those who board in the old boarding-houses, the College property elsewhere has not produced so much as it would produce if the system of leasing were improved.

I am therefore of opinion that Her Majesty's Commissioners might with great advantage direct the attention of Eton College to the duty of simplifying or consolidating its funds, and of applying its surplus revenues to the more liberal maintenance of the establishment.

In venturing to make these remarks, I beg leave to say that I am quite aware of the efforts and sacrifices made since the death of Provost Goodall to put the establishment on a more liberal footing, but that it seems to me that it still remains for the College to discover a broader principle as the basis of these and still greater improvements.

9. I believe that the Ecclesiastical patronage of Eton College is exercised by the Provost and Fellows without any regard to the interests of the school; and that, whilst it has been thought quite a natural thing to appoint an assistant master, even before he has served the ordinary time, to a fellowship which will probably bring with it a benefice, it would be considered a strange and startling proposal if one were to suggest that it might do good to the school to offer a benefice to an assistant.

As I am a layman, I have no personal interest in suggesting that the benefices in the gift of Eton College might occasionally be applied to the relief of the school.

II.

2. The seventh Statute of Eton College declares that no one is eligible to the provostship except one who has been, or is, a Fellow of Eton College, or of King's College, Cambridge. It is generally thought that the Crown has the right to nominate the Provost. But the restriction just stated, accompanied as it is with other restrictions concerning holy orders and a theological degree, limits the Crown to an extremely small field of choice. When Provost Goodall died, I believe that there were only eight persons legally capable of succeeding him, and that if the Crown had nominated a person not eligible according to the Statutes, the nomination would have been resisted by the College. I venture to suggest, that no more really important measure for the good of Eton can be recommended by the Commissioners, than a legislative settlement of all doubts as to the right of the Crown to appoint freely to the provostship.

To a fellowship, the general rule is, that no one is eligible who is not, or has not been a Fellow of King's College, although it was settled, I believe in the last century, that a certain number of aliens might be elected, and this is occasionally done. If the fellowships are to be given for the most part, to those who have been employed in the school, and these employments are to be freely thrown open to others besides Fellows of King's, (as I think they ought), it follows that the fellowships ought to be tenable to any extent by others, besides Kingsmen.

Being asked whether I think any increase of members would be beneficial to the foundation, I take the liberty of suggesting that what would be beneficial, is not so much an increase of the number of persons as the reconstruction of the College; so that it should be composed of working members, a Provost, one or two bursars, a dean in charge of the scholars, a precentor or professor of music, and six or eight tutors chosen out of the body of assistant masters; the rest of the assistants, with the conduct, the librarian, and other officers, though not in the governing body, being stipendiary and probationary members of the College.

But if by a member of the College is meant a retired teacher, who has nothing to do with the school beyond preaching a few sermons to a congregation with which he is but slightly acquainted, and who only resides occasionally, yet takes up a part of the limited space within the College precinct, and in addition to an ecclesiastical benefice draws from the College in the shape of dividends a sum which might support 10 or 12 exhibitioners, in this sense, I conceive that the foundation would derive advantage rather from a diminution than from an increase.

3. I believe that the government of the school is vested in the Provost only, and that, although, in the common course of things, the head master governs the upper school, and the lower master the lower school, and the head master, with or without the advice of the lower master, makes rules and arrangements which affect both upper and lower school, in the exercise of authority delegated, not by the Provost but by the Provost and Fellows jointly, as the joint electors of the two masters, yet the Provost can, and does, from time to time, exercise a veto on the proposals made by the head master, whenever he is departing from routine with regard either to studies, or charges, or discipline, or holidays. I believe that a Provost who has himself been head master, is likely to interfere much more with the management of the school than one who has not. I believe that the head master is held by the world, and in particular by the parents of pupils, answerable for the maintenance of customs which he would, if he had full power, abolish, and for the refusal of improvements which he

cannot get leave to adopt. I think it would generally be better that the Provost should be a Statesman, or a man of letters, not a retired schoolmaster, so that the head master may not be hampered by minute criticism, yet guided by a mind capable of interpreting between the school and the world.

12. Leaving this question mainly to the head master, I wish to make some observations on the difference between the two kinds of assistant masters, mathematical and classical.

As mathematical instruction has been brought into the system bit by bit, so the position of the mathematical teachers has been little by little improved, and concessions have been made to those who have been appointed lately, which were refused a few years ago to others. Efforts have been made to procure the services of mathematicians of high standing, and in order to attract such men, their rank has been slowly elevated; but meanwhile, man after man has gone away after a short period of service, generally because there was no solid footing to be gained. If the Commissioners wish to know what the position of a mathematical teacher is, or has lately been at Eton, they would, perhaps, do well to apply for evidence to those who have recently held and given up the appointment.

The actual state of things may be thus described:

The head master, with the consent of the Provost, nominates about the same time two young men to aid him in his duties, the one a Fellow of King's, the other a Fellow of Trinity College, Cambridge; the former, perhaps rather younger than the latter, both distinguished by a high degree, both alike eligible at Cambridge to high and lucrative appointments, both equally qualified for clerical duties and preferment. The Kingsman receives a small salary from the head master, is supplied with pupils who will be his pupils as long as they remain at school, and, besides taking a class, aids in maintaining discipline by controlling irregularities out of doors, by calling over names in the school yard, by sitting in an official seat in chapel, by daily visits to the house of a dame whom he is appointed to support. He is not merely a teacher, but a master. He is summoned by the head master to occasional conferences, and meets him nearly every day in his official room. He is eligible to the office of superintending the drill, or the boating, or the cricket of the boys. He has a clear course open to him for obtaining a settlement in Eton, by making arrangements with the College or others for renting or for building a first class boarding-house. He has, if he takes orders, and behaves prudently, a clear prospect of a fellowship. He has his chance of the head mastership and the provostship.

The Trinity man has none of these powers, honours, or hopes. He receives out of the whole sum paid by the oppidans of the upper school (to which a small addition is made by the College on account of the scholars) a dividend varying, I believe, with his seniority. If he is guaranteed a certain income including this dividend, the difference is probably made up by the fees which he receives from private pupils; but with these private pupils his connexion is precarious and seldom durable. He may by special exertions and good luck succeed in getting an inferior boarding-house to accommodate a small number of boys at a lower rate of payment than a tutor's house. Beyond this position he cannot hope to rise. In his class-room he has the ordinary powers of a master, but inasmuch as he is not concerned with discipline out of school, and is therefore not felt by the boys to be a real master, he has, at least for the first few months or years, greater difficulties in enforcing regularity than a classical master of equal standing; whilst his position as a mere lodger (often out of the College precinct), the doubtfulness of his continued residence, and the want of a close and complete engagement with the parents of pupils, prevent his feeling that full interest in the school which his classical colleague naturally feels. This is a position which a man of high standing may be induced to take if he hopes to get another professional appointment on the strength of having been employed at Eton, or if he is an unworldly man delighting in the voluntary efforts of young minds; but it is a position not generally calculated to attract to itself those who by their ability might give mathematics a fair chance against literature.

13. The position of a scholar is so good as to attract a lively competition, but it would be more eagerly sought after if it were analogous to the position of a scholar in an Oxford or Cambridge College, and if it were rid of all that is invidiously distinctive in the scholar's dress and diet.

Being asked whether there are any advantages common to the other boys from which the scholars are excluded, I reply that they are excluded from the chief good of an Eton education, social intercourse with the great body of their school-fellows; and I would advise, that when the College increases the number of scholars, or adds to their exhibitioners, the new scholarships or the exhibitions should be held by boys residing in the same boarding-houses as oppidans.

III.

2. There is apparently a strict examination for admission to the upper school, but any one who fails in it is admitted to the lower school; so that hardly any amount of ignorance prevents a boy's coming to Eton.

6. The irregularity arising from the observance of Church festivals, and many other causes, is so great as to make any normal statement of a week's work illusory.

7. The head master cannot change a book without the consent of the Provost. But in practice the privileged publisher of the Eton school books has great freedom in directing new editions, and the publications are not worthy of the school.

8. The assistant masters are as a body very rarely consulted by the head master, never by the Provost. The head master frequently confers with some particular assistants. Any assistant may obtain audience of the head master on business, but not of the Provost.

11. I consider that the progress made by boys in mathematics is not quite in proportion to their progress in Greek and Latin, even when allowance is made for the great difference in the number of school-hours assigned to the two studies; and I believe that this is so, because there is generally a lower standard of duty or obligation in the mathematical school, and because the personal influence of the mathematical teachers is not so strong as it should be. Yet I believe, that of the boys who are not only doing their duty, but consciously making progress in study, a very considerable, perhaps a sufficient proportion may be found amongst those who are working more particularly at mathematics.

The study of French cannot in reason be expected to prosper, except with a few really zealous boys; since no place is allowed for it in the time-table. It ought to be enforced on all, like Latin.

14. Believing that the Eton system of placing every boy at once under a permanent tutor and under a class-master changed frequently is the best possible contrivance for man and boy, I am not prepared to write what would be a long essay on all the details of the plan; but I wish to point out, that, as the labour of working a class is undergone for an extremely small stipend, we are tempted (though I do not say that we yield to the temptation) to think too much of our own pupils, and not enough of the class.

15. On an average I take with pupils for preparing a lesson rather less than half the time which is taken with the same lesson in school. I submit, that this is really quite as "regular a lesson" as the lesson in school.

16. I have always limited myself to the number of 40 pupils in theory, but it is not at all easy to resist applications from old acquaintances; and as most boys leave the school in July, whilst they come to school in great numbers in January and April, it happens every year that I have more pupils in the summer than in the winter. I once had for a short time 52 pupils; I generally have about 43: last September I had 40.

17. It is so much the custom for a parent to choose a tutor, that a good many people are drawn to the school by their confidence in a particular tutor; and this is one of the things which tend to make Eton different from schools which depend for their prosperity on the popularity of their chiefs.

18, 19. The only profession which it is worth while to consider with reference to Eton boys is the army. The examinations for entrance to Woolwich Academy require special preparation. A boy has to go through in two years or less a complete course of mathematics; this he cannot do at Eton; it is useless to attempt it; but Eton can and ought, and in fact does, prepare a boy for this course of special study. The Chelsea examinations for the unscientific branches of the army require nothing that every English gentleman is not bound to know: and Eton can and does prepare for them, except that common chronology and modern geography are not systematically taught in the fifth form, whilst French is an extra.

Our habits allow plenty of time for optional studies, such as modern languages; but no boy will study history for an examination till that examination is close at hand. We, the teachers, are, I believe, of one mind in thinking that it is better to complete our routine by incorporating chronology, modern geography, and French, than to constitute a "modern department" or a professional or practical school, which we believe would be the refuge of the weak and idle.

I am sure that no one can find it easier to prepare for the East Indian examination than a respectable Eton boy. It is absurd to think of sending boys straight from the school to

ANSWERS.

ETON.

W. Johnson, Esq.

that examination; but as a matter of fact they get themselves ready for it within a year of leaving school.

20. I understand that information as to the academical honours gained by Etonians is supplied by some gentlemen deputed by the head master.

I take the liberty of observing that no solid inference can be drawn from the open scholarships gained: first, because these scholarships vary infinitely in the amount of competition for them; secondly, because very few Eton boys want them at all, and of those that do the best go to King's College; that is to say, a boy who, if he were at Marlborough would work for a Balliol scholarship, being at Eton works for a scholarship at King's, whilst most of the boys who are prepared at Marlborough for Balliol scholarships are of a class that does not supply Eton with oppidans. In my opinion, nothing is worth considering but "first classes" in Cambridge Triposes and Oxford Public Examinations.

22. I believe the drawing school to be very efficient, and inasmuch as a boy is not likely to draw carefully unless he is a volunteer, I think it had better be left to voluntary exertion, as it is.

In our fourteen weeks of vacation a boy can learn a good deal of drawing at home. If drawing is added as compulsory work to all that is done at Eton, a boy's health will suffer in many cases.

One of the chief difficulties about music arises from the boys living in so many separate houses; they cannot so well meet in the evenings for lessons in singing. By day they seldom have time to spare from the bodily exercise which in the long run does them more good than any accomplishments. I think that a great deal might be done for music if the College supplied a professor, and a building set apart for instrumental as well as vocal practice; and in so far as music is connected with religious services this would, I believe, be a legitimate fulfilment of the founder's wishes.

27. In theory the ten first oppidans and the seven first collegers or King's scholars have monitorial powers. In practice the oppidans use these powers very rarely if at all, never unless specially directed by the head master to aid in preventing possible disorder; the seven collegers have still a few petty opportunities of setting punishments to their schoolfellows, but I believe they do this less than they did, and are prefects or monitors more in shadow than in substance. Nevertheless, the boys throughout the school are very greatly influenced and controlled by leading boys who have earned their eminence in games; and it is the practice for the masters to use these natural leaders as their occasional agents in communicating their views and wishes in cases where they think it right to avoid direct interference.

I believe that in all this Eton is incomparably wiser and happier than other schools.

28. I have no doubt that a boy, even a high minded boy, who is invested with the authority of a prefect, is tempted to be a tyrant, and is almost certain to over-rate himself. A man of 24, being invested with the powers of a master, has less power of doing mischief than a prefect of 17, because he is much more directly subordinate to superior authority and to the experience of seniors.

A young master is, a prefect is not, in the same plane with the supreme authority. Besides this he has tried life much more completely, and has ripened his good feelings more thoroughly. Yet he mistrusts his power of judging as to the culpability of a boy, and as far as possible limits his adjudication of punishment to simple matters of behaviour in school and the like, till he has acquired experience and studied the art of maintaining discipline. Whereas the prefect or monitor, by the nature of the case, is made harsh by "freshness of dominion," and leaves the school before he has acquired enough experience. He has not, cannot have, the tranquillity of mind or the charity needed for dealing with boys. He can hardly help "provoking them "to wrath." They do not feel his right to govern, as they feel the right of one who teaches. If there is a principle of education that I am sure of it is this: that no one should habitually govern boys who does not teach. A pupil-teacher, acting under the eye of the master and directly imitating him, is a very different thing from a prefect or monitor.

We are almost all by nature fond enough of power; why stimulate this appetite at an age in which benevolence is not nearly so well developed as energy and the admiration of energy—an age in which zeal for the maintenance of right is very likely to be sour and pharisaical?

The tyranny of stronger over weaker boys ought to be everywhere, and at Eton actually is, checked by wholesome public opinion guided from time to time by masters who live with boys and speak to them as friends.

29. Boys at Eton are not compelled to play games, except that there is a little pressure put upon a few collegers to make them play cricket. Yet such things as bathing and football are made almost universal by the action of public opinion.

The power of exacting personal services is given to all the fifth form oppidans except the last 60 or thereabouts; but no one is allowed to have a regular fag to be employed at breakfast and tea, unless he is above the lower division of the fifth form.

I think that running messages is not a bad thing, and that it is natural for a little boy to do an errand for a big boy, particularly for one whom he knows, still more for one who speaks to him civilly, above all for one who is engaged in an important game of cricket, or some active exertion tending to the honour of the school. I would limit the power of exacting this service to boys in the sixth form and the upper division of the fifth form. Regular attendance at meals is, I think, an unfair and inexpedient diminution of a young boy's spare time; and I believe that it interferes with his getting his own breakfast comfortably, and thus impairs his health, and, unless he is a very prudent, business-like boy, often interferes with his preparing lessons in his room. I would abolish it altogether. Yet I do not think there is any *serious* amount of evil in the system of fagging as now practised with us.

30. During the ten years that I was a boy at Eton, I knew several oppidans who habitually abused their power of fagging, and many collegers who habitually abused their powers as sixth form boys or prefects, which powers were in those days much more important than they are now. Nothing but a very outrageous act could be known to the head master; short of criminal outrages many acts of tyranny were perpetrated without being heard of by any master.

During the 16 years that I have spent at Eton as a master I have heard of some stupid abuses of monitorial power, which probably were known to the head master, and of many more cases in which the authority has been abused, which were made known to me in confidential talk by young men who had left school. In like manner I have often heard, and still hear from time to time, from my pupils actually in the school, of vexatious abuses of the two kinds of power committed by persons who have recently left the school. Speaking generally, these things are much more likely to be heard of now than they were in former years; since we live together, masters and pupils, in easy and trustful friendship, and I firmly believe, that no school is, or ever has been, so free from unkindness or hardness as Eton is now.

33. It would be very difficult to give a correct statement of our holidays and half-holidays. Conforming to the Church calendar makes us hopelessly irregular. Besides this we get half-holidays and holidays for such events as the birth of a child in the family of a Fellow's son or daughter, the appointment of an Eton man to a judgeship or a colonial bishopric, the visits of distinguished personages, or the presentation of personal ornaments to the Head Master by noble representatives of Scotland, Ireland, and Wales.

The Eton Almanac, printed every school-time, exhibits the utmost variety, and the most frequent derangement of our time-table; and it never turns out quite correct, alterations about holidays being subsequently made.

I believe that, one week with another, I am employed 56 hours a week.

42. I think that every boy at Eton wishes, if possible, to be distinguished in some athletic or bodily exercises, and a good many wish, if possible, to be distinguished in some intellectual pursuit, and many in both athletic and intellectual pursuits. Games come first, books second. Of course it often happens that a good scholar is also a good oarsman; still more often that he is a good football player. Cricket, in my opinion, is hardly compatible with high scholarship; at least, the very best cricketers can hardly be very studious. I am aware that this is not the common belief. Men often think a good cricketer is a good scholar, when he is good only in Latin; or they mention good scholars who were also good cricketers, in days when cricket was not so difficult and laborious as it is now. Cricket is the only athletic occupation that need interfere with study. All games, in so far as they increase animal spirits, promote efficiency not only in the general use of the mind, but particularly in composition. No game or athletic exercise requires for the attainment of excellence so much time as to interfere with composition, or with any study out of school, except cricket, which seems to me to require, at Eton, about 27 hours a week. The number of boys at Eton, who avowedly aim at intellectual distinction, is probably smaller than elsewhere, in proportion to the number of those, who work rather for approbation than for honour, and do their regular school-work in a modest spirit of dutifulness. Amongst these boys who do their duty unambitiously, there are very many who are distinguished in games; and I venture to express an opinion, that this is on the whole a more satisfactory class than the students who play games with a secondary interest in them.

43. I am not inclined to think that we learn much, by trying to trace the effects of an Eton education beyond the first few years of life at the universities, or in the army, or in the civil service, so far as the first stage of manhood. I think that Eton education, like public school education generally, is very satisfactory. If Eton training produces a better effect than the training of any other public school, I ascribe this superiority chiefly to the excellent home training of the boys who are sent to Eton, and secondly, to the happy freedom of the school, which allows family character and parental influence to bear fruit at will, without engrafting thereupon the opinions or peculiar moral principles of a master.

But I have known very few men besides Eton men, and I should think my opinion on this subject not worth nearly so much as that of a colonel in a regiment, or of a college tutor.

I am clearly of opinion, that our system of instruction does "fall short of what a great public school might accomplish;" but if I go on with the rest of the words employed by the framer of this question, I shall seem to agree with him, which I certainly do not, in thinking, that we ought to destroy the unity of our school work, and separate boys into departments, according to their destination in life.

I think that we ought to be rather more systematic than we are in introducing our older students to the masterpieces of literature, French, Italian, and English, as well as Greek and Latin; that we ought to carry out in school, as well as in pupil-room, for our elder boys a method of working specially, now at Latin prose, then at Greek prose, now at Greek verse, then at English essays, and the like, instead of jogging on at the same rate all through the year with Latin themes, which give the tutors half as much trouble to correct as they give the boys to write; that we ought to print every year our prize exercises, including finished pieces of English and French prose, the prizes being awarded by persons unacquainted with the competitors; that we ought to have more recitation, less "repetition"; that more opportunities should be given to the masters to show some interest in scholarlike boys, who are not their own pupils, and that the attention of the school should be more regularly called to those who distinguish themselves in the school, or, having left it, at the universities; that in addition to the one Newcastle scholarship, there should be scholarships created out of the College revenues for oppidans, tenable at either university; and that mathematics should be similarly encouraged. In short, the reform I most desire is the expansion of our academical instruction, compared with which anything that may be thought "useful" for military or commercial employments, is quite insignificant.

I leave to others to recommend, what I strongly desire, the incorporation of chronology, modern geography, and French grammar, with our regular and universally enforced school-work; only observing, that every man who comes to Eton to be a classical master, ought henceforth to be required to be capable of teaching these subjects.

44. I particularly desire and earnestly advise the complete reconstruction of our time-table, with a view to greater regularity, and to the increase of the number of school-hours, particularly in the summer months.

WILLIAM JOHNSON.

ADDITIONAL ANSWER by WILLIAM JOHNSON, Esq., M.A.

III.

I believe that it is not too late for me to lay before Her Majesty's Commissioners of Public Schools, some addition to the answers I have already given to their questions; and in answer to the last question in which we are encouraged to suggest anything that we think likely to be an improvement in the school, I venture to call the attention of the Commissioners to the actual proceedings taken in the appointment of a head master; premising only, that it is an appointment in which I have, as a layman, no personal interest.

Twice, since I have resided at Eton as a teacher, has the Provost been succeeded by the head master. On the former of these occasions, the holidays were prolonged to give time for the appointment of a head master; and there was just time for gentlemen not residing here to send in their names, perhaps their testimonials, as candidates for the vacant office.

But on the latter occasion the head master was summoned to the provostship with only five minutes notice; and for several days after his election there was good reason to believe that the place he was to vacate would not be filled for a month. A week has now passed, during which no one is known to have offered himself except the head master of ———; and it was on the 17th of this month (yesterday) that the Provost elect announced to the assistant masters, that he was to be "inducted" or "installed" on the 24th of this month, that he would then cease to be head master, and that his successor would be appointed on the following day, the 25th.

I would not refer to the Statute requiring that the head master give six months, and the lower master three months, notice of his intending to give up his office, were not the rule and the founder's intention clearly in conformity with the practice of other schools, a practice founded on obvious reasons.

Neither Dr. Hawtrey, nor Dr. Goodford, received the head mastership without time having been given to the electors to consider, with such light as they could derive from the knowledge of what was passing in the minds of the school's best friends, what would be the effect of the election on the prosperity of the school.

It seems to me that the process now in view makes the close system, which has been the bane of Eton, more close than ever; and that an office of high honour and value is in this manner given away on principles hardly differing from those which regulate the presentation to a College living.

Therefore, I respectfully ask the Commissioners to inquire into the method of electing to the head mastership of Eton, with a view to throwing it open, particularly when the Provost is an Etonian, to the competition of the best men in my profession, whether bred here or elsewhere.

Feb. 18, 1862. WILLIAM JOHNSON.

ANSWERS. ETON. *W. Johnson, Esq.*

REV. JAMES LEIGH JOYNES, M.A.

Rev. J. L. Joynes.

II.

10. The salary paid by the head master to each assistant master is 44*l.* per annum. The remaining income of the assistants is derived from pupils. A pupil, boarding in a master's house, is charged 120*l.* a year for board and tuition; a pupil, not in his house, if a private pupil, is charged 21*l.*, if not, 10*l.* 10*s.* yearly. The number of pupils in a master's house is generally about 30. Boys almost always, on leaving, give their tutor a cheque from their parents, to the amount of 15*l.* Noblemen, and sixth form sometimes more.

18. Average amount from 160*l.* to 180*l.* The obligatory charges are a few payments to the head master, the mathematical school, the sanitarium, &c.

19. £851 10*s.*

27. Each boy provides his own carpet and bureau, which belong to him, and, at leaving, he disposes of as he pleases.

III.

1. *Fourteen*, the latest.

4. The lower remove, remove.

14. Compulsory.—The tutor is responsible for the boy, and is expected to send him into school with his lesson properly prepared. He stands "in loco parentis" to the boy, and is his guardian, adviser, and friend.

15. Yes, in all but the first and second divisions; fifteen minutes, in proportion to 45, the regular lesson.

16. The number of each school division seldom exceeds 45. The average number of boys under each tutor is, perhaps, nearly the same.

17. The parent or guardian selects.

19. For the universities, certainly; not for the other examinations mentioned.

21. The first 200 boys have access to the library. The subscription, 12*s.* per annum, is compulsory.

31. About 37 weeks.

32. Three times; at Christmas for five weeks; at Easter for about three or four; in the summer for six or seven.

33. Tuesday and Saturday, regular half-holidays; but there are several holidays for different reasons during the year.

34. To be dressed by 7.30 in the morning; to be in bed by 10.30 at night.

J. L. JOYNES.

REV. CHARLES WOLLEY, M.A.

Rev. C. Wolley.

II.

1. I know nothing of any Statutes.

2. I do not think the increase or diminution would affect the prosperity of the school.

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Rev. C. Wolley.

3. Chiefly in the head master, the lower master, and the Provost.

4. Not by Statutes, but by the will of the Provost and head master.

10. The income of an assistant master at Eton must not be reckoned from the time of his appointment. In most cases they are two or three years without any house, and, perhaps, very few pupils; and when they get a house they cannot reckon on having it at once full or nearly full. I should say that in ordinary times five years is the time spent before they can reasonably expect to be deriving what might be called the full profits of the appointment. The question of profits from boarders in tutors' houses was gone into fully a few years since by the Income-tax Commissioners, and it was decided that making all deductions for that proportion of household expenses and establishment which might be considered as belonging to us, the cost of the boys and their establishment was 75*l.* per annum each.

This gives as the average income:—

	£
30 boys at 45*l.*	1,350
10 out-door pupils at 21*l.*	210
Salary from head master	44
6 leaving fees at 15*l.*	90
	1,694

From this must be deducted large or necessary outgoings compared with those of a private schoolmaster in the country.

An Eton master with a family would find difficulty in living on less than 800*l.* a year. This leaves a very good average of profits, it is true; but the work is so hard that few can stand it for 25 years, and we have nothing to look forward to but our own savings to retire upon. The fellowships may provide on an average for one in four (at most). It therefore takes 20 years of prosperity (besides the five years mentioned above), to save enough to produce an income of 700*l.* or 800*l.* a year in government securities. Most of us insure our lives highly, which, of course, detracts from our savings, and requires a larger income to keep it up when we retire.

I have supposed the case of a prosperous and prudent man, and a good manager; but I am sorry to say we do not all come under these denominations. In my own case I have never suffered from bad debts, but I know that some of my colleagues have been less fortunate.

I have not taken into consideration the total expenses of coming into a large house, which is not less, in all, than 1,500*l.* or 2,000*l.* Part of this, of course, comes back on leaving.

11. At present, in upper school, 1 head master and 16 classical assistants; in lower school 1 head master and 4 classical assistants, 1 mathematical master, and 6 assistants.

12. There is no rule or provision for the superannuation of masters. The Fellows are generally elected from amongst them. They are appointed by the head master, subject to the approval of the Provost.

13. The condition of a foundation scholar is not coveted by boys not on the foundation. They are not admitted to boat with them, and in a very limited degree to play football or cricket with them. They do not associate much together, and are looked upon by the boys generally as holding an inferior position.

14. Twenty years ago there were fewer than 70 scholars, as there were more vacancies than candidates for admission. The condition of foundation scholars has been much improved during the last 20 years.

15. By open competition only.

18. The average amount of the bills sent to parents on account of boys in a tutor's house, as taken from the average of two years in my own house, is 183*l.* per annum. The expenses in a dame's house are probably about 20*l.* per annum less. I have given examples of bills above and below the average.*

I have explained the variable and uniform charges; also the obligatory charges, and the optional charges.

The difference of charge for private tuition and ordinary tuition has ceased in most cases to be observed, as all boys are on an equal footing as regards tuition. Those on the foundation pay only 10*l.* 10*s.*, but receive the same tuition as those who pay 21*l.*

20. Yes, perhaps 20 or 30. The obligatory payments are about 22*l.* a year. The boys are on equal terms with the others.

22. All the boys in boarding houses are fed on much the same scale.

The upper boys prepare their work mostly in their own rooms.

Each boy in a tutor's house has a separate room in which he sleeps.

23. All the ordinary varieties of meat, &c. No difference according to rank or position in school. Wine is only allowed regularly if ordered by a medical man.

24. The rate of charge varies (I do not know to what amount) in the different dames' houses. The assistant masters all charge the same. The lower master higher.

25. The charge for board and lodging in a tutor's house includes tuition.

26. No.

27. A new boy pays for a carpet for his room and a chest of drawers, and for a second carpet, if required, before he leaves. (See my statement under question 18.)

28. With the parents. If asked by a parent, a tutor would give a recommendation. This is sometimes done.

29. Seventeen assistant masters keep boarding houses. Two of them are exclusively for the lower school. Some cannot get houses.

30. No boarding houses beyond the limits of College, which are clearly defined.

31. About 4½ years. Those on the foundation mostly come younger, and so stay longer.

32. In my house 28.

III.

1. Earliest. No rule. Latest 13 years.

2. I am not aware that any test is applied for the lower school. For the fourth form Latin and Greek translation:

* Example (1) of new Boy's Bill, Easter to Election, 1859; (2) of a high Bill, Christmas to Easter, 1859; and (3) of ordinary Bill, Christmas to Easter, 1859.

(1.)	£ s. d.
* Bookseller	3 7 9
* Bookbinder	—
* Shoemaker	1 3 6
* Carpenter	4 10 6
* Upholsterer	6 7 1
* Tailor	0 7 9
* Hair dresser	0 1 0
* Linendraper	1 19 0
* Crockery man	2 3 7
* Hatter and glover	2 7 0
* Glazier	—
	22 7 2
† Board and tuition (third of a year)	40 0 0
* Washing	1 10 11
* Allowance, 10 weeks at 1*s.*	0 10 0
* Miscellaneous school charges	0 9 1
† Sanitarium	—
* Letters and parcels	—
* Money advanced	—
	£42 10 0
Entrance (to head master)	5 5 0
† Head master	2 2 0
† Mathematics	1 8 0
‡ French	—
‡ German	—
‡ Italian	—
‡ Drawing	—
* Surgeon	1 10 0
* Tradesmen's bills	22 7 2
Extra mathematics	—
	£75 2 2

(2.)	£ s. d.
* Bookseller	0 15 0
* Bookbinder	—
* Shoemaker	4 12 0
* Carpenter	0 3 0
* Upholsterer	1 1 1
* Tailor	4 5 9
* Hair dresser	0 1 6
* Linendraper	—
* Crockery man	—
* Hatter and glover	0 16 0
* Glazier	0 1 3
	£11 15 7
† Board and tuition (third of a year)	40 0 0
* Washing	2 8 3
* Allowance, 12 weeks at 1*s.*	0 12 0
* Miscellaneous school charges, &c.	1 5 10
† Sanitarium	
* Letters and parcels	
* Money advanced	
* Journey	2 10 0
	£46 16 1
† Head master	2 2 0
† Mathematics	1 8 0
‡ French	—
‡ Music	3 1 0
‡ Fencing	3 17 0
‡ Drawing	—
* Surgeon	3 10 0
* Tradesmen's bills	11 15 7
§ Extra mathematics	—
	£72 9 8

(3.)	£ s. d.
* Bookseller	0 14 0
* Bookbinder	—
* Shoemaker	0 16 3
* Carpenter	0 3 0
* Upholsterer	0 2 6
* Tailor	0 6 0
* Hairdresser	—
* Linendraper	—
* Crockery man	0 1 0
* Hatter and glover	—
* Glazier	0 1 6
	£2 4 3
† Board and tuition (third of a year)	40 0 0
* Washing	2 13 4
* Allowance, 12 weeks at 1*s.*	0 12 0
* Miscellaneous school charges	
† Sanitarium	0 12 6
* Letters and parcels	
* Money advanced	
* Journey	0 10 0
	£44 7 10
† Head master	2 2 0
† Mathematics	1 8 0
‡ French	3 10 0
‡ German	—
‡ Italian	—
‡ Drawing	—
* Surgeon	2 7 6
* Tradesmen's bills	2 4 3
§ Extra mathematics	—
	£55 19 7

* Variable charges. † Uniform charges. ‡ Optional charges.

§ This is mostly put on by boys who are afraid of not coming up to the required standard in trials. They have a mathematical tutor for one school term, and then leave him off. This arrangement does not work well.

ANSWERS.

ETON.

Rev. C. Wolley.

Latin composition (prose and verse) and simple arithmetic are required.

3. I think, practically, none.

4. The remove.

5. I believe they may not remain beyond the age of 19.

7. The head master has no power to effect any change without the consent of the Provost.

8. None.

9. The head master arranges this.

10. Classical scholarship; provision good. English composition, little. Modern languages, unsatisfactory. Mathematics, able teachers; arrangements not good. History, not taught generally—some knowledge of it required in examinations. Geography taught in one form only (the remove), and one remove of fifth form. Each form is re-arranged for mathematical teaching according to proficiency.

11. For mathematics 4*l.* 19*s.* a year; 10*l.* 10*s.* each language for modern languages. The progress in mathematics not generally satisfactory. When learning mathematics was made compulsory, additional schools were imposed. This created a feeling amongst the boys against the movement, of which the consequences are still apparent.

12. An examination every school time, conducted by the head master, comprising about one-fifth of the school each time. The same boys examined twice in three years in this way. Also an examination of each division at the end of each school time by the master of the division.

13. Annually a scholarship for classics and theology open to all the school. Total value 150*l.* The examiners are in no way connected with the teaching of the school. Prizes for modern languages 50*l.* a year; also for Latin and Greek composition.

14. Every boy must have a tutor. The tutor's duty is to see that boys are prepared with their work for school; to look over their composition; to give private lectures in classics and theology.

15. It is the custom in all forms. Some lessons of the upper boys are omitted. About one-third of the time is occupied in construing to the tutor.

16. I believe the masters lately appointed are limited to 40. The average number of boys in each division of upper school is about 45. Number of pupils 40. The reason of the difference between the number of the pupils of the division of each master is that of the five lower school masters, three take upper school pupils, whilst only the head master has a school division and no pupils.

17. The parents or guardians almost always select. They occasionally may ask the head master to select.

18. The teaching is alike to all. I consider it would be very undesirable to excuse any regular school work on the plea of any special or extra study, as it would be made an opportunity for evading work, and must under the present constitution of the school, lead to irregularities. There is what is called an army class, intended to prepare boys for the examination for the line. It is at present attended by only one boy.

19. I consider the Eton course sufficient to prepare a boy for a successful university career, or for the ordinary examination for commissions in the line; not for East India appointments, owing to the absence of modern languages and history from our course.

20. I have no statistics of this. The Eton boys are amongst the best classical scholars who go to Oxford and Cambridge.

21. There is a good general library, opened by forced subscription to the first 200 boys in the school. Also a collection of British birds.

22. No systematic instruction in either. There is a good artist as drawing master, whose pupils (40 or 50) pay 12*l.* 12*s.* a year. Facilities are allowed to any boy cultivating music. Brass instruments not generally allowed to be played in the house.

23. The general discipline of the school is very good. Misconduct is dealt with by impositions or flogging. The general influence of the upper boys is good in promoting good order. The tutors are always consulted in important cases. The sixth form are supposed to possess monitorial powers, but such powers have almost ceased to be exercised.

24. (1.) One sermon a week by a Fellow or the Provost.

(2.) Confirmation twice in three years—candidates prepared by the tutor.

(3.) Attendance at church twice each Sunday; twice each holiday; once each half holiday. (N.B. the week day service (I think) tends to make boys indifferent about going to church, or rather to dislike it. I should be glad to see the observance of saints' days dispensed with at Eton.)

(4.) The boys allowed to go out as on other days. Games not allowed. Boating not allowed. Attending the band on Windsor terrace allowed.

(6.) Lectures on theology by tutor on Sunday.

25, 26. No; they are according to the disposition of the master under whose notice the offences fall. Any master may set any imposition to any boy. There may be an appeal to the tutor and through him to the head master. No boy flogged unless his tutor has been previously informed of the offence, and declines to interfere. Flogging by the head master only (in lower school by lower master).

27, 28. Ungentlemanlike conduct would be prevented as far as possible by the more influential boys. Sixth form powers are almost extinct. Physical superiority is thought more of amongst the boys than intellectual [e.g. "Cæteris paribus" the captain of the boats or of cricket is a far greater hero than the "Newcastle scholar."]

29. Any boy above lower remove, lower division fifth form, may employ any lower boy (i. e. below fifth form) to run errands, &c. This power is not often abused; the abolishment of it would certainly not tend to suppress bullying: which exists, where it does exist, more between boys of the same age than between older and younger boys. Those who refuse to join in the popular games, as football, &c., are liable to be importuned in a rather annoying manner. There is, however, no recognized compulsory attendance.

30. Cases of serious bullying are likely to come to our knowledge, either through servants or parents; not by complaints of the boys to us.

31, 32. Five weeks at Christmas; three at Easter; six in summer (from August 1st) $52-14=38$.

33. The Commissioners will probably have an "Eton Almanac" from the head master: and be informed that the arrangements of schooldays and holidays are even more irregular and hopelessly complicated than it there appears to be. Saints' days are the principal cause of the irregularity.

34. To be dressed by 7 in summer, 7.30 in winter. To be in bed, lower boys 10 p.m. higher boys 10.30 p.m. (in my house).

35. Partly answered in 6. Each tutor makes his own arrangement for pupil room times. In an irregular week through the heaping together of two days' work, little boys often get no play at all before dark (in winter).

36, 37. Unlimited, whole parish open, being "Lammas," and mostly grass.

39. Boating, swimming, jumping, running, cricket, fives, football, occasionally hunting red herrings with beagles on foot, paper chaces, &c., rifle corps.

40. It is unlimited. An objectionable practice, called shirking, has existed from time immemorial. I think its disadvantages are far greater than its advantages. Some masters do not enforce it. This, however, seems unfair on the boys. A boy "out of bounds" may walk past one master, and get a long imposition from a second. "Shirking" always reminds me of Lycurgus' law about stealing.

41. Swimming, charge 1*l.*; no boy is allowed to boat, until he has "passed" a committee of masters and proved himself a good swimmer.

"The boats" and "cricket" each have their own managers amongst the masters, who would see to the correction of any abuses.

42. Distinction in manly games (especially boating and football) is compatible with distinction for intellectual progress. Cricket takes too much time; distinguished cricketers do not generally work hard at their books in summer.

43, 44. In the remarks I have made I have endeavoured as far as possible to put myself in the position of a parent of independent means, thoroughly acquainted with the working of the public school system, as at present established. There are no doubt many defects, the greater part of which the assistant masters, if the matter were left to their discretion, would soon remedy. But I feel that the public confidence which Eton at present possesses would naturally be injured if it were thought to be liable to so great an experiment as a division into departmental classes. If it could be shown that such a system is thoroughly successful elsewhere, I for one would readily adopt it; but I feel convinced that the multiplication of authority necessarily implied would cause demoralization in matters of discipline, which the higher intellectual standard attained would not compensate.

I consider that it would be impracticable, under the present organization of public schools generally, to establish a system of teaching which would alone be sufficient to prepare boys for those employments or examinations which require a special or technical preparation, such as the examinations at Woolwich, for instance.

I am not sure whether sufficient modern languages, history, science, &c., could be introduced to enable boys to become successful candidates in the more difficult competitive examinations. I think that the intellectual training of a public school ought to be directed, in the first place, to the preparation of boys for the University course.

ANSWERS.

ETON.

Rev. C. Wolley.

The classical work done at Eton does no more for those of good abilities than prepare them to compete successfully for classical honours at the University. The aggregate amount of work at present seems to me quite enough. It could not be materially increased without danger of impeding a boy's physical development.

I cannot think that the division of authority necessary to establish different departments for different sets of boys would be successful. It may succeed in a University, but I feel sure would prove a failure at a public school, and would not ensure their learning anything. At the same time I feel most strongly that without materially increasing the work either of masters or boys, great improvements in the system might be made.

The improvements of late years, have been rather additions than radical changes. The whole of the work should be entirely remodelled. There is much done at present for which a more satisfactory result might be obtained with less labour.

The numerous "repetition" lessons are comparatively useless, and fall more unevenly on different boys than any other lessons. It is so very difficult to fix any standard according to ability in this respect, that many boys get off very easily on the plea that they are unable to learn by heart, whilst to others, who are thought to have good abilities, these lessons are unfair. I judge from my experience as a boy rather than as a master.

CHARLES WOLLEY.

Rev. R. Day.

Rev. RUSSELL DAY, M.A.

II.

18. The lowest account sent in by me at Christmas was 49*l.* 5*s.* 4*d.*

19. Easter 1860, I had 37 pupils, including those out of my house; in September 1860, I had 39 pupils, including those out of my house; at Christmas 1860, I had 38 pupils, including those out of my house.

20. The head master will answer this. Such boys are theroretically on an equal footing with the others in all respects, but practically differences are made, chiefly arising from the fact that boys form themselves into clubs for football and other games according to the houses in which they live. Each tutor treats all his pupils alike.

22. In a tutor's house each boy's room is his own, and he usually studies either there or in a friend's room, or in his tutor's pupil-room.

23. The meals are—

Breakfast, between 9 and 10 a.m., at which each boy has his own allowance of rolls and butter, tea, sugar, and milk, in his own room.
Dinner - usually at 2 p.m.
Tea - usually at 6 p.m.; taken like the breakfast by each boy in his own room.
Supper - at 9 p.m.

The diet at dinner and supper is, without being luxurious, of the very best. I dine and sup with my boys, and all fare alike.

24. Yes. The head master regulates this. There is one charge in tutors' houses for all boys whatever their rank or scholastic status may be.

25. One could not live on 44*l.* 2*s.* per annum.

26. My boys live as I do, but probably spend more at pastrycooks' shops, &c.

27. Each boy provides his own bureau, carpet, and mess things. On his leaving, either he takes them away, or they are valued and allowed for.

III.

7. If the school consisted of oppidans only, the head master would have such power. As one or more of the collegers may be in each class, the head master cannot, I believe, exercise such power, without the consent of the governing body appointed by the Statutes.

8. The assistant masters carry out the wishes of the head master.

15. It is the custom. The time spent in such previous construing varies with the length and nature of the lessons, from a few minutes to nearly three quarters of an hour.

17. The parents or guardians select.

18. It is practicable, but not, I should say, to any great extent, and only within the circle of studies obligatory or allowed.

19. Certainly, for a successful career at the Universities.

22. Music and drawing are not obligatory studies.

23. The presence and supervision of the tutors, the admonition and advice given by them to boys individually and collectively, from time to time, and on particular occasions — the example and influence of the heads of houses, and the religious instruction given by the tutors on Sundays, and at family prayers, all act upon the moral character of the school. The monitor or prefect system, does not exist at Eton.

29. The power of fagging belongs to the boys in the higher part of the school. But for this the strong would probably exact the services of the weak.

30. I have known the power abused. Boys do not like to tell tales; but I think that most cases of bullying come to the knowledge of the heads of houses.

40. Practically, they can go where they please.

42. Intellectual boys like manly games; but the most distinguished in the manly games are not, as far as my experience goes, the most industrious.

43, 44. Eton supplies what the Universities demand. Its deficiencies arise from various causes, *e.g.*,

(*a*) The parents of many boys tell them that they are not required to work very hard, provided they maintain a good character.

(*b*) French is not taught by the division masters.

(*c*) The work is irregular, being sometimes too light, and sometimes too heavy.

(*d*) The school-rooms are ill contrived, two or three divisions having one common approach to their rooms, or being all at the same time in one room. The want of light, ventilation, space, and neatness, throws obstacles in the way of the studious, who, however, being accustomed to work in their own apartments, or in their tutors' pupil-rooms, do not suffer so much from the discomforts of the public school-rooms as they otherwise would.

(*e*) In summer, too much time is devoted to boating and other amusements, and the masters are practically unable, except in the lower part of the school, to make industry the first consideration, and amusement subordinate.

(*f*) To limit the number of boys seems to some an object to be desired, and to admit only those who can reach a certain standard. But I am not prepared to agree with them in the latter view, though I do in the former.

RUSSELL DAY.

Rev. A. F. BIRCH, M.A.

II.

18. The ordinary charges and expenses usually included in the bills sent to parents amount to about 135*l.* to 140*l.* in my house. This sum is generally much exceeded, because many boys deal considerably with Eton tradesmen for their clothes, &c. The tutor, under sanction from home, signs an order for all such additional expenses. It is difficult to state the usual limit; the custom of dealing with Eton tailors and haberdashers seems to be on the increase, and the bills are often very large. The parent only, not the tutor, has power to check such expenses as these latter.

19. Twenty-one pounds for each boy in the house,

32 boys - - - - - -	£672
Twenty-one pounds for each private pupil out of the house, 9 boys - - - -	189
Ten pounds ten shillings for each colleger, 2 boys - - - - -	21
	£882

22. The out-door pupils in the lower forms of the school do all their composition and exercises, and prepare some of their school work in pupil-room with tutor. The number in pupil-room at a time varies from 4 to 16.

23. Yes. Breakfast in their own rooms between 9 a.m. and 10. 30 a.m.; dine at 2 o'clock together. Tea in their own rooms between 5 and 6. 30 p.m., supper together at 9 p.m.

24. The charges in a tutor's house are higher than in the houses of the dames and domini, but are not affected by rank or place in school of the boy.

25. An assistant master at Eton depends upon the number of his pupils for his profits. His official salary is paid by the head master, 44*l.* 2*s.* per annum.

26. Decidedly not.

27. The tutor provides bed and bedding, washing stand, table and chair, fender and irons, cupboard, free of all charge. The carpet, crockery, &c., are supplied by the parents.

III.

8. The assistant masters are totally without voice in the direction of the studies of the school.

10. I am not aware that any really successful scheme has been worked yet which embraces any but classical scholarship, and, in the lower part of the school, geography in the regular course of study.

11. The German pupils,—they are very few,—seem to progress in their study of that language in proportion to their progress in classics.

The mathematical and French pupils less so, possibly because there is less personal teaching.

14. Every boy has a tutor. During the greater part of his Eton life he is constantly under the eye of two authorities, the master of his division in school, and his tutor. He prepares his school work with his tutor, or for him, previous to doing it in school. I find the advantages of the double system of tuition very great. The boy has greater justice done him, and works better for passing from time to time into fresh hands; the studies are the same, but there is less dulness in them owing to the constant change of lecture-room.

15. Yes. The school time lasts, say, 45 minutes; the previous construing occupies 20 minutes.

16. The present head master has limited all assistant masters appointed by himself to 40 pupils. I do not know the average number under each master.

18. To pay attention to individual character, yes, both practicable and usual. The tutor has great opportunities of knowing those boys who are in his house, though, under the present system, he is much hindered by overwork from profiting fully by those opportunities. Little facility is possible for fostering specialities in study; so far as I can see, the public school system seems to aim at fitting boys for life, rather than special professions. Its studies are regulated by those which the Universities require for degrees in honours, and are opposed to the system which requires the *results* of education at the age of 17 and 18. Schoolmaster's work, i.e., the best part of it goes on chiefly below the surface,

19. At the Universities, yes. The army examinations, yes. Not the artillery or engineers, or India service. I do not see that it would be possible to improve the ordinary teaching so as to make it suffice for these latter—unless you alter our public school system. As much stress is laid at Eton upon the out-door as upon the literary *education* (i.e., development of the mind and body); and preparation for the services alluded to, such as ensures success in competitive examinations, requires more work and less play than our system *enforces*, though it encourages the studious.

23. The tone of the upper boys in a tutor's house is a most important element in promoting order and good conduct. The services in chapel and the private teaching on Sundays are our direct, the other our indirect means of influence on morals. We have no monitors or prefects, and do better perhaps without them. Twenty years back the 6th form at Eton were far more active in upholding outward ordinances and discipline than the present generation. But I do not know that they were a better conducted set; perhaps rather considered that the checking breaches of discipline among their juniors gave them the greater right to licence themselves. The tutor aims at guiding rather than constraining; here also the system of master in school and tutor in pupil-room acting together at the same time is most valuable. The associations formed with out-door friends, the boy's tone among companions, is observed, and the master and the tutor act through each other.

24. Every pupil spends an hour with his tutor on Sunday, generally. He is one of a set arranged according to age and ability rather than merely "school order." Besides this each boy has his "Sunday questions" to answer for school on Monday morning.

Tutors have nothing whatever to do with setting the public examination papers.

25. Flogging is kept as much as possible to the lower divisions, but resorted to for idleness in lessons as well as breaches of discipline and moral offences.

26. Flogging-offences and the worst cases are all that necessarily come before the head master.

27. In these days virtually none; with no evil results, is perhaps an open question.

28. The absence of the old 6th form authority has a tendency perhaps to exalt physical above literary success. The captain of the boats and captain of the eleven are each more important persons than the captain of the school, unless he represents one of those offices also.

29. Fagging, over the lower boys only, exists, greatly modified in the last 20 years. It is so trifling as to require no notice.

30. It is scarcely possible that any abuse of this fagging power should not come to the master's knowledge.

42. The collegers of the present day are the most intellectual portion of the school; they are the least successful in the manly games of the school.

43. So far as I can judge of Eton, as compared with other public schools, I believe the results in after life of its education satisfactory. The system is capable of improvements, doubtless, in many ways; but I cannot understand that the English public school with its great encouragement of manly exercises can ever compete with more private places of education in preparing boys for *special* professions. The average abilities may learn at Eton, how to learn, how to cheerfully obey, how to find their own level, while all honest means are used for the prevention of vice among the boys. If, however, a boy has to enter early into a profession to earn his independence, he requires, after the age of 16, more special training in his subjects than Eton can provide.

I should like time for greater personal knowledge between tutor and pupils; more instruction in French, some alteration as to the mathematical system, more incentives to emulation among the oppidans; medals for odes, &c.

So far as deficiencies exist in zeal for classical knowledge, I trace them often to the *parents of the boys*. I frequently find that the parent sets small store on classical distinction at school; good conduct and Christian principles established, the rest often is lightly valued. The class whence Eton boys come accounts in some measure for this. A large proportion appear to be sent to school to form friendships rather than gain scholarships.

My chief difficulty in creating a love for classical literature and honourable emulation among the boys, arises not so much from idleness among themselves, as the light value generally set upon such proficiency at home.

44. (*a.*) In the education: less original Latin composition compulsory upon boys after 3 years test of their inability to succeed in it, more French and history in its place; special lectures on classical composition by a special master, so as to relieve the tutors of the quantity of work which absorbs valuable time in the correction of bad exercises; smaller divisions in school; more essays; prizes for different parts of the school; these to be decided by special examiners, and not by those whose daily knowledge of the candidates tends to make the decision on relative merits more difficult.

(*b.*) In the system: an alteration in the chapel services; *short* special daily choral services; more sermons to the boys; the head master to be independent of the College, and to preach to the boys.

A. F. BIRCH.

Rev. WILLIAM WAYTE, M.A. *Rev. W. Wayte.*

II.

10. The income of the head master is charged with the payment of a salary of 42 guineas per annum to each of the 16 upper school assistants. They have lately agreed to relinquish this salary, for four years, as their subscription to the new school buildings now in course of erection. The assistant masters receive nothing from the College.

12. The head master of Eton exercises a less absolute power than the head masters of some other public schools, such as Harrow and Rugby, being controlled in many respects by the authority of the Provost. Where there is no collegiate body, as in the schools just mentioned, the head master is elected by trustees, and no interference with him in details is possible: he can only be dismissed. At Eton, the head master is elected by the Provost and Fellows, and is subject to the interference of the Provost (often himself an ex-head master) in many of the details of school management. The Provost fixes the hours of school, and of attendance at the College chapel: no holiday or fraction of a holiday can be given but by him, or in his absence by the Fellow in residence; he regulates the length of the vacation for the different parts of the school; and no new school book can be introduced, nor any old one discarded, without his sanction. The control thus exercised by the Provost is real, not merely nominal, and is felt in the actual working of the school. It places the head master in an embarrassing position with regard to any suggestions which he may receive from his assistants: he is not free to act on his own judgment, in adopting any change, until he has obtained the sanction of the Provost. I wish to take this opportunity of expressing an opinion that the powers of the head master of Eton might be increased with advantage to the school. I believe that if he were practically absolute, like the head masters of Harrow and Rugby, he would be more open to receive suggestions from all

ANSWERS.

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quarters, and improvements from time to time would be more freely introduced.

13. The matters of fact involved in this question, I leave to the head master. As a matter of opinion I consider that the position of a foundation scholar is in some respects less advantageous (not, perhaps, than it was originally, which is a point of merely antiquarian interest, difficult to decide, but) than it ought to be. I do not mean relatively to the Provost and Fellows, nor do I think it desirable that the charges should be reduced: they amount to less than 25*l.* per annum for a colleger, exclusive of clothes, books, and travelling expenses; and of this sum, only five guineas is paid to the College. The comforts and literary and social advantages given in return are, I firmly believe, greater than could be obtained on the foundation at any other school in England, public or private; and few persons, probably, would wish to see the education offered at Eton altogether gratuitous. The disadvantage of which I speak is chiefly social. The oppidans do not mix so freely with the collegers, in their games or otherwise, as they ought. The feeling which produces this state of things, and is in turn produced by it, is one of social superiority on the part of the oppidans, and of defensive pride on the part of the collegers.

The causes of this feeling lie deep in English society at the present day, and something of it is perhaps inseparable from the eleemosynary character of the foundation at Eton; but it is, I believe, to a great extent remediable, and might be so far reduced as to be almost insignificant. After all the improvements which have been made of late years, the diet and rooms of the collegers are not equal to those of the oppidans; and the gown of coarse cloth which they wear has, I believe, still more to do with the feeling of the oppidans towards them. I am strongly of opinion that this distinction in dress ought to be abolished; and that, if the Provost and Fellows should at any time be able to devote a larger sum to the boys on the foundation, it would be more for the interests of the school at large to improve the condition of the collegers, than either to increase their number, or to diminish their expenses.

19. As nearly as I can judge, the amount received by me during the year 1860, for instruction or tuition (not including board), was 714*l.*

25. It has been mentioned that the fixed income of the assistant masters is only 42 guineas per annum; and that even this has been relinquished by them for a temporary purpose. It will thus be evident that they look to the profits of their houses for remuneration for the work done in school.

27. The furniture for each boy consists of a bedstead and bedding, cupboard, table, washstand, and two chairs, provided by the tutor or dame with whom he boards; and of a bureau and carpet, and, if desired, window curtains and an arm-chair, which are his own property, and charged to his account.

III.

6. I find it impossible to furnish a tabular statement, corresponding to the forms issued by the Commissioners, During part of the time to which the questions refer, viz., from Midsummer 1860, till Christmas 1860, I was teaching the upper part of the remove; since then, I have taught part of the lower division of the fifth form. I leave to the head master the general statement of the remove and fifth form work; in the lower fifth, a geography lesson is substituted for one of the repetition lessons, and modern maps drawn by the boy, are added to the usual school exercises. The number of boys in my division, since the summer of 1860, has varied from 52 to 38, having diminished of late, in consequence of an increase in the number of the masters. Of the 38 boys who have formed my division during the last schooltime, two have been absent the whole time from ill-health. The average age of the remaining 36 is 15 and 6 months; the average time they have been at Eton, 2 years.

The number of my pupils during the period in question varied from 35 to 40, with an average of 38. The time devoted by me to work of all kinds, including school, preparation of lessons for school (technically called "construing"), correction of exercises, and private business, has been on an average 10 hours on week days, and three or four on Sundays. The amount of "private business," or work entirely independent of school, has been from six to nine hours weekly, exclusive of Sundays, with an average of 7½ hours in the two winter school-times, and 6 hours in the summer. Each boy in the upper part of the school has had from two to four hours of private business, and sometimes considerably more when an examination has been approaching. The average length of each lesson has been 80 lines. I cannot, however, dismiss this subject without remarking that the number of lines or pages read is a very fallacious test of the zeal or industry of a teacher. The mode of teaching varies so much with different men, that while one aims chiefly at conducting his pupils rapidly over a wide extent of ancient literature, another may succeed in imparting an equal or superior amount of scholarship with shorter lessons, and a much smaller superficial extent of reading. I give these figures, therefore, in compliance with the desire of the Commissioners, but with a caution as regards any inferences which may be drawn from them.

13. I answer the latter part only of this question. In preparing for the higher examinations of the school, a boy ought to be (and generally is) assisted by his tutor, in such studies as modern history and Greek iambics. For the Newcastle scholarship, most tutors give extra instruction in the higher kinds of composition, and select passages for translation. Encouragement, and the loan of books for such studies, are almost universal, even if no further aid is given.

14. I leave this question to the head master, so far as it relates to matters of fact. I believe the relation of tutor and pupil, as it prevails at Eton, to be the keystone of our whole system. It is an advantage to the tutor, inasmuch as it gives him an interest in his boys, and an insight into character beyond what he could otherwise possess. It is an advantage to the boy that, while he is passing rapidly under the professorial or school instruction of different men, one constant element remains through all such changes; one man whose relations with him, whatever be his character, are almost always more friendly than those of the other masters could possibly be; one man who is responsible to his parents for his welfare, and whose reports, instead of being confined to the short period of his passing through one division of the school, are retrospective, and embrace his whole Eton career, with his improvement or deterioration from time to time. I hold that these advantages could not be secured under a system of lodging in masters' houses, without the relation of tutor and pupil; the element of teaching enters into that relation so much more largely than mere discipline, that to alter it in this particular would be to destroy the distinctive character of the present system, and that which, I believe, gives it its chief value. It may occur to some, as a possible objection to the Eton system, that a man is tempted to neglect his school work, and confine his attention to his pupils. On the contrary, I believe that the fact of his standing in a close personal relation to some of the boys, gives him a greater interest in the school generally; he is led to compare notes with the tutors of those boys who successively come under him in school, and the result is a greater general appreciation of individual character, and a more harmonious working of school discipline. In this way, I believe that the great problem of combining law and equity in dealing with boys, of satisfying their keen sense of justice, and dislike of partiality, while deciding each case on its own merits, is better solved under our system than under any other. And intellectually, as regards the efficiency of our teaching, I am sure that the policy of neglecting school work for the sake of the pupil-room, would be as short-sighted as it would be unconscientious. It is well known, that a man's reputation as a tutor depends, to a great extent, on his character for efficiency in school.

18. The first part of this question has been sufficiently answered under III. 13. There is a professional class for the army: the details of the system, and the results of it, I leave to the head master and the assistant master in charge of the army class.

19. There can hardly be a difference of opinion on this point. The sufficiency of the ordinary instruction at Eton, for a boy of good ability is proved by the successes of Eton men every year at the Universities, and (perhaps to a less extent) in other competitive examinations.

24. (1.) The College pulpit is occupied almost exclusively by the Provost and Fellows; occasionally, and only on the invitation of some member of the College, by the head master or one of the conducts: by the lower master and assistants as such, never. When the head master preaches, or one of the conducts who is also an assistant master, the sermon is usually addressed specially to the boys; when others preach, usually not. On rare occasions a Bishop, or some other distinguished guest of the College, preaches in the chapel.

I venture to record an opinion that the hands of the head master and his assistants would be greatly strengthened, and their moral influence increased, if the work of preaching to the boys were entrusted, as at other public schools, to those who teach them.

(5.) So far as it relates to the public work in school I leave this question to the head master. The tutor gives each boy on Sunday an hour's instruction in divinity. For this purpose he breaks up his pupils into three or four sets,

thus giving himself three or four hours' work every Sunday. The subject of these lessons is usually the Greek Testament for the upper forms, the English Bible for the lower. Some tutors (myself among the number) read a short sermon to the boys in their house on Sunday evening. This sermon is sometimes written by the tutors, sometimes not: but is almost always specially adapted to the boys.

28. The monitorial power of the sixth form is much more limited at Eton than at Winchester, Harrow, or Rugby. In its present modified form, I believe it to be useful to the school generally, improving to those who exercise it, and very rarely abused.

28. I answer this question so far as it relates to matters of opinion. The amount of fagging has much diminished since I first knew Eton; and what remains cannot be regarded as in any way injurious to the smaller boys. The objects of this system, and of the disciplinary power of the sixth form, may be summed up in the words of Dr. Arnold. It is "for the sake of securing a regular government amongst the boys themselves, and avoiding the evils of anarchy, in other words of the lawless tyranny of physical strength." (Arnold's Life, p. 93. ed. 7.)

30. It would be too much to say that lawful powers and privileges are never abused; but I believe that they are much less often abused than mere bodily strength, and that any flagrant instance of such abuse would be likely to come to the knowledge of the masters. In point of fact, such instances do occasionally come under our notice from time to time.

43. I believe that the Eton system is thoroughly right in its main propositions: first, that education ought to be general and not professional; secondly, that literature and not science shall be the groundwork of education, whatever scientific instruction is given being merely subordinate; and thirdly, that the best instrument of a literary education is Greek and Latin literature. I believe that quite sufficient time is allotted to mathematical lessons at Eton; if the result of these lessons is not in all respects satisfactory, which probably it is not, I would endeavour to meet the deficiency rather by changes in the working of the system than by giving greater prominence to mathematical studies. With regard to modern languages, I am informed that French is now taught regularly in every great public school except Eton. In the higher examinations at Eton there is a sufficient premium on the knowledge of French and German to act most beneficially as a stimulus; but I should wish to see French taught systematically as part of the school work. I am aware that there are difficulties in the way of this: without going into details on this point, I think they may be met at Eton as they have been met elsewhere.

I admit that boys not unfrequently leave Eton with a very defective knowledge of history and geography. I hold that the average amount of information on these subjects possessed by those who are called "educated" is very much less than is commonly supposed by writers in reviews and newspapers, and that Eton boys, in this respect, are not behind the world in general. I am convinced, further, that the standard of historical and geographical knowledge among us has already risen, owing to the greater space which history now occupies in our school trials, the spreading of the geographical course over two years instead of one, and the requirements of the army examinations. But I admit that there is still room for improvement; and some suggestions on this point will be found in the answer to No. 44.

44. Suggestions:—

(1). That the power of the head master be increased. See above, II. 12.

(2). That the assistant masters have a consultative voice in the direction of the studies of the school. If the head master were practically absolute, it would be far easier than it is at present for him to grant the assistants some public and recognized mode of expressing their opinion. The right of the head master to legislate would in no way be infringed.

(3). That the classical work be not diminished in quantity, but that the list of school books be revised. I believe that an independent head master, acting in consultation with his assistants, would readily carry out this suggestion.

(4). That history and geography be studied, not necessarily at all times of the year, but through all parts of the school. I believe it to be impossible to increase the total number of lessons; I would therefore diminish the number of repetition lessons, which, at least in the sixth and fifth forms, I think excessive at present.

(5). That chronology, or the main outlines and leading dates of history, omitting details, be exacted in all school trials; and that, for this purpose, a carefully prepared manual of chronology be placed in the hands of the boys. I hold, with the present head master of Winchester, that history is not easy to teach, but perfectly easy to learn where there is a will to do so. What is required for young boys is, that the book be perfectly intelligible to them, and contain no more than they are expected to learn.

(6). A knowledge of the general outline of history being thus provided for out of school, I would devote the hours given to history in school to the more detailed study of particular periods. This is, indeed, what we do at present, so far as we teach history, but without the connecting outline.

(7). With regard to the mathematical studies of the place, I will only suggest that, if the position of a mathematical master were made fully equal to, and commanded the respect of the boys as completely as, that of a classical master, the chief deficiency in our present system would, in my opinion, be obviated.

WILLIAM WAYTE.

Rev. CHARLES CALDECOTT JAMES, M.A.

Rev. C. C. James.

II.

2. If the fellowships of the College are to continue to be looked upon as furnishing the only superannuation fund for the masters, it is obvious that their present number will soon be inadequate to that purpose, as there are but seven fellowships, and the masters, including the assistants to the mathematical master, are now 30 in number. If some means of retiring with a sort of pension are not provided, some men will be certain to continue at their posts long after they are past work; and it may also be doubted whether it is necessary to offer so large an income as a fellowship is generally supposed to give, in order to induce a man to give up work when he is no longer fit for it. Perhaps if the fellowships were gradually restored to their original number of 10, and thus reduced in value, if no one could be elected till he was 50 years of age, and length of service as an assistant were always acknowledged as the paramount claim, the institution, viewed as a superannuation fund, would work well. I would relieve the Fellows from all duties and residence, and make the fellowships entirely sinecures. The College themselves have recently proposed to augment the number of King's scholars to 100, and I can see no reason why it should not be done, excepting that they ought first to fulfil their duties more perfectly towards the 70 they have, by feeding them better and paying for their tuition.

10. My only certain income at Eton is my salary as assistant master, amounting to 44*l.* 2*s.* annually; this I receive quarterly from the head master. Every thing else that I receive is from boys in my house, or other pupils. Supposing my house to be full (32 being the utmost number for whom we are authorized to receive any payment), my gross receipts from this source would be 3,840*l.*, which may, perhaps, be fairly reckoned at 1,600*l.* net (this is the calculation on which we pay income tax, reckoning 50*l.* to be the profit on each boy in the house). Besides these I should have perhaps eight other pupils, of whom half possibly might pay me 21*l.* annually, and half 10*l.* 10*s.*, or 126*l.* altogether. Reckoning everything, this would give the utmost gross income possible to an assistant, 4,100*l.*, or net income 1,770*l.*, besides leaving fees, which may amount to an average of about 75*l.* This will raise the whole possible net income to an assistant, who is limited to 40 pupils, and who does not take more than the authorized number in his house, to 1,845*l.*, and this is the very outside that it can possibly amount to. I have been here now seven years, and during that time my average net income has been 1,145*l.*

I consider that it is a very great mistake that the assistants should continue to receive so trifling a sum for their work in school. Any man is naturally tempted to consider his school work as quite of secondary importance to his work in pupil room, and I have known that opinion expressed by men who had been here but a short time. I should propose that in lieu of some boys paying 21*l.*, and others 10*l.* 10*s.* to the tutor, 6*l.* 6*s.* to the head master, and 4*l.* 18*s.* to the mathematical fund, every oppidan should pay (and the College should pay for every colleger) 15*l.* 15*s.* to the tutor, and 15*l.* 15*s.* to the head master; of which 5*l.* 5*s.* should be the head master's own, and the other

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10*l.* 10*s.* should go to a fund out of which the head master should pay to every classical and mathematical assistant salaries averaging 250*l.* a piece. A man would then feel that he was, at any rate, paid something for that which he ought to look upon as the most important part of his work. The whole amount of our salary for five years has been subscribed by most of us to the fund for the new school buildings. It should be remembered that a man cannot set up a tutor's house at Eton without very considerable outlay, perhaps from 3,000*l.* to 6,000*l.*, and that he is by no means certain of always having either it or his pupil room full, as any number of boys may be leaving at any time with scarcely any notice being given.

12. The head master takes as his class in school the sixth form, and the next five collegers and five oppidans: in all 30 boys. Each assistant master takes a division in school according to seniority, and has the entire public teaching of that division, during the time that it is "up to him." Those who have houses are responsible to the head master for the government of them, and nine of the juniors are also responsible each for one of the dames' houses. All the assistant masters also occupy the official desks in chapel, according to certain cycles, and can take cognizance of any offence committed in school or out of school. The assistants to the mathematical master have only power to take cognizance of offences committed in school. They do not occupy the official desks in chapel (where it is but recently that any of them have appeared in the academical dress), nor do they call absence at dames' houses, but are themselves responsible for their own houses if they have any. The extra masters have no authority to exercise discipline at all, but must complain to the tutor if any boy is irregular, ill conducted, or idle.

The head and lower master are elected by the Provost and Fellows. The assistant masters in the upper and lower school are appointed by the head and lower masters respectively, with the sanction of the Provost. They are usually selected from among the graduate Fellows of King's College, Cambridge; if at the time of a vacancy there is no graduate at King's particularly adapted for the post, one who has been on the foundation at Eton, or, failing such, one who has been educated at Eton, is appointed. The present head master has appointed 9 of our number, every one of whom was either an university scholar or a first-class man, and the majority have stood within the first four places in the classical tripos. I never heard of any assistant being "removed" from his office. The fellowships of the College act as a supernnuation fund. There is no other provision for superannuation nor any rule or usage respecting it.

The assistants to the mathematical master are now appointed, I believe, by the head master without any preference for particular places of education.

18. All oppidans at Eton pay 6*l.* 6*s.* annually to the head master, and 4*l.* 18*s.* to the mathematical fund; and also the following minor charges, which are generally grouped together in the bills as school expenses:—

	£	*s.*	*d.*
Sanatorium - - -	1	4	0
Clerk - - - -	0	1	6
Postman - - -	0	1	6
Watching and lighting - -	0	5	0
Fives - - - -	0	1	0
Cricket - - - -	0	4	0
Bathing - - -	0	7	0
Candle money - - -	0	3	0
	2	7	0

To this must be added sums varying according to the place in school, for supper, and fireworks on the 4th of June and election Saturday.

Also, if in sixth form, upper or middle division, school library 12*s.*

The charge for board and tuition in a tutor's house is 120*l.* The charge for board at the other boarding houses varies from 63*l.* to 84*l.*, or more, and boys who do not board at their tutors, pay either 10*l.* 10*s.* or 21*l.* for tuition. The latter sum is supposed to be paid "if the boy is a private pupil"; but all distinction of that sort in respect of the work done with the boys has long ago ceased. At entrance a boy pays a fee of 5*l.* 5*s.* to the head master (or lower master), and a fifth form boy on leaving usually gives the head master a fee of 10*l.*, and his tutor 15*l.* On the whole the necessary expenses of a boy at a tutor's house, including a book bill of about 5*l.*, and washing 5*l.*, but excluding all bills for clothes, and extras of all sorts, as journey money, allowance, &c., may be set down at 145*l.* per annum; while at the other boarding houses the same expenses will vary from that sum to as low as 99*l.* A boy boarding with his parents in the town who does not pay his tutor as a private pupil will not cost his parents more than 30*l.* a year, including a book bill of 5*l.*, but not including his clothes. Boys bills vary enormously in amount according to the discretion of parents in allowing extras either in the way of instruction in French, drawing, &c., or amusement in boating or personal expenses in dress, pocket money, &c. I have sent in bills varying from 52*l.* to 95*l.* for one schooltime, and should give 65*l.* as about the average amount. No boy can get anything supplied from a shop without a written order from his tutor, or the dame with whom he boards; these expenses are not bounded by any definite limit, but vary infinitely.

The charge for extra mathematics is 10*l.* 10*s.*, or 3*l.* 10*s.* each school time. French 10*l.* 10*s.*, and 1*l.* 1*s.* entrance. German 12*l.* 12*s.*, and 1*l.* 1*s.* entrance. Drawing and materials 14*l.* 14*s.*

The charges for fencing and dancing I am not able to give; that for Italian is, I presume, the same as for French.

21. There are at Eton, besides the College with its 70 foundation scholars, 17 tutors' houses (two of which are confined to lower school boys), and 13 "dames'" houses, of which latter, however, only 4 are kept by ladies; the rest being kept either by the assistants to the mathematical masters or by other gentlemen. None can keep a boarding house without the sanction of the head master. The general management of each house is left entirely to the master of it, except that the school hours of lock-up and meals must be observed.

The number of boys in a dame's house is not limited that I am aware of. That in a tutor's house is limited to 30 or 32, provided there are two pairs of brothers. A tutor is not authorized to receive payment for a larger number. These rules I had upon my own inquiry from the head master, but I am not aware of any steps being taken to ascertain whether they are observed; in fact, it is said that they are not always observed by, and are probably entirely unknown to those principally concerned, as I only learnt them myself by asking about them. I believe the lower master and senior assistant are not limited to the same number as the other tutors.

22. All boys in a tutor's house have single rooms, except in the case of brothers, who often occupy double rooms. At those dames' houses where the old charge of 60 guineas for board and lodging is still made, a boy pays 5*l.* 5*s.* extra for the privilege of having a single room; but I believe it is not usual to put any except brothers into the same room. The boys generally prepare their work and do their exercises in their own rooms, and can secure as much privacy as they wish for; but I find that they generally prefer working together in one another's rooms.

23. There is one uniform scale of diet supplied to all the boys in my house, consisting of 4 meals a day: breakfast, dinner, tea, and supper, at 8.30, 2, 6, and 9 respectively.

The boys have their breakfast and tea in their own rooms, and are supplied with an ample quantity of bread and butter, milk, tea, or coffee, and sugar. The dinner and supper are taken by all together in the dining room, meat and pudding, or cheese being provided at each.

When I was a lower boy in a dame's house in 1840, the lower boys and fifth form did not have supper together: the former supped at 8, and had no meat; but I believe this custom is now extinct.

At the tutors' houses bread and butter for tea, and tea and sugar are provided, but at many of the other boarding houses, and I believe still in college, these things are supplied from shops, and a separate bill is sent in for them.

24. I have heard it said that the charge for board and lodging at the lower master's is higher than at another tutor's, but I do not know whether this is the case. The charge at a tutor's house is 120*l.* including tuition; that at a dame's is nominally 63*l.*, and 5*l.* 5*s.* extra if a boy has a single room; but in practice there are not above four or five houses where this is the charge; the more common charge being, I believe, 84*l.*, or thereabouts. No additional charge is made to noblemen.

25. An assistant master is paid, for his services in teaching his division in school and generally sharing in keeping up the school discipline, 44*l.* Almost the whole, therefore, of his income is derived from the boys in his house, but as these are also his pupils, the charge for board and lodging is not separated from that for tuition and moral superintendence, one cannot say that the profit derived from the charge for the one is looked upon as payment for the other. It is strictly the fact that the school secures the services of the assistant master for a nominal sum, by allowing them to make a good income, if they can, by taking pupils and keeping a boarding house. This I consider to be a great evil, as I have pointed out fully in my answer to question 10, where I have also suggested an arrangement which would be more satisfactory.

27. In a tutor's house the tutor finds the bedstead and bedding, fender and fire irons, and coal scuttle, washing stand, and cupboard for crockery; the boy finds bureau, carpet, crockery, &c. These things are supplied from the shops, and cost on an average about 16*l.* during the time that a boy is at Eton. I have recently, in concert with another of the masters, proposed to the parents of new boys coming to my house to provide all these things myself for a fixed sum of 10*l.* paid with the first bill sent home, as I much prefer that every thing in the house should be my own property. I enclose a paper* explaining the proposal as an appendix to this answer.

31. I should put the average time that an oppidan remains at Eton at four years; that for a colleger at seven. This latter term used to be much longer in former times.

32. (3.) I have now 39 boys in my division in school.

(4.) I have this school time 22 boys in my house.

III.

7. The head master can in no way modify the system and course of study even in the minutest particular, nor change the books or editions used in the school without the consent of the Provost. I have repeatedly known suggestions of alterations on the latter head negatived solely because this consent has been withheld. Many of us consider many of the school books used to be by no means the best that could be procured, and in fact the whole system pursued with reference to them to be extremely unsatisfactory. The usual course pursued when a book is nearly out of print, is, I believe, this: the publisher informs the head master of the fact, and proceeds to ask some one, with the sanction of the head master, to superintend the reprinting. This is often done by one of the assistants, who has not overmuch time to give to the work, and the consequence of this is that the book is reissued full of typographical errors, and so little altered in other respects as not to deserve the name of a new edition. Several, I believe almost the whole body, of the assistant masters, joined, about last Easter, in requesting the head master, with the Provost, to appoint a committee of masters to consider what alterations should be suggested in the school books used, to make arrangements for the publisher with literary persons to re-edit such books as from time to time might require reprinting, and to consider generally what improvements might with advantage be introduced. In answer to this application, the head master informed us the Provost declined to acknowledge any committee of the assistants whatever on the subject, but that if we liked to appoint a committee of our body for this purpose, he (the head master) would undertake to give due weight to our recommendations, and if he approved of them, to urge them as his own upon the Provost. This is the state in which the matter stands at present; a committee has been nominated and has held a few meetings, but has neither power nor responsibility.

With reference to the present condition of the books used in the school, I consider this statement which I had from the publisher a short time ago very important; that whereas some twenty years ago the wholesale part of his business was by far the most valuable branch, it has been gradually declining since that time, and is now of very little value compared with the retail business: our school books, which were at one time the best that could be procured, no longer commanding much sale elsewhere.

8. The assistant masters are simply the lieutenants of the head master, and I never remember during the 7 years that I have been here as assistant, having been asked by the head master to give an opinion upon any point which I had not myself suggested. I have more than once suggested slight alterations in the work of my own part of the school to the head master. On a recent occasion the three other remove masters with myself drew up a scheme for the rearrangement of some of the work, which we thought would be an improvement, which I submitted to the head master; from whom I received an official answer sanctioning the greater part of our proposals, which were at once carried into effect; but I am not aware that the opinion of the other assistants as a body was asked upon the subject. In fact I consider that we have only, by courtesy, a suggestive voice (which of course is strengthened by previous combination), at least as recognized by the head master and Provost.

I am of opinion that it would be very much for the advantage of the school if the whole body of assistants held periodical meetings,—say one every month,—for which time should be set apart regularly, and at which every one should be expected to attend, for the consideration of measures to be suggested to the head master.

Our short meetings in chambers before school do not serve this purpose, though they are extremely useful in other ways.

Also it would seem to be desirable that a committee of the assistant masters, or a certain number of the seniors, should form a body recognized by the other authorities for purposes of legislation.

11. Every oppidan pays 4*l.* 4*s.* yearly for instruction in mathematics, and 12*s.* for stationery at the mathematical school; if his parents wish him to study mathematics extra, he pays 10*l.* 10*s.* yearly to the mathematical tutor who is selected. The fee for instruction in French is 10*l.* 10*s.* and 1*l.* 1*s.* entrance; in German 12*l.* 12*s.* and 1*l.* 1*s.* entrance. There are occasionally lectures given in physical science, attendance at which is charged at the rate of about 3*s.* each.

We sometimes find that a boy of considerable mental activity will distinguish himself both in classics and mathematics, and in any other subject he chooses to work at; but it is far more common for clever boys gradually as they rise in the school, to work heartily in one department, to the comparative neglect of the other. I do not consider that upon the whole the progress of the boys in mathematics has been hitherto at all in proportion to their progress in classics, and this I attribute to the inefficient state of the mathematical school hitherto, especially in matters of discipline, and the way in which the boys have been allowed to shuffle with their "extra work." No doubt a very serious matter has been at the root of the whole evil, and that is the inferior position which the mathematical masters occupy as compared with the classical masters. Every mathematical master ought to be looked upon and publicly recognized by everybody as an assistant to the head master, just as much as ourselves, and not merely as an "assistant to the mathematical master," which is their title in the printed school lists. They ought also to take part in the general discipline of the school, and to occupy the official desks in chapel in rotation with ourselves. The boys would then honour and respect them in virtue of their office, which it is impossible to expect them to do so long as they are treated as members of an inferior department in the school.

12. Every boy is examined four times by the head master in passing through the school from lower fourth to upper division; first for his place into the remove, then for that into the lower fifth, thirdly into the middle division, and lastly into the upper division; all these examinations are conducted by papers upon the school work of the last six months, being set by the head master, and they have an admirable effect as regards the boys themselves, as there is scarcely a boy who is not stimulated to make some efforts to better, or to secure his place at each step. About one half the papers are classical, one quarter mathematical, and the remaining quarter theological, historical, or geographical. Eight "removes" thus come under examination in the year, of which two are taken together; this gives seven sets of about nine papers each, prepared and set by the head master, and looked over by himself and the upper school assistants, total 63 sets of papers, varying in number from 40 to nearly 90 each, averaging perhaps 75 each; of these 63 papers, about 33 are looked over by the assistants, leaving the remaining 30 for the head master himself. Thus twice in the year each assistant has an extra piece of work added to the already full work of one week, demanding from eight to 12 more hours work, which of course can only be done by the regular work, either of preparation for the school lessons or private business, suffering. The head master must be perfectly crushed with the labour between the interval of

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*DEAR SIR, Eton College, March 1861.

To enable you to form an estimate of the expense of a boy in a tutor's house at Eton, I have drawn up this statement.

It has been customary for each boy to pay for a carpet and bureau for his room, a set of linen, and crockery, and other articles, involving an outlay of from 14*l.* to 18*l.* These things, when a boy leaves, are seldom worth the expense of carriage to a distance, and are often given by him to the servant. I have long wished entirely to abolish the system of perquisites to servants, and have found this my chief difficulty. I shall therefore be glad if you will allow me to supply furniture, linen, crockery, &c., for a fixed charge of 10*l.* to each boy, to be paid at the end of the first school time.

Any boy causing damage by wilful mischief or violence, as cutting or burning furniture, breaking windows, doors, or beds, will have to pay for it either by the stoppage of his weekly allowance, or otherwise.

The expenses in my house will then be—

	£	s.	d.
Board and tuition (40*l.* a school time) per annum	120	0	0
Head master	6	6	0
Mathematics	4	18	0
Books and stationery (average)	4	0	0
Washing (average)	5	10	0
Sanatorium	1	4	0
Miscellaneous school charges (about)	1	10	0
Money advanced for journey, weekly allowance, fourth of June, &c.			
Entrance to head master	5	5	0
Furniture, &c.	10	0	0
Swimming school	1	1	0

A boy may become a pupil of the teachers of any of the following subjects, the charge for each boy being about 10*l.* 10*s.* per annum, and the attendance at times which he would otherwise have at his own disposal—viz., *French, German, Drawing, Fencing.*

He may also have extra mathematical tuition for the same charge.

I am, dear Sir, yours very truly,

CHARLES C. JAMES.

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the papers being set and the results made known. I am of opinion that all the work of looking over papers would be just as well done as at present by gentlemen whom the head master might invite from the Universities for that special purpose, giving them of course a proper remuneration for a month's severe toil, and that by such an arrangement, the ordinary work of the tutors being more regular would be made more satisfactory.

Besides these examinations every master examines his own division in "collections" at the end of each school time. These are useful, and the results are now published and sent to each parent, but the boys do not generally take half the interest in them that they ought to do—nothing to compare with that which they take in the head master's trials. The mode of conducting these examinations is entirely left to each master for himself.

14. Every boy at Eton must have a tutor, who is one of the classical assistant masters. The tutor is both public and "private," that is to say, every boy is treated as a private pupil, whether he does or does not pay the fee for private tuition. The connexion between tutor and pupil is of a very close and intimate nature, and may be described under three heads, (1.) preparation of school work, (2.) private business, and (3.) personal.

(1.) The tutor has a "construing" of every Greek and Latin lesson done in school by the fourth form, remove, and fifth form, excepting only those lessons done by the first and second divisions, which differ from those done by the rest of the fifth form; he also looks over carefully, and generally himself corrects, every Latin or Greek exercise shown up in school by his pupils, excepting the Greek Arnolds' exercise in the fifth form.

These are his regular duties, which the school requires to be performed.

(2.) Private business is left entirely to each tutor. It is usual for him to see every pupil for an hour on Sunday, and for two hours during the week, if practicable; I have generally found this last impracticable in the case of lower boys, but I have always had my fifth form regularly, except from June 4 to election, when considerable laxity in the week day private business is necessarily introduced. It is also supposed to be the duty of a tutor to practise his pupils somewhat in Greek iambic composition before they go into trials for the upper division; at least they have, in these trials, a paper for Greek iambics set, and no provision has hitherto been made in school for teaching them. I have fully explained my own habits in these respects in the paper E, which I have filled up.

(3.) Personal. It is the tutor's duty to exercise general moral superintendence over each of his pupils, to help or advise them in any difficulty, and to prepare them for confirmation, also to enforce their attendance upon the "extra masters" they learn of, if complaint is made. By a recent order of the head master, no boy can be "complained of" without his tutor's having been previously consulted, which gives the tutor an opportunity of examining the case and of interceding, if he sees sufficient ground for so doing.

I do not know how long the tutorial system has existed at Eton, but I decidedly consider it to be the very backbone of our whole system, any injudicious interference with which would be productive of the most disastrous results. In fact there is nothing I should deprecate more than any alteration of our present system, which gives to every boy a gentleman closely interested in the whole of his Eton career, his connexion with whom has, in most cases, ripened into a firm friendship before the boy leaves school. It may be questioned whether it has not been carried too far, in the first department, that of school work, the tutor being responsible for every exercise being shown up without faults in school, and for every pupil having heard the lesson accurately construed in pupil room before he goes into school. The amount of work exacted from the tutor leaves him very little time for private business, or for preparing his work, and none for his own reading, and, perhaps, some men may be tempted to consider their work in school of inferior importance to that in pupil room.

Besides the regular tutor some few boys whose social position or peculiarities are thought to require it have also a private tutor, who usually lives with them, and assists them largely in their work. This gentleman is in no way connected with the school. I do not consider that such boys have any advantage over others in respect of their studies, but the arrangement enables some to continue at the school who otherwise from their temper or eccentricities would be constantly getting into scrapes.

15. Throughout the whole school (except in divisions 1 and 2) every Latin and Greek classical lesson is construed to the tutor before it is construed in school. The time usually spent in so doing varies of course with different masters, some going through it thoroughly twice over, some making the boys construe it, while others may perhaps simply translate it themselves. The average time spent upon a lesson in school is 35 minutes. My own pupils' construings take me 10½ hours in a regular week, which, divided by the 27 lessons I am called upon to construe, gives an average of 22½ minutes for each construing. The classical construing lessons in school of my own division are supposed to take 6½ hours, and allowing for loss of time in chambers, do take about 5¼ hours, or just about half the time that I am engaged in construing in pupil room. Of the 10½ hours mentioned above, I find that my fifth form pupils take 4½, my remove 2¾, and my 4th form 3¼. Some have considered (and the opinion is, I believe, very general elsewhere), that all this time spent in construing is a great loss of teaching-power, and I am not prepared to say that it might not be judiciously modified. It must not, however, be forgotten that there is this enormous advantage attending it; that it enables us to insist upon, and requires the boys to aim at an infinitely higher standard of knowledge of the lesson in school than could by any possibility be attained without it. It also leaves a boy without any excuse whatever for using English translations in preparing his lesson, and where the tutor frequently urges this point, I am inclined to think that it does to a great extent prevent that pernicious practice. The principal disadvantage attending it is, that it makes it necessary for all the fifth form to do the same lessons, as it would be utterly impossible for the tutors to add a fourth set of construings to their work. But I think that if the work of the upper division were rearranged and made different from that of the middle and lower division, and the school divisions in that part of the school made a little smaller, it would scarcely be necessary for those boys to attend construing.

There is no rule about construing the lessons of the 1st and 2nd divisions, each tutor does as he likes about it,

18. Boys can learn of any extra master according to the wishes of their parents, and I consider that any boy in the fifth form has ample time to devote to at least one extra study of this nature. I do not think that it is in any way advisable to let any such special studies interfere with or displace any of the regular school-work; an attempt was made to do so in an "Army Class" which was established about 6 years ago. I consider it to have been productive of great evil. I have enclosed* as an appendix to this an-

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* MY DEAR SIR, Eton College, May 19, 1860.

I send you a copy of a memorandum which I addressed on the 17th to the head master about the "army class." I do not ask you to endorse all that I have there said on the subject, but if on the whole you think that the "army class" is no longer necessary, will you sign the enclosed paper and return it to me, that I may add your name to the list of signatures? If you add to the paper any further observations, I will undertake to show them to the head master.

I am, my dear Sir, yours sincerely,
CHARLES CALDECOTT JAMES.

[COPY OF MEMORANDUM.]

The "army class" was instituted in the Lent school time, 1856, after a meeting of the assistants at Mr. Durnford's house, at which I was present. We had been invited to meet to consider a proposal that had been made, to put the whole special education of boys intended for the army into the hands of the mathematical master.

A resolution was carried deprecating this step, as we considered that a part of the training, more especially in history and geography, ought to be in the same hands with the regular work of the school. The feeling generally was, I think, that a plan would probably be adopted, making history and geography a part of the regular school work throughout; and my feeling, and I believe that of many others, was that of disappointment, when we heard of the plan which was adopted, namely, that those boys whose parents desired it might, with their tutor's consent, attend a separate class under one of the remove masters for instruction in geography and history twice a week, and further, might substitute three mathematical lessons for the same number of classical lessons during the week.

This was at first intended to apply only to the fifth form, but lower boys were afterwards allowed to join.

This is the present arrangement, by which each boy in the fifth form is absent from five classical construing lessons in the week; each remove loses two of his regular mathematical lessons, in order to have two at another time in lieu of two classical construing lessons; and each fourth form loses five of the regular school work. Each boy also omits one school exercise, either theme or verses, in the week.

This of course introduces great irregularity and uncertainty into the school-work, and many of us are of opinion that this is productive of great evil, insomuch that some tutors do not allow their pupils to attend the "army class" at all; and others, who have allowed boys to join, have wished afterwards that they had not done so. I can only speak from my own experience of one pupil, whom I very unwillingly allowed to join for one school time: from the moment he joined he took no further pains, either with his construing lessons or school exercises, and though I obliged him to attend at my construing of those lessons which he missed, he did so very reluctantly, and seemed to have lost all interest in his regular work.

These evils were so generally felt, that a resolution was carried last school time, at the lower master's house, by 9 votes to 5, to the effect, that we considered the present state of the "army class" mischievous to the school. It remains to be considered whether it is necessary.

The following is a copy from a portion of the memorandum issued from the Horse Guards, *October 1st*, 1859—the last document upon the subject:—

"IV. The following will be the subjects of examination, and the number of marks allotted to each, viz.:—

The classics (Latin)	2000
" (Greek)	1600
Mathematics, pure and mixed	3600
English language	1200
French, or any other modern language, or Hindustani	1200
History, ancient and modern, with geography	1200
Natural Sciences—mineralogy and geology	1200
Experimental sciences—heat, chemistry, electricity, &c.	1200
Drawing	600

The memorandum further states, that in mathematics 1,200 marks are given in the following subjects: arithmetic, as far as interest inclusive; algebra, as far as simple equations; Euclid I. II. III.

A candidate must obtain 400 marks in these subjects, of which at least 200 must be obtained for arithmetic.

swer a letter which I circulated among the assistant masters on this subject nearly two years ago, which contains both a history and my own opinion of that institution as it was then worked. Directly any possibility is offered of getting off any of the regular work to do something else, nine-tenths of the boy portion of the human race will only ask, which course involves least work to themselves, and will influence their parents to desire that they shall attend that. The "special aptitude" professed, generally means nothing more than a desire to get off work that involves mental labour, and which is therefore most valuable for training the mind.

19. I consider that the Eton course is admirably adapted to prepare a boy of good ability for a successful career at the Universities; in fact I should say that this is the principal object aimed at, the ideal end we have before our eyes, and a boy who is willing and determined to work for himself might be prepared for any other competitive examination at Eton as well as any where else, excepting in the important department of history and geography, in which I consider our course to be extremely deficient. But boys do very seldom so prepare themselves for competitive examinations here, because the charms of idleness at Eton are so many and so seductive that most boys, and especially oppidans, feel quite certain that they will not work hard enough here to secure success, and therefore prefer to be prepared by private tutors elsewhere. For the ordinary pass examinations for commissions in the line I do not consider it in any way necessary for a boy to leave Eton to be prepared by a private tutor, unless he be decidedly below the average in ability; in that case we do not profess to supply the power necessary to carry him through, which can only be done by a system of more minute and constant attention than he can receive here. With a view not merely to the special examination here referred to, but to the education proper for a gentleman, I consider it very important that the mathematical department should be placed on a more satisfactory footing (see Ans. III., 11.), and that history, illustrated by geography, should be regularly taught in school lessons throughout the school; and also that French should be taught as a regular part of schoolwork, at all events in the lower forms.

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24. (1.) The regular preachers in the College chapel are the Provost and Fellows; when any of them is unable to perform this part of his duty, it is usual for one of the conducts to occupy his place. Some of the preachers address their sermons specially to the boys, but I should by no means describe this as characteristic of all the sermons in the chapel. Occasionally, about once in each school time the head master preaches, and on election Sunday some preacher specially appointed. There is only one sermon on a Sunday at morning service: on the 2nd, 3rd, 4th, and 5th Sundays in Lent the head master lectures on the Catechism.

(2.) The Bishop of the diocese holds a confirmation here every 18 months. The whole duty of preparing the boys for confirmation rests with the tutor, and is performed by him according to his own discretion.

(3.) All attend the chapel service morning and afternoon on Sundays and holidays, also on the afternoons of half holidays; attendance at the Holy Communion is entirely voluntary, and a large proportion of those who have been confirmed are usually present. I consider it very desirable that the chapel service should be made as attractive as possible by good reading, and by the introduction of music of a better character at the Sunday *morning* service. It is also generally observed that the choral service on surplice afternoons is not performed with the same care as it is at St. George's, though the choir is the same in both places. I should like every day to begin with a short, and not unmusical service in the chapel; I think this would be an incalculable benefit to the school. On the vexed question of compulsory attendance on whole and half holidays, I have not yet formed a definite opinion; but I have no hesitation in expressing my belief that the present system might be much improved. I can see no reason why any service in the chapel, at least which the boys attend, should be other than choral.

(4.) I consider Sunday to be on the whole well observed by the boys, at least by the great majority. There is no reason whatever for any boy doing any of his classical work on that day; Monday's work requires no doubt a good deal of preparation, but this may just as well be done on Saturday evening as on Sunday evening, and is so done by many boys. Those who are evil disposed often spend the Sunday "after four" in drinking, &c., at inns, but I am not inclined to think that these form any considerable proportion among the boys. I think the general feeling is that the day should be devoted to scriptural studies, quiet walks, and home correspondence.

(5.) There is no school on Sunday. There are prayers in every house on Sunday at 9 a.m., and about 9.30 p.m. Every boy attends his tutor's private business, and does his "Sunday questions" to be shown up in school with the Greek Testament lesson on Monday morning; these probably occupy him from an hour to an hour and a half on the average, and the "private business" is one hour. I read with my first set the Epistles of St. Paul (in Greek); with my second the Gospels, or Acts (in Greek); with my third the historical books of the Old Testament in English, with catechism, &c. I have observed that my pupils generally seem more attentive at this Sunday "private business" than at other lessons, and I think it a most important part of our system (though not strictly part of the school work) as it gives one the opportunity of speaking seriously to the boys on any subject that may suggest itself from time to time.

Every examination at Eton by the head master always includes a paper on selected parts of the Greek Testament. In the collections for my own division I always set a paper on the Greek Testament, and Sunday questions of the school time, and usually give a prize for the best paper of answers. I have generally found these papers very fairly done. It is generally said that the boys in the upper part of the school are often very deficient in knowledge of the Old Testament history.

26. All offences are liable to be brought before the head-master, that is to say, there is scarcely any offence for which a boy may not be complained of, if the master offended and the tutor agree that it ought to be done. The head master requested some years ago that no boy might be complained of without the sanction of his tutor; in case of disagreement the case is referred to him to decide. The master sends a "bill" to the head master, with the boy's name and the offence specified and signed. The head master then usually proceeds to punish and not to inquire, as he takes for granted that due inquiry has been made before the offence is reported to him. I conceive that we are bound to report any of "the more grave offences," as intoxication, or any case of drinking, or smoking, or gambling; but that in every other matter it is left to our

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He must also obtain at least 200 marks in writing English correctly, and in a good legible hand, from dictation, and composing grammatically."

600 marks are thus provided for, and he must raise the whole number to 1800, in order to pass: these may be made up from all or any subjects, but no marks count unless *one-sixth* of the full number assigned to it are gained. In the classics, passages are set for translation from the books usually read at schools; also grammatical questions, and English passages for translation into Latin and Greek.

I confess that I was quite astonished, after what I had known for five years of the omission of classical lessons and composition, to see that the subject of classics was marked as high as mathematics, so that those subjects together are equal to more than half the whole examination.

The facility with which these high numbers of marks may be obtained is shown from one of the history and geography papers which were sent me by the secretary to the Council of Military Education. This paper contains 25 questions—15 on English history and geography, 5 on ancient do., and 5 on modern continental do.; and it is stated that marks will be given for full and correct answers to the questions, in the proportion of from 100 to 150 for each answer. I believe, in point of fact, that no one has ever been plucked for these examinations, except for gross ignorance either of arithmetic, or of writing and spelling.

I now come to the present state of the "army class." The great majority of candidates for commissions from Eton pass the examination without any difficulty, and without ever belonging to it. The class made its appearance before me yesterday, and I found it to consist of 7 fifth form (mostly lower division) 8 remove, and 3 fourth form. Of the 11 lower boys, all except 3 (who are uncertain) told me that they were to leave at *Election* or *Christmas* next, and were to go to private tutors to be prepared. Several of the boys had been, or are under me in school, and are decided dunces.

Now Eton is not intended for the special cramming of boys below par, and I am of opinion that any interference with the regular school work for that purpose is a mistake. I think also, that most people will agree with me in this, that if the mathematical school cannot, with its three hours and three extra works a week, supposing six hours fair work from each boy, carry each pupil and keep him up to the mark in arithmetic, as far as interest inclusive; in algebra, as far as simple equations inclusive; and in Euclid as far as the end of Book III., during the four years which constitute the average length of an Eton life, that school must be in such a state, that an additional three hours weekly cannot be of much benefit to the pupil.

In fact, by allowing a boy to join the "army class," we individually make this statement for our pupils, which the whole school makes with regard to the class collectively:—"This boy is a great dunce in classics, and his mathematics are far below par; but in order to keep him here one or two school times longer, we will give up his classics as a bad job, try to cram him up to the mark in mathematics, and to instruct him in some other departments of knowledge, in which we confess our course to be deficient: we regret much to find after all that he goes to a private tutor."

I am very strongly of opinion, as I know many others here to be also, that the proper solution of the difficulty is, to teach geography and history regularly throughout the school; but even if no plan for that object can be at present carried out, I cannot see any reason why we should continue to allow boys to desert those studies which we believe to be the very best training for the young, and for proficiency in which the military examiners will award a far larger number of marks, in order to be crammed up to the exceedingly low mathematical standard required, and to be instructed in other branches of education, which we deny to others. It is a confession of weakness unworthy of this great school.

About two thirds of the classical and mathematical assistant masters joined with me in expressing an opinion to the head master condemnatory of the "army class" as then constituted; and the head master shortly afterwards made the following regulations: "That no boy should join the 'army class' who was not in the fifth form, and 16 years of age, and intended to remain at Eton until he goes up for his examination; that he should not be excused any of the regular school exercises, nor attend the mathematical school at times when his division were doing classical lessons." These regulations entirely removed the opportunity of shuffling which had been hitherto prevented by the institution, and had filled the class with many of the idlest boys in the school.

Of the four school times (including the present) that have elapsed since these regulations were made there has been no class during two: during each of the other two (Michaelmas school time 1860 and 1861) I have had one boy with whom I have worked as described in column 8 of paper C. [this class now consists of 3 boys. End of Michaelmas school time, 1861.]

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discretion either to deal with the offence ourselves by impositions, or to report it. I scarcely ever complain of a boy for school work without previous warning. The head master alone inflicts corporal punishment in the upper school, and the lower master in the lower school; an assistant only sets impositions to be written out, translated, or learned by heart. A complaint is generally followed by a flogging, except in the case of a boy of good character, high in the school.

27. The sixth form and the captains of houses are expected to keep good order among those with whom they have to do. Among the collegers the sixth form keep up a very efficient discipline, more particularly in enforcing punctuality on several occasions. Among the oppidans the discipline kept up by the sixth form is of a less minute kind, never being, as far as I am aware, at present enforced by impositions, as in college, though in theory they have the power to set them to lower boys. When I first came to Eton it was usual for the sixth form to be shirked by the boys out of bounds, and to send lower boys down from Windsor fair; the former of these customs is now entirely dropped, the latter may, perhaps, be done occasionally, after an exhortation from the head master on the subject.

Two sixth form are "Præpostors" every week; their principal duties are to keep the school yard and upper school quiet during school hours, to summon culprits to justice, and to assist when corporal punishment is administered.

28. I consider that the delegation of such powers to the sixth form is very useful in tending to suppress tyranny, as the sixth form, or captains of houses, are the natural persons to whom any case of oppression will be referred by the boy aggrieved, who would not for his life tell his tutor of it, as there is nothing that boys resent more, or will more certainly entail constant ill-treatment than telling tales; or what they call "sneaking." If then there were no one of themselves with a sort of undefined, but clearly recognized authority to settle such matters, the smaller or weaker boys would have no redress against the stronger.

I do not think that the oppidan sixth form do much towards the maintenance of the regular school discipline, (except when Præpostors, or when keeping order at speeches), nor do I see that they are wanted to do so. In case of any disturbance we should expect them to exert themselves to put it down.

29. Among the collegers, the sixth form and liberty; among the oppidans, all the fifth form except the lower remove, lower division, have the privilege of fagging the lower boys; fagging at the present day extends to very little more than taking messages, and making tea and toast at breakfast and tea. In college the brushing of clothes is further required. I do not consider this arrangement to be detrimental to health, or to the reasonable enjoyment of liberty, or to the opportunities of recreation or study, and I think it is very beneficial to the fag in most cases, both teaching him obedience, and checking impudence, and also providing him with a natural protector in his master. I should say that on the average, not more than 15 minutes of a lower boy's day is occupied in this manner; of course unwillingness to obey is punished by chastisement either from the boy aggrieved or from the captain of the house.

30. Of course these powers are sometimes abused, but the public opinion of the upper boys in the school is sufficient generally to prevent this. Any gross case in a tutor's house would probably come to the tutor's ears, either through the servants or the other boys.

31. About 36.

32. Three weeks and four days at Easter. Six weeks and four days at election (about July 30 to Sept. 12). Four weeks and four days at Christmas.

33. A regular week has two half-holidays, Tuesday and Saturday, and one quarter holiday, called "play at 4." The half-holiday on Saturday is supposed to be granted when a sixth form "is sent up for play," but as this is regularly done on a Saturday, the half-holiday comes as a matter of course. There is very seldom a regular week. I do not think there was one between Christmas 1860 and election 1861. Every saint's day is kept as a holiday, and the day previous as a half-holiday. There are several regularly recurring holidays as well, as Her Majesty's birthday and coronation day, and the day on which she first visited Eton, &c. The consecration of an old Etonian as bishop, English or colonial, or his appointment to a judgeship, or election to represent certain constituencies in Parliament, is celebrated by a holiday, as is also the marriage of a son of one of the Fellows; the birth of a grandchild of any Fellow brings a half-holiday; a half-holiday takes off one school, and a whole holiday two schools in the week.

Great irregularity in the work is sometimes introduced in this manner, but I am not prepared to consider this altogether an evil: all the work of composition goes on the same as usual on whole holidays, and in summer they afford the only opportunities for private business. Some are of opinion that the adaptation of the work to the varying nature of the week is an important part of our system.

I think the following rules might advantageously be adopted:—

(1.) Let the half-holiday before every saint's day be given up.

(2.) On whatever day of the week any regular holiday (as *e.g.* Her Majesty's birthday) may fall, let it always be celebrated on the Tuesday or Thursday nearest to it.

(3.) Let all holidays and half-holidays on accounts of events in the families of members of the College be abolished.

(4.) Let a holiday be given whenever an open university scholarship, or the first place in the classical or mathematical tripos has been gained by an old Etonian.

(5.) Let Thursday be a half-holiday instead of a play at four in a regular week.

Most weeks contain on an average one whole holiday, and two half-holidays.

34. School begins every day at 7·30; in the summer at 7 on whole holidays and Mondays; I always go in myself at 7 in the summer, and 7·15 during the Michaelmas and Lent school terms, as I cannot otherwise find time for looking over the exercises of my division. When it is a saying lesson, any boy who is not in within a quarter of an hour, is liable to have his name sent to the head master.

On Sundays the boy must be up by 9, when prayers are read in the houses.

Lower boys are to be in bed by 10, and fifth form by 10.30.

35. This depends upon when the tutor chooses to have his pupils. I scarcely ever want any of mine between 12 and 2, from about Oct. 10 to March 10; nor between 4 and 6, from March 10 to Oct. 10.

I should say that every lower boy can get either his "after 12," or "after 4" to himself (unless he has punishments to do), and a fifth form has no difficulty in securing both those times to himself for amusement, and much more in the summer.

40. The boys are allowed by express permission to be on the bank of the river, above bridge, in summer, and in Eton Street, while boats are allowed, that is, they are not required to "shirk" in those places during the time between March 1 and Oct. 15, or thereabouts. By customary connivance, they are allowed to go almost everywhere, subject to the condition of "shirking" any master they see, that is to say, when they see a master out of bounds, it is their duty to hide themselves; omission in doing this is liable to be punished as disrespect to the master, not as if the being out of bounds was any fault.

If I find any boy in any part of Windsor out of the main street, I expect him to be able to give an account of himself, and if he does not satisfy me as to what he is about, I should feel it my duty to report him to the head master.

The whole system of shirking I consider exceedingly objectionable; nothing can be better for a boy very often than to take a walk in the park or country, and to require him to hide from any master while so doing is instilling very strange notions of respect into his mind. Many of the assistants have long wished to see the system abolished, and some time ago I heard from the head master that he had wished to abolish it, but that the College would not allow it to be done. Latterly there has been great laxity in the matter, some of the masters still requiring it, and punishing those boys who do not shirk, while others (of whom I am one) take no notice or call to them that they need not shirk, if within hearing.

I wish very much to see shirking abolished in Buckinghamshire and Windsor Park. Any boy seen in the town of Windsor should be called upon to give an account of himself, but any attempt to avoid a master should be looked upon as a proof that the boy is in some mischief. They are never required to shirk within the precincts of the castle.

I think the boys ought to be prevented from going to Windsor fair, by proper measures being taken to make the "blockade effectual." Anything is better than the present system, or rather want of system, by which one part of the school is forbidden to go at all, and another forbidden to go on Bachelor's Acre, while almost every boy in the school looks upon it as a point of honour to go; only an occasional master is seen about the place, and one or two lower boys who are unlucky enough to get caught, are severely punished for being where it is notorious that almost the whole school has been.

42. I should say as a general rule that a boy of considerable mental power will probably distinguish himself also in

games, unless he be of inferior "physique." I have known times when several of the cricketing eleven had been in the "select" for the Newcastle Scholarship; but generally speaking our best rowers are not among those distinguished for intellectual attainments. I have not observed any difference in the tendencies of different studies in this respect.

43. As far as I can judge of the results in after life of the education afforded at Eton, I consider these results as decidedly satisfactory on the whole, but I do not for that reason consider that our system is perfect, or anything like it. By the time a boy leaves Eton we have probably done as much towards training and developing his mental power and teaching him how to set about learning for himself as could well have been done at any other place of education; but I consider that we send him out lamentably ignorant in many branches of knowledge, which if he does not speedily acquire for himself he can scarcely be said to be an educated gentleman. He knows nothing of history or chronology, whatever he has done in that subject having been got up as a matter of "cram," and speedily forgotten. He has long forgotten all his geography, of which he went through a one year's course in the remove; he knows no French unless he has paid extra to be taught, and his mathematics are as a general rule very weak. I think that all these deficiences are remediable, as I have stated in other parts of my answers to those questions, particularly to questions 11 and 44.

The great difficulty that lies at the bottom of all, namely, the idleness, and indifference to mental excellence on the part of many of the boys themselves, especially those high in the school, arising from the habits of the class to which they belong and the knowledge on the part of many that their success in life will not depend on their own exertions, we the masters are powerless to deal with, except with the co-operation of parents.

44. I consider that many alterations would be desirable in the system and course of education at Eton. My views on many subjects I have attempted to state clearly in my answers to the questions bearing upon those subjects the principal points of which I will recapitulate below, giving a reference to the answer.

With regard to the course of education pursued I should be very sorry to see any changes introduced which would interfere with the supremacy of classics, or which would in any way tend to send our best men up to the Universities less careful and accurate scholars than hitherto. But I think that no boy ought to leave school having gone fairly through the system by rising into the upper division, as ignorant of history and geography and French as at present, and I therefore think that means should be carefully considered of introducing these subjects into the regular school course. Every division should do one if not two lessons of history every week, and plenty of the best wall maps should be hung up in every class room for constant reference during the lessons. I am also of opinion that French might be *grammatically* taught by the masters to their divisions in two schools during the week.

With respect to composition I should wish to see English more largely introduced. I should like to have a translation to be set by the master out of any school book he pleases, to be done every alternate week, instead of its depending on saints' days, the effect of which arrangement is that this present school time we shall only have had one translation in 12 weeks. In the upper part of the school I should like to see English verses and themes occasionally set. Greek iambics ought also to be regularly set in the fifth form divisions and not left wholly to the tutor to teach.

I think the tutors might be entirely relieved from the duty of looking over and correcting more than one exercise a week; this should be an original one, and for the most part verse. Latin and Greek prose, and the beginning of Greek iambic composition might, I consider, very well be taught by the master in school at a far less cost of time than is involved by the present system and with equal if not greater profit to the boys.

The work of the fifth form below the second division, ought to be entirely re-arranged into two sets so that the lower division and middle division should do lessons less difficult and long than those done by the upper division. The system of teaching history in the fourth form ought to be entirely re-arranged, and instead of certain short periods in English, Roman, and Grecian history being taught in detail out of complete histories, the boys should be carried through a synoptical course in which chronology should be made the principal thing rather than detail, and such lessons ought to be accompanied by constant reference to maps.

I also think that three repetition lessons in the week are sufficient in all parts of the school.

I will now recapitulate the principal points in which alteration appears to me desirable which I have urged in my answers to previous questions in this paper.

7. The head master, assisted by a standing committee of the assistants, to have entire control over the books, and editions used in the school.

8. The assistants to hold periodical meetings for the discussion of all proposed alterations. A committee of the assistants, or a certain number of the seniors to form a body recognized by the other authorities for purposes of legislation.

11. The "assistants to the mathematical master" to be called "mathematical assistant masters," and to take the same part in the general discipline of the school with their classical colleagues.

19. All *necessity* for special studies to be done away by the course of education being made to include history, geography, and French as regular school lessons.

24. The whole system of preaching to be changed, and placed principally in the hands of the head master. Every day to commence with a short service in the College chapel.

33. The half-holiday preceding every saint's day to be given up and all holidays granted in honour of events occurring in the families of members of the college, all holidays except saints' days, to be given on the Tuesdays or Thursdays nearest to the day to which they belong.

40. The practice of shirking to be abolished.

CHARLES C. JAMES.

Answers.

Eton.

Rev. C. C. James.

Rev. E. D. Stone, M.A.

Rev. E. D. Stone.

II.

2. I think that the revenues of the College should be bestowed more directly and more largely on the purposes of education, and should it be necessary for this end to suppress any of the fellowships, I think such a proceeding would be desirable.

4. The school is governed chiefly by certain oral traditions, an unwritten code difficult to master, and containing many obsolete provisions.

6. B. is returned herewith.

C. is, I fear, answered imperfectly, but there is so much irregularity in the present system that it is impossible to be exact.

D. I have omitted, as it will be answered in full by the senior remove master.

13. Foundation boys are almost invariably excluded from the fashionable circle of the school, unless they happen to be good cricketers. Their position is improved of late years, and if the distinction mark, the gown, were laid aside, a great hindrance to their complete amalgamation in the body of the school would be removed. Perhaps this end may not be desirable, it may be well to have a nucleus of hard working boys, who from "esprit de corps" strive to keep their own body superior to the rest in mental culture, and also keep up an honourable rivalry in manly exercise. But the disadvantages of the inferior social position seem to me to counterbalance this. The College do not pay for the private tuition of the foundation boys, a charge which ought not to fall on the parent.

18. The average amount of the bills is under 200*l.* a year; allowance being made for journeys backward and forward, and tradesmen's bills, which differ so widely that no nearer approximation can be made. The actual school expenses are under 140*l.* I am speaking here of boys in my own house. Extra masters cost 10*l.* 10*s.* a year. Noblemen pay a little more than commoners.

19. About 900*l.*

21, 22, 23, 24, 25. Each boy has a separate room, except in the case of brothers, who occupy usually a larger one than the rest, and live together. Every boy fares alike, and has, if he pleases, four meals a day. His work for school is done either in his own room or in my pupil room. The smaller boys do more of their work with me than the bigger. The charge for board certainly implies moral superintendence and general supervision.

26. We do what we can to discourage dealings with pastrycooks and inns.

27. I charge 6*l.* a year for furniture, linen, crockery, &c.

III.

6. A few statements about my private pupils will, I hope, supply all the information required by Table E. I have about 40, and they employ me on an average nine or ten hours a day. I read with the upper boys, and such among the lower as are likely to turn out good scholars, some classical author besides the school work. Some boys learn history, others French. It is difficult to find time for these lessons, and they are often too desultory.

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Rev. E. D. Stone.

The lower boys do their exercises chiefly under my eye, and are at my elbow while they are being corrected. My programme of work in pupil room constantly varies with the position of the great bulk of my pupils in the school; and I have to adapt the time of private business to the exigencies of the case. The size of the classes is for the same reason variable. Sometimes I have as few as three or four, sometimes as many as 20.

8. The assistant masters have no direct voice in the direction of studies; they may and do memorialize the head master, and their recommendations are considered; but it appears to me that much valuable information is lost to the head master from the disinclination of the individual masters to draw out their views on paper, more especially in the press of the school time, and merely on the chance of their motion being adopted. The opportunity of communicating such views orally would be a great boon.

11. An extra fee is demanded for modern languages, and they confessedly form a very small part of our course of education. They have lately been allowed to influence the school examinations, and this is a step in the right direction. Of course the boys do not attain the same degree of proficiency in them as in Latin and Greek, and I should be sorry to see it otherwise. A good Latin scholar is able to master the Romance languages with very little trouble, and in order to maintain the University standard the classics must always hold the chief place in our system, and occupy almost all the time of our best scholars. As it is, ambitious boys will get up their French in order to secure a better place in the examination, and if certain books were set, and more facilities for learning afforded, we shall, I think, have done enough without making modern languages a part of the school business. Above all things I abhor the notion of a double school, a modern and a classical, and in this feeling I believe all my colleagues concur. With regard to mathematics, I think that if, as I am told is the case, there are complaints abroad that it is not properly taught at Eton, the reason is mainly that the mathematical masters have not the same status, and do not command the same respect as the classical. That the study of mathematics should not be placed on a level with the classics in the amount of time devoted to it is the opinion, at least, of Mr. Hawtrey, our mathematical master, but that this inequality of position in the teachers should be done away with, I feel very strongly. Mathematics are quite essential to a boy's education, though I learn from competent authority, that the higher branches are beyond almost all boys' comprehension, and are better left to the University. Physical science is represented by a lecturer once or twice a year, who gives a course, and holds an examination for those who choose to compete. The fee is extra.

14. The tutor has to see that lessons are prepared for school, and to correct exercises for school. He prepares boys for confirmation, and has the supervision of their moral conduct. If any complaint is made of the boy either in school or out of it, the tutor is appealed to before the matter goes to the head master. His pupils are, or should be on more intimate terms with him, and would come to him in any difficulty. This relation is one of the most valuable parts of the Eton system, and its disadvantages, if any, are of a trifling character compared with its advantages.

15. One of the pleas in favour of construing is, that it brings the boy before his tutor at least every day, which in the case of out-door pupils, would not necessarily happen without construing. It enables a tutor to address his pupils as a body; it ensures a boy knowing his lesson in school, or at least deprives him of any excuse for ignorance; thus enabling the master in school to deal summarily with offenders. On the other hand, it may be said that it is a waste of time, occupying as it does from two to three hours a day; but here, again, the disadvantage is, in my opinion, clearly counterbalanced by the advantages.

18, 19. I protest strongly against the notion that special subjects are the proper work of a public school. I believe any boy, if he is not very idle or very stupid, ought to pass the ordinary examinations for the University, or the army. These are the destinations of almost all the boys who come to Eton. Unfortunately, the great majority of boys intended for the army are either one or the other, and the only fault to be found with our system is the want of pressure, if a boy chooses to be idle. Still, I have known an idle boy pass with credit for the army. The army class supplies extra lessons in history and geography, but these, no doubt, should be extended to the whole school; the great difficulty being to hit on the best mode of imparting instruction on these heads.

23. The good order in a house depends, in a great measure, on the influence exercised through the upper boys by the tutor; and they are often found both willing and able to meet cases, which the tutor would find it difficult to touch. The tutor is frequently among the boys, though, as far as possible, in an informal way, and, in fact, it cannot well be otherwise, while the Provost and Fellows alone preach, who know little or nothing of what is going on in the school.

(2.) The preparation for confirmation is confided to the tutor, who may be a layman. This is a most valuable opportunity for imparting direct religious instruction, for getting hold of a boy's character, and gaining his sympathy.

(3.) The attendance at church on week days is, I fear, scarcely regarded as a religious duty by the boys. They attend on holidays twice, and on half-holidays once, and it is looked on too much as a species of roll-call; the demeanour of the boys being palpably different on Sundays. This evil, I hope, will soon be remedied by a daily service. The attendance at the communion is always good, and boys in all parts of the school attend. There is no compulsion, but any tutor, observing non-attendance on the part of any of his pupils, would speak to him privately on the subject.

25. In the matter of punishments there is no rigid law; but each man is guided by the peculiar circumstances of the case.

27–30. The power of the sixth form, and the amount of fagging done by lower boys, have very much decreased of late years, perhaps too much. There have been, and still are, no doubt, exceptional cases of tyranny; but public opinion is strong in putting them down. I have no doubt that bullying would increase, if there were no constituted authorities. The waste of a boy's time is more likely to result from the intrusion of his own compeers than from the exactions of a bigger boy. The custom of assigning especial boys to especial masters has often a good effect. An interest is begotten between them, and, when in college myself, I knew many cases of little boys being allowed to sit and do their work in their masters' rooms, where they were free from all molestation.

40. Practically, the boys may wander over the neighbouring country to any extent; but as they rarely have more than 2½ hours unbroken time, they cannot go far away. Those who do avail themselves of this usually take walks, and in the early part of the year, running and jumping is the principal amusement of the school.

42. Boys distinguished in intellectual pursuits, almost invariably partake with interest, if they do not excel in games. Occasionally, excellence in both is combined; but this is not often the case.

43, 44. (1.) The want of instruction in history, especially modern history, is one great defect in our present system. This defect there is every desire to remove, and many steps have been taken already to this end.

(2.) Much has been said about the use of Latin verses, and it has been urged that time is wasted by the boys in doing, and by the masters in correcting them. After some consideration and experience, I am led to think that the number of boys, who really waste an important part of their time in this branch of study, are few; that those who have little or no aptitude are yet drilled into a certain proficiency, which prevents their spending too much time over them, when they get high in the school; that the imagination and the constructive faculty can scarcely have a better exercise; and that the tutor may, with a little experience, so far learn the knack of correction, that he is able to bestow the best part of his time on the best copies.

(3.) With regard to Latin prose, I think the existing system far more injurious. The themes, or original exercises, are meagre in the extreme; the boy will not think for himself, and reproduces baldly the heads given him in school; the exercise is in most cases the simplest waste of time, both to tutor and pupil. This is to be remedied by more frequent translations; the theme should be the exception, not the rule; and the principles of Latin composition may be well taught in school, when the rooms are provided with desks, which will be the case in the new building. The want of proper accommodation has materially interfered with the quality of the work done, and this reproach should have been removed long ago.

(4.) Too much time is given to saying Latin and Greek by heart; and in the press of other work, it is impossible to exact that perfection of saying, which would alone render the practice of real utility. Select passages should be committed to memory, and those thoroughly learnt.

(5.) The practice of doing the same work from the lower division of the fifth form up to the second division of the school, has many disadvantages. On it, however, depends the possibility of construing the lessons beforehand, and the advantage of assembling a whole pupil-room together once a day, at least. I think certain lessons should still

be done throughout the fifth form, but that in others there should be a regular gradation.

(6.) Reform has been going on in Eton ever since I have known it, and there are many faults of my own time, which do not exist now. Etonians of the last few years can say, whether the efforts of the masters have been well-directed or successful. I believe that much has been done, and if the action of movement has been slow, the result is chiefly to be attributed to the division of government, and the fact that the Provost and head master are not sufficiently informed of the general working of the system to enable them to correct its errors. I would suggest that a council of the assistants should unite in deliberation with the present authorities, three, perhaps, or four, either succeeding by seniority, or chosen by the whole body to represent them. Much discontent and misunderstanding would thus be allayed.

E. D. STONE.

Rev. F. ST. JOHN THACKERAY, M.A.

Rev. F. St. J. Thackeray.

II.

18. As I have only had a house for a short time, this question will be answered better by those who have had more experience than myself. But as far as I can judge, I believe that a boy's expenses at a tutor's house need not exceed 150*l.* per annum.

19. The sums received by me for tution in 1860, amounted to 493*l.*

26. No.

27. I provide all that is *necessary* with the exception of the boy's crockery and bureau.

III.

15. It is customary for the boys to construe over all their lessons, with some few exceptions, to their tutors, before they go into school. The construing extends to all lessons in some forms, and to some lessons in all. Pupils in the head master's division or the upper fifth construe some of the harder parts of their work with me before-hand; those in the other parts of the fifth form and the remove almost everything that they do, and those in the fourth form, everything without exception. The Greek Testament lessons, excepting in this last form, are not usually construed to the tutor. The proportion of time devoted to construing to that spent on the regular lesson in school, is, on an average nearly half. But some lessons require more time than others where the school-time is the same in each case; and with most parts of the fourth form work, I go over the lesson twice.

18. Every encouragement is given to individual aptitudes in different boys to distinguish themselves in their favourite lines of study, in the way of help, advice, suggestion, or lending books, as far as tutors have the means of doing so. But beyond this, I incline to think that much cannot be done, at a public school where the system does not admit of relaxation of the necessary work, in favour of such boys. Among my pupils there is a boy with a very decided bias towards physical science, but it is not in my power (if I thought it desirable) to remit any of the exercises in verse or prose, required of him by the school regulations. Occasionally lectures are given by persons unconnected with the school education on some branch of natural science; and there are examinations and prizes for those who offer themselves. This is quite apart from the school work. A class is formed under the superintendence of one of the masters, to give opportunity for more instruction in history and geography, to those intended for the army and navy. If a parent knows that his boy will not receive a special professional preparation, (which is not practicable in a public school), he may still, as I know to be the case in the instance referred to above, and in others, value the general education, and the mental training in the study of language which he will receive, before the time arrives for applying himself to any special branch of study.

19. For the *Universities*, I believe that the instruction given by the master and tutor, in the course of the ordinary work would be sufficient to enable a boy of good abilities to pass through a successful career.

I should think that the ordinary instruction would be enough to enable a boy of fair abilities to pass the examination for the line, and, as far as I can judge from glancing over some of the examination papers, in the Civil Service. For the Woolwich examinations, no doubt some special additional aid would generally be necessary, and for the competitive appointment in the East Indian Civil Service. But for these last, I think the course of study at Eton would tell directly; though, they probably would not be obtained, (owing to the age at which candidates are admissible), on a boy's immediately leaving the school.

24. (1.) The sermons are not, as a general rule, specially addressed to the boys, though there is usually some allusion made to them. The duty of preaching is entirely in the hands of the Provost and Fellows of the College, who, with the exception of those whose election, and, therefore whose knowledge of the boys is more recent, are not likely to make an impression on the latter. The Head Master has little opportunity of addressing them. During Lent, a course of Catechetical lectures is given by him, but otherwise he very rarely occupies the chapel pulpit throughout the year.

(2.) The preparation of boys for their confirmation is entrusted to their tutors, whenever their parents think it desirable they should be confirmed at Eton.

(3.) The system of attendance at the services of the chapel is, that the boys attend twice on Sunday; in the week-days twice on whole, and once (in the afternoon) on half-holidays. If practicable, it is my opinion that a short daily service would be preferable to the present arrangement for the week-day attendance.

40. The river above Windsor, and the way to it, is open to the boys during the boating-time. On some sides there is practically, an indefinite range beyond the school-precincts; and if there was a more definite understanding about the limits allowed, I am inclined to think it would be better. In any case, I consider the custom of "shirking" the masters ought to be abolished.

44. It seems that any alteration in the system of education at Eton, must proceed from a shifting of the present system, and the substitution rather than the addition of anything new. There can be little doubt, as to the portions of the work into which such change should be introduced, that they are three; and that it would be best to remodel, if any part, either the construing the lessons over before school with the tutor, or the composition system or the repetition. There is much to be said in favour of each, and I should be very sorry to see any of them wholly discontinued, yet, I think, they each admit of some improvement. I speak hesitatingly, knowing many have had five or six times as many years' experience as myself. To construe over their lessons before school, may be quite indispensable with younger boys, but the principle, already recognized to some extent, of relaxing it as they advance in the school, might, I think, be carried out further. The school-time would, of course, be then extended. But I am much more confident that good would arise from some diminution in the amount of verses and themes which are obligatory. Here, again, I think too much pains can hardly be taken with boys during their first beginnings, or with older boys of promising ability. But after a boy has had, perhaps, three years' training, without much apparent profit, it seems desirable that something else should be substituted, at least for verses and lyrics. Translations from Latin, or Greek authors, into English might, perhaps, be advantageously set, or some other mental exercise given in such cases; and independently of this, translations might be employed rather more frequently than at present. A large proportion of time is employed in the week, in looking over and correcting exercises set in the different parts of the school; and something might here be gained for other work, as for instance, more systematic teaching of history.

F. ST. JOHN THACKERAY.

Rev. HERBERT SNOW, M.A.

Rev. H. Snow.

II.

10. For the nature and amount of his own emoluments let the head master speak. Those of the classical assistants, such as keep boarding houses, are derived from the payments made to them by the parents of their boarders for the board and tuition of the said boarders, amounting to 120*l.* per annum for each boarder; also from payments made to them by the parents of pupils not boarding in their houses, amounting to 20*l.* per annum for each pupil; also from a salary paid by the head master (with which his income is chargeable) amounting to 42*l.* 2*s.* per annum. No stipends are paid to them out of the revenues of the foundation.

11. In the year 1812 there were 10 classical masters and no mathematical; no addition till 1821, then one classical master added; in 1829 another classical master added; in 1830 another; in 1833 there were only 12 again, but I don't know the history of the diminution; in 1836, one mathematical master added; in 1839 one classical master added; in 1841, the members were 14 classical, 1 mathematical; in 1842, 15 classical, 1 mathematical; in 1843, 15 and 2; in 1844, 16 and 3; in 1846, 17 and 3; in 1849, 17 and 5; in 1851, 18 and 5; in 1852, 17 and 7; in 1853, 18 and 7; i

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Rev. H. Snow.

1854, 17 and 7; in 1856, 18 and 7; in 1857, 19 and 7; in 1859, 20 and 7; in 1860, 21 and 7; in 1861, 23 and 8.

12. All the masters are appointed by the head master, subject to the Provost's sanction. The classical assistants used, up to the time of the present Provost, to be almost invariably chosen from the Fellows of King's College, Cambridge; and I know that the late Provost refused his sanction to the appointment of any but Fellows of that College. The present head master has, with the present Provost's sanction, appointed several others. I am not aware of the existence of any power of removing them. There is no provision for superannuation, except the fellowships of Eton College; vacancies in which are filled from the body of classical assistants.

18. I enclose, in answer to this question, a copy of the ordinary bill sent in at the end of each school time to the parents of boys boarding in a tutor's house.*

19. From January to Easter, amount 94*l.* 10*s.*; from Easter to election, 127*l.* 10*s.*; from September to Christmas, 175*l.*, total, 397*l.* These sums gradually increase, owing to gradual increase in number of pupils.

27. The furniture used in all cases to be paid for by the parent, but as this led to a corrupt system of perquisites among the servants on the occasion of the boy's leaving, and was necessarily an unfair system upon the parents of such boys as remained but a short time, inasmuch as the furniture was necessarily looked upon as the perquisite of the servants, several masters besides myself have adopted the system of increasing the annual charge for board and lodging by 6*l.*, and supplying all furniture, linen, crockery, candles, &c., besides omitting from the bill those charges inserted above under the head of school fees. This seems, generally, to meet with parents' approbation.

28. In all cases of my own experience I have been applied to by the parent, either directly or through some other master to whom such parent had previously applied, but had requested him, if his house was full, to recommend some other master.

29. Seventeen classical masters, three mathematical masters, one drawing master, keep boarding houses. If they are unable to obtain this privilege, it is owing to lack of houses within the College bounds. Nine houses are kept by persons not employed in teaching.

III.

7, 8. The head master has no power in this respect except after obtaining the Provost's sanction to every modification or change he may wish to introduce. A statement has been or will be sent to the Commissioners in answer to this and the next questions from Mr. James, respecting the formation of a book committee among the assistant masters; to which statement I beg to subscribe.

10. Included in the regular course of study are classical scholarship; history and geography, ancient and modern; arithmetic, mathematics; of these all but the arithmetic and mathematics are taught by the classical assistants, and these two by the mathematical assistants. Modern languages, English, and physical science are not included. There is one French master, with, I believe, two assistants; one German; and one Italian master; who are extra masters.

11. Every boy pays an extra fee for mathematical instruction of 5*l.* 5*s.* per annum. I consider that in mathematics the progress is most nearly in proportion to that in Greek and Latin; but that it cannot be quite, until the mathematical assistants are placed upon entirely the same footing as the classical masters in every respect: e.g. as to wearing the uniform white neckcloth, as to taking their regular turns in the duties of absences, and desk in chapel, and visiting dames' houses, with the classical assistants; and until the boys are aware of their being placed on such equal footing. Further, I consider it would tend considerably to the increase of mathematical progress if the mathematical masters joined in the meeting which takes place between all the classical assistants, and the head master before every school-hour; and had their mathematical schoolrooms in the same block of buildings with the classical schoolrooms, or if each block of buildings (supposing there be more than one) contained both kinds mixed.

With the modern languages the same causes tend, to a far greater degree, in diminishing the authority which their teachers can exercise over the boys, who disregard the impositions set them, and can only in most instances be rendered amenable to punishment for breaches of discipline by the intervention of their classical tutors.

15. In all forms, I believe with every tutor, the boys construe every lesson beforehand to their tutors, before they construe them in school. I should say that about two thirds of the time spent in the school construing is spent in pupil room construing.

16. I believe that the number is now limited to 40; and that the average is about 37 or 38.

17. The answer given to the similar question about boarding-houses (Paper II. Q. 28) will apply equally well to this question.

18. No.

19. I do not quite understand whether the word "master" in this question refers exclusively to the teaching in school as separate from that of pupil room, or to both united in the regular system of instruction: I suppose the latter, and should say that for a boy of good abilities, and industry, it was sufficient by itself for success at the Universities, but not in the competitive examinations, without additional private mathematical and modern language tuition. I think that preparation for the Universities is the object for which boys are sent to Eton, and that it is sufficient for the school to teach that: I should not like to see any addition introduced with a view to making Eton preparatory to any of the professional competitions.

40. Beyond the precincts of the school and playing fields, boys may go, I believe, to any distance; but are obliged to "shirk" that is, conceal themselves from view if they see a master approaching. This is not strictly enforced by many masters; and during the boating season, is by express permission remitted in the street of Eton between College and the river. It appears to be the remains of a useless custom; and might very well, I consider, be done away with altogether, for all ground except the town of Windsor, which should be strictly forbidden, shirking or no shirking; because the town on the Bucks side of the Thames is harmless enough; and that on the Berks side contains many places which are, doubtless, resorted to by some of the elder boys, such as billiard-rooms and the like, and there is not the least necessity for any boy ever crossing Windsor Bridge.

41. A fencing master attends once a week, on Thursday afternoon and Friday morning; these lessons are extra. Swimming is taught by the paid watermen at each bathing place, and it is compulsory for boys to pass an examination before one or two masters, (members of a committee appointed for that purpose,) before they are allowed to go in boats. There is a fee to the waterman, on passing this examination, of one guinea.

42. I should say that, during my short experience, I have not observed any distinguished both in intellectual and athletic pursuits: because during that time, those distinguished for the former have been principally collegers, who owing to the pressure of work laid upon them are not able to give time enough to the games, without injuring their chance of keeping their places in their annual examinations: and are excluded, by conventional custom, (originating, I suppose, in their inability to undergo the expense) from "the boats."

It may not be inappropriate to state here, that I consider the reason why the collegers are those distinguished in intellectual pursuits, to be, that no other boys in the present day are trained or prepared at a sufficiently early age to enable

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	£	s.	d.	
*Board and tuition	40	0	0	
Library	—			
Washing	—			
Journey money	—			
Allowance weeks at	—			
Letters and Parcels	—			
Money advanced	—			
*School expenses and fees	0	6	0	(about) varies at different times of year.
*Repairing bathing places	—			Only in summer half. I
*4th of June and election Saturday	—			don't know the charge.
*Sanatorium	0	12	0	
	£40	18	0	

		£	s.	d.
Extra Masters.	Head master	—	2	2
	Mathematical tuition	—	1	15
Extra Bills.	Surgeon, &c.	£3	17	0
	Chemist	—		
	Grocer	—		
	Hatter and glover	—		
	Tailor	—		
	Shoemaker	—		
	Bookseller	—		
	Upholsterer	—		
	China man	—		
	Carpenter	—		
	Glazier	—		
		3	17	0
		40	18	0
		£44	15	0

All the charges marked with a * are not made under the new system mentioned in answer to Paper II., q. 27, and the first charge for board and tuition is in those cases increased to 42*l.*, and the total therefore would be 45*l.* 17*s.*, with furniture and linen provided.

them to compete at all with those, who, even at 9 and 10 years old are pushed on with a view to getting them well placed on the foundation; whereas the oppidans for the most parts come unprepared, and up to the age of 14 very many have learnt nothing at all of grammar.

43, 44. I do consider that those results are satisfactory: inasmuch as I think, that we should have nothing to do with training for special professional competitions: I think that is not the work of a public school. At the same time I think that a great improvement might be made, by introducing a more satisfactory method of teaching French, by which the boys should respect their French teacher equally with their Latin and Greek teacher: in short, that all the masters should be placed on the same footing, by raising the extras to the full social privileges, which now the classical masters alone possess, and by giving them a share also in such duties as are mentioned in the answer to Q. 11. of this paper.

I consider further that some alteration in the government of the school, which would place it in the hands of persons employed in teaching, would be highly beneficial; not of one person, but of several; though I cannot venture to suggest any method by which such a result could be attained.

December 28, 1861. HERBERT SNOW.

ANSWERS.

ETON.

Rev. H. Snow.

OSCAR BROWNING, Esq., B.A.

O. Browning, Esq.

II.

2. I leave mainly to be answered by the head master. With regard to the latter part of it, I can see no reason for the retention of the fellowships in their present form. The only argument for the existence of any more than would serve for the actual management of the estates is, that they afford retiring pensions to assistant masters. In this respect they are very inefficient.

1. They are not sufficient in number.
2. By the present mode of election a retirement is not secured to those who most require or deserve it.
3. The emoluments are larger than is at all necessary for a retiring pension.
4. Laymen cannot be elected to them.

I think that an Eton mastership is one of those employments where a retiring pension may be fairly expected after a certain length of service. The work is very hard whilst it lasts, and it is not desirable that it should be continued beyond a certain time. It leads to no promotion, and tends rather to unfit a man for other employment. It would be found, I believe, on careful inquiry, that the income of an assistant master does not admit of the saving of any considerable sum of money. If it were thought desirable to create such pensions they should be sufficient in number and moderate in amount, and not be fettered with duties which would be incompatible with any other occupation. Such an alteration in the constitution of the College would necessitate the adoption of some method for the election of a head and lower master. It could not be vested in better hands than those of trustees, whose position and character should be a sufficient guarantee for the action of impartiality and wisdom.

13. I only answer as regards the relative positions of a colleger and an oppidan. In respect of lodging the first 49 collegers have private rooms, which are as comfortable as the best rooms in a tutor's house. The last 21 are accommodated in one large room, where lately partitions have been made between the separate beds. These have nothing to complain of except in the washing arrangements, which are defective and inconvenient. In respect of board, the 70 collegers dine together in the College hall. They have roast mutton five days in the week, boiled and roast beef on the other two; pudding only on Sundays. The meat is sufficient in quantity, and well cooked; but the dinners can bear no comparison with that which is given in a tutor's house.

When I was in college six years ago, the dinner was so badly served that I can quite believe that a delicate boy would not get enough to eat. Matters are now much improved, the head master or his deputy always dines in hall, and order is well preserved. I think that there is still much room for improvement; that more variety of food might be given, with the addition of a second course, and that this would require not so much an expenditure of money as care and supervision. The same remarks apply to the supper. The breakfast and tea are as good as those of the oppidans.

As regards supervision, the collegers are as well looked after by the assistant master in College, as the boys in a tutor's house.

I now come to the social relation between the collegers and oppidans. There is very little real intercourse between them. The old feelings of animosity and jealousy have nearly died out; but I cannot see that community of interest has as yet sprung up. Instances of close friendship between collegers and oppidans are rare, and I have never known a colleger to have any great or wide influence over the school at large. College may be said to include the chief talent and industry of the school, a result which was contemplated by those who reformed it; but it is necessary to guard against the danger of taking the best boys out of the school and putting them in a position where their influence will be crippled. A colleger enjoys the privilege of being in the society of clever boys, among whom work is general and fashionable, and where he has every inducement to exertion; on the other hand, he breathes a somewhat confined atmosphere, he does not drink to the full of the spirit of Eton; he lies in a quiet backwater, instead of being borne along in the full stream of Eton life. To a colleger who returns here as an assistant master, the oppidans are to a great extent a new field of study unexplored. If these two bodies were to act more upon each other, it would be for the benefit of both. This must be left mainly to the work of time. Something may be done by abolishing distinctions between them, and in the first place that of the gown, the most offensive, and the most unnecessary.

25. An assistant master is invited to Eton on a salary of 44*l.* 2*s.* a year. For this he is expected to take charge of a class, to assist the head master in the discipline and management of the school, and to perform certain other services. It is obvious that no one would accept this employment unless he were at the same time able to take pupils (limited to 40) at 10*l.* or 20*l.* a year each. An income thus made up to 800*l.* a year is enough to secure the services of an unmarried man, to be applied in any way that may be required. It would be difficult, however, to get the best men to stay, if there were not in the back ground the prospect of a boarding house, with a still larger income. It is true, therefore, that the whole profits of an assistant master here are taken as a payment *en masse* for the whole work done. It is certainly advisable that the income of a master should depend in some measure upon the number of his pupils, but the payments might still be more equitably adjusted. The payment for school-work should for obvious reasons bear some proportion to the work expected to be done; and it might be well that a master should be enabled without imprudence to undertake the school-work alone for some time, without the addition of private pupils.

III.

6. With regard to my own form I have filled up paper B. I have not been able to fill up paper D. in the manner required by the Commissioners, as during part of the year I have been taking a division in the remove, and during the whole year I have had four different divisions. I have given the school-work of a *regular* week. We have not many regular weeks in a school-time, as they are affected by saints' days and other holidays.

Last half there were five regular weeks out of twelve, an unusually large number. The most ordinary change is for Thursday to be a half-holiday, and Tuesday a whole holiday, in which case the last school of Thursday is omitted, and Greek history done at 11 instead of Farnaby. For the same reason I cannot fill up paper C., but the amount of work done in school may easily be calculated from paper D. I could not fill up paper E., so as to give any real idea of my work with my pupils. I will attempt to do so by description. I have about 40 pupils divided equally between fifth form and lower boys; of these latter I have about 10 remove and 10 fourth form. The fifth form I can conveniently subdivide into two classes of 10 each. On Sunday I have each of these four classes for an hour, and read with them various subjects in divinity. My week-day work may be divided into two classes corresponding to the old (and obsolete as far as work is concerned) distinction of pupils and private pupils. I construe with all my pupils, except those in the first two divisions, all the lessons which they are about to construe in school, each construing taking about half an hour; with my pupils in the first two divisions I merely construe the harder lessons. I look over and correct the verses and themes of my fifth form and remove pupils, and the Greek exercises of the latter. The fourth form do all their exercises, or nearly all, with me in pupil room, and receive constant help and instruction from me while they are doing them. I also look over and correct these. For *private business* I have each of the fifth form sets twice a week to read with me some extra classical subject. The remove are sufficiently occupied with their regular work, but I read with them occasionally French or modern history. The fourth form are constantly with me. Besides this, I try as far as possible to encourage and assist each boy in his private

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reading, reading extra classical subjects with some, preparing others for various examinations. My whole work occupies on an average from nine to ten hours a day.

7. The head master has no power independently of the Provost to make any alterations in the studies of the school; nor is the consent of the Provost to alterations usually obtained. It is, I think, desirable or even necessary to the well-being of the school that the head master should as at other places have sole authority over its discipline and studies, as he is wholly responsible for them to the world at large.

8. The assistant masters have no voice in the direction of the studies of the school. Indeed, it would have been useless for a head master who has no power himself to have consulted his assistants. Should the head master's power be enlarged, it would certainly be advisable that the assistant masters should be consulted on all questions affecting the school at large, though the adopting and carrying out of any measure should be left to the head master.

11. The ground-work of Eton education is deliberately and advisedly classical,—so that mathematics must be regarded in some degree as supplementary. In this light its condition is satisfactory, and I am told that it will bear favourable comparison with that of other great public schools. The boys take great interest in their work, and the time allotted to it is sufficient. There is still room for improvement in the method of instruction, and private tuition is too prevalent and too necessary. The emoluments and privileges of a mathematical master are not sufficient to secure the services of the best men for any time. I leave this matter to be explained more fully by the mathematical masters themselves. I will only express a hope that in future they may have a reasonable chance of boarding houses, and be associated with the other masters in maintaining the general discipline of the school. I believe that the relation between classical and mathematical studies is in accordance with the general feeling of those who send their sons to Eton. If this relation be maintained, a mathematical master cannot have the same connexion with his boarders as a tutor with the boys in his house; and he will be little more to them than a Dame. This will always ensure in the succession to boarding houses a preference to classical masters. The study of modern language is certainly not satisfactory at Eton, but I doubt whether it is so at any public school. The reason that it is neglected by the boys is, that it is totally unconnected with the regular school work, and that the times for instruction and preparation are taken out of their play hours. The obvious remedy for this is to make it part of the regular school business on the same footing as mathematics. The question then arises, by whom is it to be taught,—whether by a special staff of masters, or by the existing classical masters? There are many objections to the first plan. It is equally difficult to find an Englishman who thoroughly understands French,—and a Frenchman who thoroughly understands English boys. The objection to the second scheme is, that the pronunciation and accent, the most important part, will not be taught. I doubt whether accent is ever really acquired at school. Very many boys who come to Eton have spoken French with their sisters in the school room, and have acquired an accent which they will not lose;—others have an opportunity of gaining it by foreign intercourse and travel. The best plan, I think, would be for the classical master to teach French grammar and composition, at least in the lower part of the school, and to retain one or two French masters on the staff to undertake the higher branches of the language. German might be introduced in the same way in the higher forms. Physical science is not taught at all at Eton, except by occasional lectures to the boys, at which the attendance is voluntary. We have not time for any systematic instruction in it, nor do I know that it would be desirable. If money could be obtained for the purpose, it might be well to build a laboratory and lecture-room, and engage a natural science master to teach and assist such boys as have any taste for the subject.

14. It is commonly said that a tutor stands to a boy, "*in loco parentis;*" he is the one constant element among the varying conditions of a boy's education. His work is twofold, moral and educational. With regard to the first, he is in close communication with the parent, he learns from him the boy's special character and aptitudes, he writes to him at least once a half a full and minute account of the boy's progress and behaviour in every respect. He has the main charge of the religious instruction of the boy, admonishes him when necessary, prepares him for confirmation. He is the boy's friend and adviser, studies his character, and gives him assistance whenever he requires it. He is referred to by the other masters in all important questions affecting the boy. Educationally he supplies the deficiencies of the school work, construes with him his school lessons, corrects his exercises, reads extra subjects with him, gives him advice and assistance in his private reading of every kind. It will be seen from what I have said that a tutor is indispensable to a boy, and that he could not do without one. There is a distinction existing between pupils and private pupils; the former pay 10*l.* a year, and the latter 20*l.* The private pupils are entitled to "private business," that is, to read some extra subject with the tutor, and are supposed to stand in a closer moral relation with him. It would be very inconvenient in practice to make any distinction of this sort among a set of pupils, so that now although some parents claim the privilege of paying only 10*l.* a year, there is no difference made between the two classes by the master. The tutorial system is peculiar to and characteristic of Eton. If the cause of our success is to be sought for in any difference between our teaching and that of other schools, it lies in the importance of the tutorial relation. At other schools, each boy as he reaches the highest classes becomes almost the sole charge of the head master, with us, the tutor is paramount to the last. The system seems to me to be an admirable one; I leave its virtues to be described by those who have known it longer than I have. I will only say that it would be rash to overthrow a system which seems to be the cause of any distinctive character which the school may have acquired. At present the work and responsibility of a tutor are far too overpowering, owing to the great deficiency of the school work. The most difficult problem in Eton reform, is how to make the school work real and sufficient without diminishing the tutorial influence. This subject will be better discussed under another head.

15. All boys, except those in the two first divisions, construe every lesson with their tutor before doing it in school. The two highest forms do different work to the rest of the fifth form, and the practice, in respect of construing, varies with the different masters. The time spent on each fifth form and remove lesson is about a quarter of an hour. Longer time is given to the fourth form. My construings occupy from seven to eight hours in the week.

I imagine that construing arose at a time when the divisions were so large that a boy seldom came under a master's eye, and I believe that they have gradually become more important and less formal; I can see no reason for retaining them, except in the fourth form. The divisions are now of a reasonable size, and if an hour were allotted to the lesson instead of three quarters or half an hour, a master would be able to ensure that each boy learnt his lesson. The lessons are all such as the boys can learn themselves. By the present arrangement much time is lost, the lessons are not thoroughly taught, and there is a danger of the usual results of divided reponsibility.

19. I consider that it is the main function of public schools to prepare boys for the Universities, and this is as well performed by Eton as by any other public school. The instruction given here of course takes its tone and colour from the requirements of the Universities. Competitive examinations are of a very different character. In some, as in that for direct commissions, the object is to get boys direct from public schools without the intervention of a private tutor, and the subjects are specially adapted to our studies. In this examination a boy requires no extraneous assistance. At Woolwich great stress is laid on geometrical drawing, physical sciences, and high mathematics. These are not taught at Eton. I believe that the special training for hard competitive examination cannot be given in the usual course of study at a public school, but that a boy educated at Eton is in the best possible condition to receive the final preparation.

24. (1.) The preaching in the College chapel is performed in turn by the Provost and Fellows. Their place is sometimes, but very rarely, taken by the Conducts. In the last year and a half sermons have been preached twice by strangers, once by the Bishop, and once by the head master. The sermons of the Fellows are not generally specially addressed to the boys. At other schools the preaching to the boys is justly considered one of the most important parts of the head master's duty. Here it should be entrusted to no other hands. It is found, I believe, elsewhere, that the occasional preaching of the assistant masters has a good effect on their own work and on the boys.

(2.) The boys are prepared for confirmation by the tutors, whether clerical or lay.

28. It is admitted by all who have the opportunity of knowing, that the discipline of the school is in a most effective state. We seem to be reaping the fruits of a strict monitorial system, while the system itself is dying out, there being no more need for its existence. It would be mischievous, I think, to make any violent attempt to revive it in its former vigour, though I think it the best remedy for tyranny and anarchy where such are found to exist.

29. I leave the question of fact to the head master. With regard to the question of opinion, I think that the use and

excellence of fagging has been over-rated. The best argument for it is, that it moderates by rule and order what would always exist and would otherwise be violent and irregular. I do not at present see the likelihood of any such tyranny at Eton. Most of the fault found with fagging is without foundation. It does not generally interfere with a boy's work, except perhaps in college, where the number of lower boys is small. Cases of bullying are rare, and the work is cheerfully performed. There are very few fags who would not support the practice of fagging. The chief harm is to the boys who fag; they are apt to become arbitrary and overbearing, and to act without consideration to others. A fag-master, in my experience, rarely exercises a kind and fostering supervision over his fag unless he has some more private connexion with him. It would not, I think, be well to abolish fagging, but I would not make any great exertion to keep it up, and I would certainly allow no duties to be performed by boys which might be done by servants.

42. I should within my own experience answer this question in the negative. In my own time, seven or eight years ago, there was a sensible distinction between the boys who played, and the boys who worked. I should say that this exists now to a great degree, and that play was decidedly the most fashionable. It is the most difficult thing at a public school, to create a proper appreciation of intellectual distinction; although the danger of excess on this side is as great as that of excess on the other. The most influential boys in the school are the captains of the boats, and of the eleven, and those who chiefly support them. These, though often admirable for regularity and good conduct, are scarcely ever distinguished for scholarship or mathematics.

Compared with other public schools, the results of Eton education are extremely satisfactory. It can be said, I think fairly, that it produces those men who take the first place at the Universities, and in other careers, and that to an extent which can be referred to nothing but their school education and training; it does not however follow, that we can learn nothing from other schools, and the chief deficiency of Eton seems to be want of industry and energy. High principled, well-mannered, docile, agreeable, versatile, Eton men are; but they have not that respect for labour and contempt for indolence, which distinguishes Rugby above other schools. This arises from obvious causes; the boys have seldom the necessity of working for their living, nor is the tone of their homes industrious. It is too often said by parents and masters, that the function of a public school is not to make boys work, but to make them gentlemen; as if the two were incompatible, or were not rather closely connected! To stimulate a feeling of work should be the object of every reform. We can only apply the motive of interest to a small extent; but that should not discourage us from enforcing work on the highest grounds. I have embodied some suggestions on this purpose in previous answers. I will now make some which are not included under those heads, or that following:—

(1.) The school and college should be *one*, instead of as now divided, and partly antagonistic. In this way alone can it be ensured that improvements will be adopted, for the benefit of both.

(2.) The school prizes should be thrown open to wider competition, and be more publicly awarded. It would be well if the successful exercises were printed, and the names of the prizemen publicly exhibited. They are now chiefly confined to the head master's division, awarded by him, and excite little interest or emulation.

(3.) The work of the oppidans is often disadvantageously compared with that of the collegers. This is chiefly true in the upper parts of the school, and is not wonderful, if we compare their respective conditions. The last school trials are those for the upper division. A colleger passes these, say at 15. He has then three, and till last year, four examinations to pass, before his place for King's is finally determined. As an inducement to exertion, he has chance of a King's scholarship, and of several other exhibitions, at Oxford or Cambridge. He shares with the oppidans the chance of the Newcastle scholarship and medal. To an oppidan, who passes upper division trials perhaps a little older, there is no prize held out but that of the Newcastle, which is utterly beyond the reach of most boys. Is it wonderful that it is difficult to induce a boy, who has not the spur of poverty, to work for the vague chance of an open scholarship at the University? The only remedy for this is to offer to the oppidans inducements similar to those which the collegers possess; to found for them more exhibitions, to be held without any other distinction in the houses, connected with scholarships at Cambridge. There is another argument for this. The title of colleger is becoming more and more an intellectual distinction, and many boys enter college for this reason, who would naturally be oppidans. It is not well to draw the industrious and clever boys out of the school, and place them in a position where they will influence it less, and be less influenced by it. The assistance thus given would, I believe, find its way to those who need it. It is not found at the Universities, that open scholarships are generally held by those who do not require their help.

(4.) The school calendar should be thoroughly reformed. Nothing can be more inconvenient than the present system. It prevents more work being done and makes the present work more difficult than it need be. With us every saint's day is a holiday, and every eve a half holiday; in a regular week Monday, Wednesday, and Friday are whole school days, and it is a principle with us that a holiday does not excuse the work of the day on which it falls, but transfers it if possible to another day. If a saint's day fall on a Saturday, Friday is a half holiday, and Friday's work is transferred to Thursday, so that we attempt to do the work of six days in five. I cannot explain all the endless complications that arise from this system. I will only say that the master scarcely understands it, and that as a boy I have several times taken two books into school, not knowing which I was to use. The object of the reformed calendar should be to make one week as like another as possible, establishing holidays only on convenient days, and marking saints' days by the substitution of chapel for a single school. In this way we should do more work than at present, and the work would be more easily performed.

44. We are all so conscious of the deficiencies of our schoolwork, and of the remedies to be applied to it, that if freedom of action were once secured to the head master and his assistants, matters would soon be set right. Ten years ago, to a boy of good ability in the higher part of the school the school work was of little or no importance, and all he really learnt was derived from his tutor. Improvements have been gradually made, but the essence of the system remains unaltered. The present school work represents a state of scholarship which has completely passed away; it dates from a time when Attic Greek was almost unknown. Before the changes of this half, a boy would begin epigrams of every dialect but Attic in the fourth form; he would read extracts from the Odyssey from Bion and Moschus in the remove, do Iliad in the fifth form, and Odyssey again in the two first divisions. Here would be his first *school* introduction to Greek play, which he would have read with his tutor perhaps in the remove. The effect of this is to throw the whole responsibility of teaching Attic Greek and Greek iambics on the tutor. The subjects of the school-work should be brought up to the standard of other schools; in the fifth form subjects should be read instead of extracts; the work should neither be too easy or too hard for the boys who do it, and we should not have the anomaly of boys just out of the remove reading Pericles' Speech, and boys at the top of fifth form reading Xenophon's Anabasis. By the present system of construing it is necessary to have exactly the same lesson for the whole of the fifth form, except the two first divisions, and the inconvenience of this is one of the reasons for abolishing it. History is now *taught* only in the fourth form, and geography only in the remove, and at the bottom of the fifth form. It is obvious that these studies should be extended to the whole school. *Verses* are the most important part of a boy's work here, and correcting them the most laborious part of a master's work. Our standard of correction is very high, but bad verses are worth nothing, and it would not be advisable to lower the standard and to sacrifice a supremacy which is admitted and emulated by other schools. In the lower part of the school they may be defended for all on the general ground of scholarship, but testimony seems to support the opinion that to many boys in the upper part of the school they are entirely useless. It would be well, I think, at some period in a boy's career, to substitute for the weekly verses a long exercise of Latin prose composition, at the tutor's discretion.

On the question of modern languages I have spoken above.

OSCAR BROWNING.

F. W. CORNISH, Esq., B.A.

F. W. Cornish, Esq.

II.

13. A foundation scholar has no relative position to a Fellow of the College, except that of being one of his congregation when he preaches in chapel. The Fellows live in a separate building, and have nothing to do with the government or superintendence of the school.

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With respect to other boys, the disadvantages of the collegers are owing rather to the accidents of their position than to any laws or rules of the school. They live in a separate building, dine together, apart from the oppidans, sit in a different part of the chapel, and above all, wear gowns, which at once marks them as distinct from the oppidans. The consequence is, that the oppidans do not look upon them as companions; and the clubs for cricket and football, &c., have generally been formed amongst the oppidans to the exclusion of the collegers, the collegers forming separate clubs for themselves. This is not entirely the case now with respect to the games mentioned above; but on the river, the chief place of amusement in the summer, the distinction is as marked as ever, no colleger being permitted to join the boats. The consequence of all this is, that the collegers and oppidans associate very little, and that from time to time a good deal of ill-feeling rises between the two classes. Much of this would be altered, if the gown were abolished, or only retained to be worn in hall and prayers, where the collegers are by themselves. An oppidan on first coming to Eton, would not then, as now, be struck with the existence of a set of boys wearing an useless and cumbersome badge of difference, whom he naturally learns to consider as something distinct from himself. As it is, oppidans seldom get rid of this feeling entirely, and the existence of it exaggerates the strong feeling of *esprit de corps* existing among the collegers, which makes them not so ready as they might be to meet friendly advances on the part of the oppidans. The collegers themselves do not, I believe, generally dislike the gown; but it is notorious that it forms one of the chief reasons which prevent oppidans from wishing to become collegers, and from doing their best when they enter the examinations for College, and I believe that a large proportion of those who have been collegers, would now be glad to see the gown either wholly done away with, or its use restricted to, what are, properly speaking, College purposes.

22. The accommodation at the different boarding-houses differs, but according to no fixed rule. The arrangements in college are different from those in the oppidan boarding-houses. In the first place, only a few rooms have fires, the others being warmed by hot water, a very uncomfortable arrangement in rooms as small as those in college. In the houses, I believe every boy's room has a fire-place. The dinner in hall consists of roast mutton every day in the week except two, on which roast beef is given. Bread, potatoes, and beer are also provided by the College, and, on alternate Sundays, plum pudding, of a somewhat peculiar construction, and suet pudding. The College supplies bread, butter, and milk for breakfast, and cold mutton or beef, bread, and beer for supper. The food supplied by the College is all good of its sort, but the diet of the collegers is certainly not what it ought to be, and it is much complained of both by the boys themselves and by others.

The oppidans, as a general rule, have breakfast and tea in their own rooms, either by themselves or in messes, as they like. In college this is only the case with the sixth form and the six highest boys in the fifth form, the rest mess in three separate tea-rooms, two of which are used as supper-rooms for the sixth form and next six, the others sup in hall.

A certain number of boys, from the lowest upward, sleep and live in a large dormitory, which has lately been imperfectly divided into cubicles. The rest of the collegers have each his own room, as in the oppidans' houses.

A great part of the school work is done by the boys in their own rooms in all the higher forms. Boys in the lower part of the school do their composition, and all their work, except the preparation of their construing and saying lessons, in their tutor's pupil room. This decreases with the necessity for it; and in the higher forms the composition, as well as the preparation of lessons, is done by the boys in their own rooms.

III.

7. The head master has, I believe, no power to alter any part of the system or course of study without the sanction of the Provost.

8. The assistant masters have, constitutionally, no voice in the direction of the studies of the school. There are no meetings of masters to discuss any school questions, nor are there appointed means of discovering their general opinion on any subject whatever.

9. A boy's rise in the school is determined partly by seniority, partly by proficiency, that is to say, he has to undergo a certain number of examinations, in which he competes with the boys in his own division. The whole division (say 40 boys) is arranged in order of merit, according to the result of marks in the examination. A few of the very best are sometimes put up into a higher division, and some of the worst are, in every examination, kept down, but generally the whole division moves up together without competition with divisions above or below it.

In all these examinations the staple is classical scholarship, next to this, though at some distance, rank mathematics, *i. e.* arithmetic, algebra, and the first few books of Euclid (3 books are, I believe, required for the last school examination). Ancient history (and in the last or "upper division" trials, modern history,) would, I suppose take the next place. French has lately been introduced as a voluntary subject.

After history in some examinations in the lower part of the school, would rank, I imagine, ancient and modern geography.

The examinations (of which there are, I believe four in the upper school, at intervals of about a year, or a year and a half), are entirely on paper; no additional weight is given to any subject over the others, either by a higher ratio of marks, or by setting a greater number of papers on that subject.

The mathematical divisions of the school, correspond with the classical, so far that all boys in the same division do mathematics at the same hours; but the whole staff of mathematical masters are employed in teaching two divisions (say 80 boys) at a time.

There are no school classes of French or German. I believe about one-tenth part of the school learn of the French master, and a much smaller number of the German master. Some of the masters have done French with their own pupils, in the lower part of the school; and the results of this so far as it has gone, have been, I believe, successful.

11. The progress of the boys in mathematics, is in most cases decidedly not in proportion to their progress in classics; taking into consideration the number of hours devoted to the one and to the other. A proof of this is the demand for extra private tuition in mathematics both for boys who are anxious to succeed, and for boys who are backward and require to be pushed for an examination. The latter of these two objects, at least, ought to be provided for more than it is.

What is, according to the theory of the school, required, is enough for boys who work well and conscientiously; but the quantity of work, which in practice is required from all, is not so large as to make the work thoroughly satisfactory. The mathematical masters themselves complain of the difficulty of getting boys to do the work set them and take pains with it.

A principal reason of the comparative inefficiency of the mathematical teaching at Eton is the very subordinate position which the study of mathematics has hitherto held. It is true that this has been to some degree altered, and in the school examinations mathematical works make an important difference; but the standard of the regular mathematical teaching in the school time is not in proportion to this; and the boys generally do not look upon mathematics as being a part of their regular school business in the same sense as classics. Nor is it likely that they will do so till the mathematical masters are fully recognized as equal in every way to the classical masters. As things now are, they cannot take permanent pupils like the classical masters, nor take houses on the same terms; the consequence is that it is difficult to find good men willing to take appointments which will only give them a small salary, and an uncertain chance of private pupils. And when able men are got they do not usually stay long.

The same is true to a still further degree in the case of modern languages.

14. The tutor's duties are to hear his pupils construe their lessons before they are done in school; to look over their composition; and, in the case of boys low in the school, to help them whilst writing their exercises.

On Sunday a tutor sees all his pupils in different sets, each set coming for an hour.

His upper pupils come to him, generally twice a week, and his lower pupils once a week, to do work apart from the regular school business, which is called private business. Those who are not private pupils are supposed not to do this extra work: but practically the very large majority of boys are private pupils, and it is difficult to make a distinction and omit a very important part of the school work in the case of those who are not.

The disadvantages of the system of construing are the very large proportion of the tutor's time occupied by it, and the necessity it introduces of giving the same work to the whole or a great part of the fifth form.

The whole of the morning of a whole school-day till eleven o'clock, and half an hour or more afterwards, are taken up by construing. It would be extremely undesirable to alter the system as far as regards the lower boys; but it would be decidedly advantageous to get more variety in the work of the fifth form; and this would be possible if only the more difficult lessons were construed beforehand, without sacrificing the principle of construing altogether. It is important for many reasons, and especially because it insures the lessons being learnt, as the risk of detection is, of course, much greater among a small number of pupils than in a

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whole division, and because the tutor is hereby enabled to see all his pupils generally every day.

19. I have no doubt that the ordinary school course is amply sufficient as a preparation for the Universities. In the competitive examinations some private reading or supplementary teaching would probably be wanted in most cases. I believe it would be possible to introduce some new subjects of study, as French, and possibly German, and to improve the system of teaching others, as history and geography, so as to render the ordinary teaching quite sufficient for these purposes.

24. (1.) The sermons in the College chapel are preached by the Provost and Fellows. The head master preaches about four times a year. The Conducts (as deputies for the Provost) occasionally preach, and a special sermon is sometimes given by a Bishop or other dignitary. I should say that the sermons are not specially addressed to the boys; at least not in such a way that the boys are conscious of it.

(2.) The boys are always prepared for confirmation by their tutors, either separately or in classes.

(3.) The boys attend chapel twice a day on Sundays and holidays, once on half-holidays. The attendance at Holy Communion is good—there is no rule about this.

(4, 5.) Every tutor sees his pupils on Sunday. Divinity questions are set in school which have to be done on the Sunday, to be shown up on Monday morning. Greek Testament is construed and explained in all divisions in the upper school. The fourth form have also on Monday a lesson in Bible history. In Lent, I believe, there is a Greek Testament lesson on Wednesday. The Greek Testament forms one of the subjects in all school and college examinations.

27. The sixth form, both colleger and oppidan, have power to set punishments for breaches of discipline in the house, and are supposed to keep order when required in school, and to stop fighting, smoking, and other forbidden amusements amongst the lower boys. The sixth form in college have considerable power, which they use to enforce the College rules, such as keeping time for chapel and hall, wearing the gown, putting lights out in time, &c.

28. Practically, the sixth form authority is very little used by the oppidans, and I believe the want of it is not felt. Where so many boys are together, as is the case in college, with only one master to look over them, some authority of this sort is required. It is, however, liable to be overstrained, and I have known instances of very bad feeling arising between the sixth and fifth form in College in consequence of arbitrary use of the sixth form authority. I think that the respect paid to the position of the sixth form as a constituted authority makes it difficult for the stronger boys to usurp authority not given them by the school rules.

29. The sixth form, and the greater part of the fifth form, among the oppidans, and in college the sixth form and the six first in fifth form have the right of fagging. Every lower boy, besides his general liability to be fagged by any sixth or fifth form boy who may call him, has a "master" to whom he owes especial allegiance. He has to prepare his breakfast, look after his fire, &c. The amount of service required is not very onerous, and the fag has the advantage of having some one to look after him and see that he does not get bullied, &c. Besides this, the existence of fagging helps to breed a respect for rule and order, and a habit of obedience especially desirable in a place where so much personal liberty is given as at Eton.

There is no cricket or football fagging at Eton; little at fives, and not much compulsion exercised in the case of boys who do not choose to join in games with others—not more, I should say, than is desirable.

I have no doubt that the house-fagging is a good institution—but I question whether the power of fagging exercised out of the house by the sixth and fifth form produces more good than harm. It encourages laziness and does not establish any relation, as the house-fagging does, between the lower boy fagged and the fifth form boy making use of him.

30. Of course, it is impossible entirely to prevent abuse of a power of this sort; but I believe from my own recollections of the fagging in college, that instances of it are not common. Such instances, if they occurred, would not, except in extreme cases, generally come under a master's knowledge.

33. In a regular week, Tuesday and Saturday are half holidays, and Thursday has three schools. All saints' days are whole holidays, and their vigils half-holidays. Holidays are given for royal birthdays, &c., and for births in families related to the Provost or any of the Fellows; but not for any distinctions gained by Eton men at the Universities, or elsewhere.

35. As a great deal of work is done by boys in their own rooms, and the arrangement of the weeks is extremely irregular, it is difficult to state what time a boy has to himself on any given whole school day. Sometimes the work of the week is so crowded into the first few days, as to leave little time for anything else. The time a boy is actually in school on a whole school day, is, on an average, 3¼ hours.

40. The nominal bounds are very narrow; and, consequently, there are no real bounds. The boys generally "shirk," as it is termed, when they see a master coming. This system has, I believe, a decidedly bad moral effect; it is extremely inefficient, and I do not know of any real advantages which it possesses. If bounds are needed, it would be very easy to lay down some rational limits which would be respected both by boys and by masters in dealing with boys.

42. I am not aware that the proportion of boys who work, and boys who are first in the games of the place, is different at Eton to the proportion at other schools. The standard of work is not so high as it might be, and the activity of the place (amongst the oppidans especially) shows itself more out of school than in school.

43. I do not think that the system of education at Eton, so far as regards the amount of knowledge imparted, is quite in proportion to the labour bestowed on it, taking the average of those who leave the school, after going through the regular course. The best that Eton turns out are as good as the best of any other school; but the average is not as high as it might be. I believe, however, that boys leave Eton with well prepared and well exercised minds; with manly habits of thought, and gentlemanly feelings; and are as well fitted as those who come from other schools, to enter on the University course; and I believe that the same is true of other professions.

What deficiency there is arises from the fact, that hard work is not enough respected at Eton; an evil partly, no doubt, owing to the peculiarities of the class of parents who send their sons to Eton, and who, in most instances, knowing that their sons will not have to work for their living, do not care for their working hard at school; but partly, also, to the irregularity of the school arrangements, and the absurd number of holidays and half-holidays. But even under the present arrangement of time, a higher standard of work might, I believe, be attained. I have little doubt, that a still further limitation of the number of pupils allowed to each master, and of the number of boys in each division, would do much towards it. More frequent examinations, and more prizes offered to competition, would produce a good effect.

44. As a preliminary to all improvements in the constitution of the school, I think two things indispensable. First, that the head master should have entire freedom of action; secondly, that the advice of the assistant masters should sometimes be had in questions affecting the school.

I do not believe that the present system of fellowships has much to recommend it, except the provision which it affords as retiring pensions to masters who have served their time; a provision which might be made in many instances by distribution of a certain amount of the ecclesiastical patronage belonging to the College, to the senior assistant masters, who happen to be clergymen.

I would further make the following suggestions:—

(1.) That the election of the Provost should be in the hands of the Crown, entirely free from all restriction, such as now limit the power of choice; and that the revenues of the provostship should be increased, so that a layman or unbeneficed clergyman might hold it with dignity, and discharge its duties satisfactorily.

(2.) That fellowships should be held by a certain number of assistant masters, who should form part of a school council to consult with the head master; other College officers, such as bursars, chaplains, &c., would, of course, be necessary under any arrangement that could be formed.

(3.) That a board of governors should be appointed, with whom should rest the election of the head master. Of the number of these should be, ex-officio, the Provost and Visitor. To these governors, the head master should give occasional reports; but in the direction of the school he should be left entirely free.

(4.) That a council of assistant masters, some of them holding fellowships, should be appointed to consult with the head master.

(5.) That meetings of assistant masters should sometimes be assembled to give the head master an opportunity of knowing the opinions of his subordinates on questions concerning the school.

(6.) That assistant masters should be appointed without reference to their place of education.

(7.) That the mathematical masters should be considered as in every respect on the same footing as the classical masters; a certain number of boarding-houses being reserved for them in turn; and that some arrangement should be made to enable them to take permanent private pupils.

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(8.) That the number of pupils allowed to each tutor should be limited to 35, and that the number of masters should be increased, so as to make the divisions of the school smaller.

(9.) That French should be made a necessary part of the work of the whole school.

(10.) That history should be taught in school in all divisions.

(11.) That more facilities should be given than is now the case, to boys in the higher part of the school who are anxious to improve themselves in mathematics, and have more aptitude for mathematics than classics.

(12.) That examinations should be held in all divisions, at least twice a year, the result of which should determine the places of boys at school: and that regular account should be taken of all work done during the school-time, the result of which should tell in the next examination. At present the boys will not work, generally speaking, for the terminal collections (which do not alter their places for the next half) nearly so well, as for the trials which place them higher or lower in their division.

(13.) That scholarships should be established out of the College revenues, to be held by oppidans while still at Eton.

The existence of such scholarships would enable a certain number of parents to send their sons to Eton, who now are unable to do so, on account of the high charges for oppidans, and do not wish their sons to be collegers; and would also introduce new objects to work for, the want of which is much felt at Eton.

Some of these scholarships might be open to competition without the school, and some open to oppidans; and some, perhaps, in the head master's gift.

(14.) That the whole school should attend chapel at least once a day.

At present the boys only go to church twice, besides the Sunday, in a regular week, on Tuesday and Saturday afternoons; and though there are prayers in most of the houses, the effect is not nearly so good as that of a short service in chapel would be.

(15.) That the sermons in the school chapel should be preached by the head master generally, and occasionally by the Provost and Fellows (if clergymen) and by deputies appointed by the head master or Provost.

This would be likely to ensure their being addressed specially to the boys; which they never will be, so long as they are preached by men who are not engaged in the working of the school, and who cannot take so strong an interest in their congregation as the masters who are daily brought into close connexion with the boys. Eton forms a striking contrast in this particular to all other great public schools.

(16.) That the school calendar should be thoroughly reformed.

I have known one week to contain two whole holidays and three half holidays, and the rest to contain only two half-holidays and one "play at "four." At another time, the three first days of the week may be with the exception of one school three whole school days, and the three last half-holiday, whole holiday, and half-holiday. I remember one week in which there was but one whole school day, and that day Monday. This irregularity necessarily interferes with the industry of the boys and the efficiency of the school teaching. The weeks ought to be as far as possible, uniform. The saints' days might easily be marked by an additional chapel without maintaining the present system of compulsory idleness.

(17.) That the collegers should be better housed and fed, and at a less expense, and that the gown should be retained only to be worn in hall and at prayers.

F. W. CORNISH.

ANSWERS returned by CLASSICAL ASSISTANT MASTERS (Lower School).

Rev. W. L. Eliot.

Rev. W. L. ELIOT, M.A.

II.

10. In answer to question 10, I can only state that my emoluments are derived from my pupils except the sum of 30*l.* salary from the lower master.

18. The ordinary charges and expenses of an Eton boy consist of the following:—

	£	s.	d.
* Board, lodging, and tuition - -	120	0	0
† Washing - - - - -		—	
* School expenses, *i.e.* lighting, watching, &c. - - - -	2	7	6
† Money advanced for journeys, allowance, &c. - - - -		—	
‡ Head master - - - -	6	6	0
‡ Entrance to ditto - - - -	5	5	0
* Mathematical master - - -	4	18	0
* Sanatorium - - - - - -	1	4	0

Besides these items extra masters and tradesmen's bills, which of course vary according to the parents' wish, are sent in. I consider the average of boys' bills, inclusive of the above items, to have been in my house about 175*l.* a year, and I speak from an experience of 27 years. I always endeavour by the aid of the parent to supervise and control a boy's expense. From my pupils out of my house I receive 10 or 20 guineas a year, pretty much according to my knowledge of their parents' circumstances, making no difference with regard to their work. In my own house when brothers share one room they are charged 110*l.* a year.

19. The amount received by me during the year 1860 for pupils, both in and out of my house, was as nearly as can be 3,430*l.*, from which of course is to be deducted the expenses of their boarding, &c.

21. Each boy, except in the case of brothers, has a room to himself in my house; and they are under the constant supervision of Mrs. Eliot and myself for their health, &c.

23. There is a uniform scale of diet supplied to all my boys. They breakfast from nine to half-past ten o'clock, and in the winter have coffee and bread and butter before they go into early school if they come for it; dine at two o'clock; have tea at five or six o'clock; supper at nine o'clock p.m. Their food is as good as can be got, and they have as much as they please.

25. The salary of 30*l.* cannot be deemed enough for a master's school-work, and therefore I conclude he is considered to be paid chiefly from his house and pupils.

26. This question as far as I am concerned can be answered by a decided negative.

27. My system is to supply a boy with everything needful, as carpets, &c., and charge him six guineas at his entrance.

28. The selection commonly is with the parent or guardian; sometimes with the head master or other authority.

32–34. I have now 23 boys in my house.

With regard to the 3rd paper of "questions relating to the system and course of study, &c., &c.," I conceive that it appertains principally to the head master and assistants of the upper school to answer its questions. I can only say that as far as my experience goes the Eton system is, at the least, as well qualified as any other, private or public, to send out gentlemen and scholars into the world, and fit them to perform their several duties in it; but that it is capable of improvement like every other human institution, cannot be doubted.

W. L. ELIOT, M.A.

Rev. JOHN WILLIAM HAWTREY, M.A.

Prefatory Remarks.

In replying to Her Majesty's Commissioners for inquiring into the revenues and management of certain colleges and schools, and the instruction given therein, I have confined myself to those questions, which are applicable to myself *as an assistant master in the lower school at Eton, limited to lower school pupils.*

But, before I enter upon my reply, I think it right to give some information as to the peculiar character and system of my house, which differs in many respects from that of the other houses connected with Eton school, whether conducted by Masters or Dames, inasmuch as while other Masters and Dames are allowed to receive into their houses boys both of the upper and lower school, my house is set apart for boys of the lower school only, of ages varying from eight to fourteen years, *at, about,* or *before* which time they pass by examination into the upper school, and are moved on to other houses. I received my appointment as an assistant master in the lower school in the month of April 1842.

Prior to that date there had been no house exclusively set apart for the younger boys.

When a boy of eight or nine years of age was sent to Eton, his position was in every respect the same as that of a boy of fourteen or fifteen. He was, greatly to his dis-

* Obligatory. † Variable.
‡ Obligatory and uniform, except with noblemen.

advantage, thrown at a very early period entirely upon his own responsibility among a number of boys a great deal older than himself.

It was felt by the authorities that it was most desirable to supply a remedy for this defect in the accommodation provided for children of such a tender age; and I received my appointment upon the express condition that I should open a house confined to lower school pupils, subject to certain regulations.

The three most important conditions were:—

1st. That the pupils should be received at the reduced charge of 100*l.* per annum for board and tuition.

2nd. That this charge should include everything a boy required in board and lodging.

3rd. That the pupils should take all their meals together in the presence of some responsible person.

With the exception of arrangements dependent upon the above conditions, my house was at first conducted very much as other houses. Boys occupied the rooms by day, in which they slept at night, and in many ways lived more independently than I thought right.

By degrees experience showed where improvements might be made with advantage in the detailed arrangements of my house; and from time to time alterations have been made with the knowledge and consent of those in authority for the time being.

It took several years to overcome the prejudice which had, for some time previous to the establishment of this particular house, existed against an education in the lower school as preparatory to the upper.

By degrees, however, the new arrangements for little boys gained the confidence of a large number of supporters, so that for the last eight years there has been an increasing prosperity.

One great difficulty from the first was that there was no special play-ground for my pupils, and that, consequently, as they were obliged to share "the playing fields" indiscriminately with the upper school, they came more into collision with older boys than was desirable.

About ten years since my first effort was made to remedy this inconvenience. The only piece of ground attainable, immediately in the vicinity of "college" was a turnip field under cultivation, in extent about two-and-a-half acres. This was the commencement of my private play-ground. An adjoining piece of land, upwards of an acre in extent, upon which a small farm house and homestead were standing, was in time added, and, at a later period a meadow, lying on the other side of a public footway, was included. These three pieces of land have been united, the public path diverted—the whole has been levelled, laid down in turf or gravel walks, and surrounded by a ring fence at my sole expense.

The first house, which I occupied for a period of sixteen years, was not built for the especial requirements of young boys. Moreover, situated in the very centre of "college" it stood in the midst of the very temptations from which we were anxious to separate them.

Consequently two years ago I commenced a new house also at my own expense at one extremity of my private play-ground.

This house we have occupied since the commencement of the autumn schooltime. It is calculated to accommodate when quite full, one pupil less than the number which I had occasionally in the two previous years in my old house; the object in view not being to increase my number of pupils, but to increase their advantages, giving them more, air, more inducement to wholesome exercise, more protection from evil, and keeping them more entirely under my own surveillance.

I have been thus subject for many years past to a very great outlay in order to improve the condition of my pupils. And at the same time it is fair to state, that while this has been the case, the success and prosperity of my house is, from its very constitution, far more precarious than that of the houses of other assistant masters; for, in the first place, whether or not boys entering the lower school are placed therein, remains entirely at the option of the parents, and a very considerable number of lower school boys are still scattered about in other houses. And, again, on the average, a boy stays with me little more than two years,* while in upper school houses the pupils on an average remain, I believe, at least four.

For this reason there was no direct limitation as to the number of the pupils in my house. It was indeed taken for granted that the lower master would exercise some control on this point, and this has practically come to pass; for, within the last eight months, another house has been appointed subject to the same restrictions as my own. The recommendations of those in authority (the head masters of the upper and lower schools) having been thus somewhat diverted into a new channel, the numbers in my house have become lower, and the prospects of admissions fewer; while the entrances to the two houses united have been as many as they have ever yet been to my single house at any former period.

During the last three years my number has occasionally for a very short time amounted to 50 boarders. At the re-opening of the approaching school time my number will be 41. At the examination in June next, fifteen of these will try for the upper school, and, in the event of their succeeding, they will all pass from my house.

It is plain, therefore, that, the circulation being so rapid, the number must always be very variable. Whereas, taking into consideration a reduced charge without extras, and the enormous expenses entailed by the conduct and management of an Eton house, *numbers* alone will give a fair remuneration.

For some years, except in one or two very especial cases, I have taken no pupils except the boys actually boarding in my house; while, at the same time, I have received a great deal of efficient help from the members of my own immediate family circle, with the consent and approbation of those in authority, and with the very grateful acknowledgments of parents.

II.

18. I forward two specimens of the bills sent in by me to the parents of my pupils at the close of the last school time, which, with the annotations on the same in *italics*, are a sufficient reply to the question in point.†

* After a very close calculation the average time proves to be two years and six weeks.
† Copy of the highest and lowest bills sent in Christmas 1861.

Highest.

		£	*s.*	*d.*
	(*Uniform*) Board and tuition for a school-time from election to Christmas*–	33	6	8
Money Advanced.	Washing *(charged by the piece)* –	2	4	10
	Journey money –	5	8	0
	Allowance, 12 weeks at 6*d.* *(Regulated by the wishes of the parents)* –	0	6	0
	Letters and parcels –	0	6	3
	Half year to sanatorium *(uniform)*	0	12	0
	School subscriptions *(variable but obligatory)*	0	12	6
	Swimming school and ticket	–	—	
		£42	16	3
	†Head master *(for lower school boy)* entrance 1*l.* 1*s.*	–	—	
	†Head master	–	—	
	†Lower master *(for lower school boy)* entrance 4*l.* 4*s.*	–	—	
	(*Uniform*) Lower master	2	2	0
	Do. writing and arithmetic	1	15	0
	German *(extra)*	4	4	0
	Surgeon; chemist	–	—	
	Bookseller	1	7	9
	Shoemaker	1	15	0
	Tailor	9	6	2
	Hatter and glover	4	6	6
	Hair cutter	0	2	0
	Linen draper	–	—	
	Bat maker	–	—	
	Ironmonger	–	—	
		24	18	5
		42	16	3
		£67	14	8

Lowest.

		£	*s.*	*d.*
	Board and tuition for a school-time from election to Christmas	33	6	8
Money Advanced.	Washing	2	7	8
	Journey money	0	10	6
	Allowance, 12 weeks at 6*d.*	0	6	0
	Letters and parcels	0	0	5
	Half year to sanatorium	0	12	0
	School subscriptions	0	12	6
	Swimming school and Ticket	–	—	
		£37	15	9
	Head master, entrance	–	—	
	Head master	–	—	
	Lower master, entrance	–	—	
	Lower master	2	2	0
	Writing and arithmetic	1	15	0
	Surgeon; chemist	–	—	
	Bookseller	2	1	9
	Shoemaker	–	—	
	Tailor	0	7	7
	Hatter and glover	0	2	0
	Hair cutter	–	—	
	Linen draper	–	—	
	Bat maker	–	—	
	Ironmonger	–	—	
		6	8	4
		37	15	9
		£44	4	1

* There are three school-times in the year: therefore the annual charge for the board and tuition of a boy in my house is 100*l.*, of which 15*l.* is supposed to be paid for tuition.
† In the case of noblemen these fees are doubled.

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19. In the year 1860 I received for tuition at Easter 250*l.*; election, 247*l.* 10*s.*; Christmas, 242*l.* 10*s.*; total, 740*l.*

20. I have two pupils who lodge with their parents. One of the two has his meals with the pupils in my house; and both are in every respect on an equal footing with my other pupils as regards instruction and the use of the playground.

21. The nature of the accommodation afforded to boys in my house is very different from that in other houses. There is provision in two corridors for 38 boys, in separate bed chambers. These are warmed by hot water, and ventilated by Watson's patent ventilators. In each corridor there is a bed chamber occupied by a boy's maid. But, as in some cases, little boys are afraid to sleep alone in separate rooms, there is one room calculated to hold three, and two others calculated to hold four, in which such boys can be placed.

Each single bed chamber has its bed and bedding, bureau, or chest of drawers, chair, carpet and wash-hand stand, with its furniture, complete. The same amount of furniture is provided for each boy in the larger rooms.

During the day the boys take their meals in the "dining "room" (30 ft. by 18 ft.), with myself and family.

In the "book room," 17 ft. by 13 ft., and 12 ft. high, each boy has a lock-up cupboard for his books and treasures, &c. In this room a boy can sit, read, write, draw, talk, and employ himself as he pleases. There is also a smaller room where boys, who are not quite well, can sit.

There are two pupil rooms (No. 1, 22 ft. by 18 ft., and 11½ ft. high; No. 2, 19 ft. by 17 ft., and 11½ ft. high,) where all the lessons are prepared under supervision. There is a boys' library or reading room (30 ft. by 18 ft., and 11½ ft. high), where those who wish to employ themselves quietly, or amuse themselves with reading, can do so without interruption. For those who prefer less sedentary employments there is a play room 30 ft. by 17½ ft., and 17 ft. high.

There is a lavatory, with hot and cold water laid on, available at all times during the day, as during the day I do not allow my pupils to make use of their bed rooms.

A bath room, with three compartments, in each of which there is a full-sized bath, with hot and cold water laid on, is constantly used during the week by the boys, when maids are always in attendance.

In the event of illness there is a room entirely separate from all other rooms, inter-secured, lofty, airy, and well ventilated, with every kind of convenience suitable for an invalid. The boys' maids, of whom there are four, are always in attendance both night and morning, and can be summoned by a call bell when anything is required.

22. The boys in my house prepare all their work of every description in the pupil-rooms.

23. There is one uniform scale of diet. The meals are four in number. The pupils breakfast, dine, and take tea with me and my family; live exactly as we do.

24. I consider that the profit derived from the charges for board and lodging are an indirect payment for the work in which I am employed with my division in school, since as an equivalent for that work and all that it entails, I receive only 30*l.* per annum.

26. I discourage as much as possible the frequenting of all eating-shops or houses of entertainment. I require all the boys in my house to deposit their pocket-money with me. An accurate account is kept for each boy, and they have an opportunity of drawing their "bank," as they call it, once every day, *but purposely not until after dinner*. This may seem an arbitrary measure, but, in several ways, although it entails much that is disagreeable and irksome to myself, it acts beneficially. It enables me to check waste, to advise as to the manner of expenditure, and especially to prevent the bad effects arising from boys carelessly leaving money about. This surveillance over a little boy's purse is rendered the more expedient by the fact, that in some cases the pocket-money allowed by parents is extravagantly great.

27. Each boy provides himself with six towels, otherwise every description of furniture is provided by me without any extra charge.

III.

6. In reply to question 6, I have filled up the tabular form D. I have not filled up E, as with the exception of the Holy Scripture lesson on Sunday, and a portion of Holy Scripture learned by heart, there is no time for any instruction beyond that given in preparation of school-work.

13. There are no "established prizes" in the lower school. Prizes, however, for good conduct and proficiency are liberally awarded by the lower master at his own expense at the termination of each school-time, and after the regular examinations. Prizes are also given in the same manner by me as tutor to those of my pupils who have deserved them by diligence and application. Similar prizes are given by the mathematical master.

15. Every lesson is first prepared, and then construed in the pupil room before the boys go into school. The construing lesson in school occupies one hour, the previous construing of the same lesson in the pupil room occupies between 25 and 30 minutes.

16. I have replied fully to this question amongst my prefatory remarks.

18. I endeavour to pay attention to "individual character, capacity, and mental bias," and from frequent intercourse with the boys I have many opportunities of obtaining an insight into their individual characters.

21. I have a private library and reading-room for my boys, of useful and entertaining books. To this they have access in wet weather, and at all times in the evening after the lessons have been prepared for the next day.

23. First as to direct religious and moral instruction. At morning and evening prayer a portion of Holy Scripture is read daily. There are four Scripture lessons in school each week, besides a private lesson in my study or pupil room on Sunday.

Secondly, as to indirect religious and moral influence:—A great deal is effected by the general moral discipline of the house; by the constant intimate intercourse between the boys and their tutor; by paternal intercourse with individual boys; and especially at the time of their retiring to rest, when I make a point of being amongst them, on which occasion they often volunteer their confidence, and receive my advice.

24. The church arrangements for all the boys in the lower school have been greatly improved during the last few years.

About four or five years ago the numbers, both in the upper and lower schools, had increased to such an extent that it was found impossible to provide sufficient accommodation in the College chapel. In consequence of this an arrangement was made by the authorities that the boys of the lower school should every Sunday attend the morning and afternoon services in the parish church of St. John's, where ample accommodation has been provided for them. It was, however, thought undesirable that boys should pass through the town of Eton on week-days; and therefore, except on Sundays, the services usual at Eton are conducted by the lower master in the cemetery chapel, capable of holding 140 boys. One of the lower school assistants is always in attendance.

On Sunday the boys have a Scripture lesson in school before breakfast; they attend service in the parish church twice; they say by heart a portion of Holy Scripture. The more advanced boys have to prepare answers to "Sunday questions" and Greek Testament. In the evening I read aloud a suitable and interesting story to the whole of my pupils.

34. They must be dressed in time for family-prayers, which are at 7.15 A.M. in the winter, at 6.45 A.M. in the summer. Their hour for going to bed is 9 P.M. The youngest boys retire somewhat earlier.

35. The time which each boy has for play depends in some degree upon the power he possesses of getting through his work. The Eton system requires a certain amount of work done. The boys have plenty of change, owing to their passing and repassing so often from the house to the classical and mathematical schools; and they make the most of short intervals of relaxation between the studies. On a whole school-day, however, the amount of time which a little boy in the lower school can claim for play is very limited.

36. The private ground on which my house stands is just under six acres. Of this little more than one acre is reserved for the house and garden. Of the remainder the boys have the use and advantage.

37. It has been entirely levelled for cricket and laid down in turf, with the exception of broad gravel walks, which they can use in wet weather.

38. The ground immediately surrounding the playground is perfectly open; it consists of gardens and common land.

39. Summer, cricket; autumn, football; spring, rounders and prisoners' base. I have built for the use of my boys two fives-courts, available at all seasons. The ground being entirely private, healthy and childish games are carried out to a great extent. In addition to the out-door amusements provision has been made in their play room for gymnastic exercises, climbing poles, ropes, &c, &c.

40. The boys are encouraged as much as possible to content themselves with the ground about the house. But I distinctly tell them that I do not oppose a country walk, though they must conform to the ancient regulations of the school as long as they are in force.

41. All my boys learn swimming. Some learn fencing. Some are drilled. Instruction in these things forms an extra charge.

44. As an assistant master, and as the parent of three boys now at Eton, I think it most desirable that modern languages should form part of the course of education. Efforts were made some years since in my house to teach the little boys French as "private business;" but the time proved to be so fully occupied by the school-work, that it was impossible to produce much result.

"Singing," too, might be added with advantage, an acquirement productive of present refinement and of future advantage, especially to those intended for Holy Orders. This also was tried in my house for two school-times on the Hullah system under a professional instructor. The great difficulty lay in finding time for the lessons. The result, as far as it went, was satisfactory.

JOHN WILLIAM HAWTREY.

Rev. W. L. HARDISTY, M.A.

II.

2. The statutable number of Fellows was ten; diminished in the reign of Edward IV. to seven, owing to that king's spoliation of part of the college revenues. This diminution was approved by Archbishop Laud, on an appeal from King's College, Cambridge.

3. In the head master (as directed and controlled by the College in the person of the Provost), for the upper school; the lower master for the lower school.

4. The statutes being in letter practically obsolete, the government is mainly discretionary in the hands of the Provost and the head master.

5. See the third report of the Committee of Education of the Lower Orders, printed June, 1818. Appendix (A.) contains the statutes and other documents, referred to in questions 5 and 6.

6. The original statutes in the British Museum. See page 221 of the report referred to above. The MS. in the British Museum is called Huggetts. Marginal readings are from a copy in the possession of the College.

7. See Mr. Hinde's examination in the report, as to the extent of dispensing power exercised by the visitor of the College, the Bishop of Lincoln.

8. The Bishop of Lincoln, the late Bishop (Kaye), decided an appeal in my favour, in the spring of 1838, enabling me to be examined for King's; although in school order I was not, within the number of 13, at the head of the collegers.

10. Each assistant in the lower school receives 30*l.* per annum from the lower master. The rest of his income is made up by payments from pupils, in or out of his house.

14. Yes; to 70. For some years, while I was in college, from 1833 to 1839, the number in college was under 70, owing to the reluctance of parents to expose boys to the hardship and comparative neglect to which collegers were exposed. This has all been amended for many years.

18. I send a printed form * of abstract, sent to the parent of each boy in my house, at the end of the three terms of the Eton year. In some Dames' houses, the charges are the same as in tutors' houses. In others they are 10*l.* or 20*l.* less. I believe this to be a point left to the discretion of each "Dominus," or "Domina."

* A. B. (a new boy) (upper school.)

		£	s.	d.
	Board and tuition from election to Christmas	40	0	0
Money Advanced.	Washing	–	–	–
	Journey money	–	–	–
	Allowance weeks, at	–	–	–
	Letters and parcels	–	–	–
	Half year to sanitarium	–	0	12 0
	School subscriptions (about)	–	0	7 0
	Swimming school and ticket	–	–	–
*	Head master, entrance	–	5	5 0
	Head master	–	2	2 0
	Lower master, entrance	–	–	–
	Lower master	–	–	–
	Mathematics	–	1	15 0
	French	–	–	–
	German	–	–	–
	Fencing	–	–	–
	Drawing	–	–	–
	Surgeon; chemist	–	–	–
	Bookseller	–	–	–
	Shoemaker	–	–	–
	Tailor	–	–	–
	Hatter and glover	–	–	–
	Hair cutter	–	–	–
*	Linen draper	–	2	0 0
*	Upholsterer for carpet and new furniture	–	5	0 0
*	Carpenter for bureau	–	3	0 0
	Glazier	–	–	–
*	China and glass	–	1	5 0

* These items will not recur in the boy's Eton career.

In addition to the above will be the amount of tradesmen's bills, greatly varying according to the ages and tastes of different boys, and entirely controlable by the parent's supervision. The average total for a boy in a tutor's house is from 180*l.* to 200*l.* a year for all expenses.

20. Yes; several who board with their parents in the town and neighbourhood of Eton. Their necessary expenses are only those for tuition and school expenses, say 20*l.* or 25*l.* per annum. They are entirely equal in all advantages of the school, except "Prestige" and "Genius Loci."

21. Great and dangerous laxity prevails in this respect. The number of boys in each house used to be limited to 32. This good old rule has recently been flagrantly broken, with great danger to the future discipline and good government of the school.

23. The ordinary practice in the school is,—

Breakfast, 8.30 or 9.
Dinner, 2.
Tea at 6.
Supper at 9.

Meat, pastry, and cheese, are usually supplied at one or both of dinner and supper.

26. A tolerated nuisance, upon which a salutary check has lately been placed by discommoning some shops, where boys had been allowed to run into debt.

28. With the parent. It is usual for the head master, I believe, to recommend parents who apply to him, to his own more recently appointed assistants.

29. Nine boarding houses are kept by persons not engaged in the work of teaching.

30. No.

32. In my own house, at present 10, I have in all 24 pupils, including collegers, and boys boarding in Dames' houses.

III.

8. Practically none whatever; except so far as the head or lower master may choose to consult any assistant privately. It is universally felt by us that we should have more voice, or rather some voice, in matters that so greatly affect our time and labour in carrying on the instruction and discipline of the school.

10. Modern languages, callisthenics, &c., form no part of the regular instruction of the school. Most of us wish greatly to see one modern language *at least* taught to each boy in the school without extra charge. Most boys lose on coming to Eton what knowledge of French, German, or Italian they have brought with them.

14. The universal practice, and so to all intents and purposes compulsory.

The well known leading feature of Eton is that each boy should have the advantage of a double or Japanese system of supervision in his composition and lessons, i. e. his tutor's and the master whose division he attends in school.

15. This is the case universally, except in the two highest divisions of the school.

The time occupied in construing in pupil room is about half that devoted to the lesson in school.

16. Professedly to 40. I believe this rule to be disregarded, and its violation to be connived at or sanctioned.

17. The parent is quite free to choose any tutor he may please for his son. Brothers for instance are often sent to different tutors.

19. I think we may fairly assert that if a boy of ordinary abilities uses carefully the help he gets from his tutor and in school, he may, and in several instances has competed successfully in all the examinations referred to.

44. (1.) Our deficiencies are those of the age:

a. Preponderance of secular instruction.

b. Religious services made subservient, and often superseded by studies or even by amusements.

c. Luxury, self-indulgence, extravagance, and indifference to sacred things, too often encouraged in the boys by our own example.

(2.) I would recommend an early daily morning service in chapel.

More frequent administration of the Holy Communion, and occasional early morning Communion (say at 8) in the College chapel.

W. L. HARDISTY.

Rev. G. R. DUPUIS, M.A.

II.

18. The charge for a boy in my house (lower school) is 105*l.* per annum, washing extra; (see answer 27). There is an entrance fee of five guineas (four of which go to the lower master and one to the head). The lower master's annual fee is six guineas. The mathematical master's annual fee is four guineas. The "school expenses" include charges for sanatorium, gas in school, for the keeping up of play-grounds, for watering and lighting the streets, chapel fees, amounting in all to about 4*l.* The total amount for a year (exclusive of entrance), I should put at 125*l.*

19. £760.

ANSWERS.
ETON.
Rev. G. R. Dupuis.

22. A boy in my house has a separate sleeping-room, or, in case of brothers, or very young boys, I should put two or three in a larger room. There is a room for the boys to be used as a sitting room and tea-room. Most of the school-work is prepared under my eye in the pupils' room.

23. Yes. Breakfast, bread and butter and sometimes meat in dining room at 8.30. Dinner, hot meats and sometimes soup or fish in addition, puddings and tarts, at 2. Tea, bread and butter (and cake and jam sometimes), at 5 to 6. Supper, cold meat, or bread and cheese, &c., at 8.30.

26. No.

27. I provide all furniture and linen for my boys' rooms, and make no extra charge for it.

28. Generally with the parents.

29. In my opinion no person taking no part in the teaching ought to be allowed to keep a boarding house.

III.

8. No.

11. I consider that a great drawback to the mathematical school is the fact that the mathematical assistants do not stand on an equal footing with the classical assistants; the way they are now appointed (by one of the assistant masters) is very unsatisfactory. They should be appointed, if upper school assistants, by the head master; if lower school, by the lower master. I believe it is not generally known that the mathematical assistants do not instruct the lower school at all. The men who instruct the lower school in arithmetic are in so anomalous a position that their names do not even appear in the school list among those of the other masters; and they totally fail (and from their position in life must fail) to obtain the respect and attention from the boys which are necessary to satisfactory progress.

19. For the Universities, yes. For the civil and military, yes. For the East India, doubtful.

34. School is at 7 a.m. in summer half; 7.30 a.m. all the rest of the year. In my house boys under 10 go to bed at 8.30; others (all lower school) at 9.30.

G. R. DUPUIS.

ANSWERS returned by the MATHEMATICAL ASSISTANT MASTER and ASSISTANTS in the MATHEMATICAL SCHOOL.

Rev. S. T. Hawtrey.

REV. S. T. HAWTREY, M.A., Mathematical Assistant Master.

I have read with great care the questions on paper II. I find that they are framed so as to obtain information as to the normal state of the school, and refer to Eton mainly in its character of one of the ancient foundation *classical* schools of the country; and I feel that I should have to make a tortuous use of the questions; answering them in a sense in which they were not put, if I were to adhere to them, in attempting to give the Commissioners information on a matter with reference to which they would, I doubt not, wish to have it, viz., the successive steps which have been taken during the last 22 or 23 years to adapt the school to the requirements of the present age, by bringing mathematics and scientific studies within the range of an Eton education.

As it is stated that the Commissioners will be happy to receive any information pertinent to the inquiry, though not within the range of the questions, I shall lay before the Commissioners the progressive steps taken in this (with respect to mathematics) "transition period," a period which can hardly yet be said to have settled down into a "normal state."

The answers to the only two or three inquiries of paper II. that, from my own knowledge I can give, will be appended to this statement, which will have the effect of making my answers to the paper III. more intelligible to the Commissioners than they would have been without this previous statement.

Up to the year 1836, the late Mr. W. Hexter appears in the Eton list as the only teacher of writing, arithmetic, and mathematics at Eton. In that year Mr. W. F. Girdlestone, scholar of Trinity College, Cambridge, himself educated at Eton, who had graduated in 1835 as 19th wrangler, was appointed mathematical master.

In order not to trench on the interests of Mr. Hexter, he was permitted, till the voidance of Mr. Hexter's office, to teach no boys but those who were in the "head master's division;" (that is, about the 30 highest in the school,) unless they brought a certificate from Mr. Hexter that they had attended his class, or were sufficiently advanced to attend Mr. Girdlestone's lessons.

At the end of a year Mr. Girdlestone resigned; the position was then offered (under the same limitation as to pupils) to Mr. Boteler, also an Etonian, who had graduated in 1833 as 13th wrangler. On his declining to accept the appointment, and there being no other eligible Etonian, it was offered to, and accepted by, the writer, who had graduated in 1832 as 11th wrangler, but was not an Etonian by education. When he had held the appointment about three years, the school authorities thinking it would be for the interest of the school that Mr. Hexter should retire, examined his books, and finding that he had an income of 600*l.* a year, decided, agreeably to Mr. Hexter's wish, that the writer should enter on the privileges of his office on paying Mr. Hexter 200*l.* annually for the term of his natural life. A deed to that effect was drawn up and executed by Mr. Hexter and the writer, with the sanction and concurrence of the Provost and Fellows.

The room called the writing school (in which Mr. Hexter had formerly given his lessons) being wanted and taken for one of the classical divisions of the school, and there being no school-room in which to give lessons in writing, arithmetic, and mathematics, the writer, for the more effectually carrying out the duties that had now devolved on him, with the consent of the College built a mathematical school, of which the plan is subjoined, on a model that appeared to him suitable to his own wants, and likely to render the room in various ways a benefit to the school.

By the plan and section it will be seen that the building is in the form of a theatre. The desks encircling the master, he is enabled at a glance to see how the boys apply themselves to their work, and passing between the desks, is able to give such instruction and explanation as each boy requires.

By a simple contrivance in folding back the desks, the room becomes adapted and very suitable for experimental lectures (accommodating an auditory of 350) as well as for the systematic instruction in singing, which the writer had much in view in designing the form of the mathematical school.

The building was erected at the cost of the writer on a site, the lease of which was granted to him by the College for 40 years at a moderate ground rent, with a recommendation to their successors to renew, at the expiration of the first 14 years, without fine, which was understood to be tantamount to a lease of 54 years.

In the year 1851 there was a further "transition step." It was thought desirable to incorporate mathematics into the regular business of the school, and to do this the more effectually, the writer was appointed, with Provost Hodgson's sanction, the head master's mathematical assistant master, in order that he might, as his deputy, organize, direct, and superintend the mathematical teaching of the school.

In virtue of his new office, the writer was called upon to draw up a scheme by which mathematics might be incorporated into the school business. The following was the scheme he drew up; it was adopted and is still acted on:—

There were then eight classical divisions in the fifth form, each under a separate master: the proposed scheme provided that these divisions should be grouped two and two; the first and second forming a first mathematical group (called A), the third and fourth forming group B, the fifth and sixth forming group C, and the seventh and eighth forming group D; and that each group should come in turn on Monday, Wednesday, and Friday, to the mathematical school for an hour's instruction, and be there subdivided among the mathematical masters according to the proficiency of the different pupils in mathematics, the classical masters being disengaged while their several divisions were in the hands of the mathematical masters.

Similarly, the lower boys were divided into two groups, the remove forming one group called E, and the fourth form forming group F; these were to attend at the mathematical school on the alternate days, Tuesday, Thursday and Saturday. Between each lesson all the boys were to do a mathematical exercise, estimated to occupy them for one hour, and the tutors were so to arrange their work with their pupils as to allow them a fair hour to do this exercise.

The scheme was approved of by the school authorities, and to provide for its introduction, without diminishing the classical instruction already given, three additional school hours were introduced in the work of each week by doing away with whole holidays and diminishing the number of weekly half-holidays.

Such being the provision for the amount of instruction to be given, the writer was further interrogated as to the teaching staff which he would require to carry on the work effectually. In reply, he proposed a large staff. He thinks that any comparison which the Commissioners may make, will show that the teaching staff proposed was more than double, in proportion to the number of scholars, of that existing in any of the great schools of the country. The

number he proposed was seven, a number which, by carrying out the plan of the subdivisions of groups as described above, reduced each mathematical class to an average of less than twelve boys.

To meet the introduction of this staff of masters, the writer proposed that the fee for mathematical tuition should be six guineas a year, from a persuasion that the parents of the scholars would not object to pay for work effectually done, and the proposed scheme and staff of masters he trusted would secure this end. The writer's proposition regarding the fee for tuition was over-ruled, and it was fixed at four guineas with the following provision:—That whereas his salary as the head master's assistant, or deputy in the mathematical school, should be derived wholly from the tuition fees, and therefore rise and fall wholly with the numbers in the school, the assistants in the mathematical school should be allowed to give private tuition out of school hours to those boys whose parents wished them to have further instruction. To this proposition, at the time, the writer urged as an objection that it would be making it the interest of the staff of assistants that the regular school teaching should not be sufficient, and that it would be better to have a higher fee, and that all should be paid wholly from the tuition fee, as the writer was. This having been the opinion of the writer ten years ago, the Commissioners may be desirous of knowing whether he is of the same opinion still. He answers, that subsequent experience has made him alter his opinion, and the grounds for that change he proceeds now to lay before the Commissioners.

The accompanying paper gives in detail the minimum of mathematical knowledge (framed with reference to the matriculation examinations at the Universities) required to pass up from one part of the school to another; and with this amount of knowledge, at least, the school teaching undertakes to furnish even the feeble boys; there is no limit to the progress of the abler boys, but their capacity and the time they can devote to the subject.

But there are practically causes which make it desirable, in certain cases, for boys to have private, and extra teaching even to attain this minimum. Extreme incapacity,—even in so small a sub-division as twelve of the feeblest of a division there will be found some two or three on an average at the bottom so feeble that it would be a positive injury to the others if they were kept back to their level, and not allowed to advance till these (the feeblest) had mastered what was taught. In such cases the private instruction is a valuable adjunct.

Again; boys come very ill prepared, and while up to their place in classics, are quite below par in mathematics; here private instruction is a valuable auxiliary. Or again, where a boy is of delicate constitution, irregular health, meets with an accident, or is for a long time kept away from school. In some parts of the school the mathematical lesson is given at the early school (7.30 a.m.) Some boys of delicate health are excused early school; if there were no private instruction these boys would never have the opportunity of receiving any mathematical instruction.

To pass now from the feebler to those who have power, capacity, and taste for mathematics. The amount of time and instruction given to mathematics, in school, does not satisfy these, and it is most desirable that such boys should have the benefit of personal intercourse with and individual help from a master. The relation between the assistant and such boys is most valuable to both, for it is observable that the opportunity of giving private instruction in mathematics surrounds the mathematical assistant with a band of boys, with whom he is in somewhat close relationship, and who have for him something of the loyalty of feeling and regard which they entertain for their "tutor," and in this point of view he considers the provision to be most desirable. The opinion which the writer entertains of the "tutorial" relation as it exists at Eton he will have to speak of later.

The result of the system is by no means to make the assistants neglect their school duties, and throw their energy and interest into their private teaching; invariably it is the reputation which the assistant has of being an efficient master in school, and getting his class on, which makes him sought after for private instruction: on the contrary, where a master has been thought to take no interest in the progress of his class in school, he gets no private pupils.

To proceed from this digression. It being settled that the writer should have a staff of six colleagues to assist in the work of the mathematical school, with the consent and approval of the College he built on the site adjoining the "great school" or theatre already mentioned, a class room for each assistant; the ground plan and elevation of the class rooms are given.

With this staff of colleagues (since increased to seven), working the divisions in the class rooms above mentioned, the mathematical tuition of the school is conducted to the present time.

II.

ANSWERS.

ETON.

Rev. S. T. Hawtrey.

I shall be able, after the foregoing narrative, to answer questions 10, 12, and 29 (the only questions which refer to matters of which I am cognizant) better than without such previous explanation.

10. The source of my income is the "mathematical fund," a fund formed by the annual payment of the four guineas for mathematical tuition from each oppidan in the upper school; to these payments the College add 150*l.* annually for the tuition of the collegers: of the whole fund eleven-twentieths were assigned to me by the school authorities in 1851. My income from this source for the last year, was 1,499*l.* 12*s.* 3*d.*, together with 44*l.* 2*s.* my stipend from the head master: the drawbacks thereon are prizes to the amount of about 25*l.*, 20*l.* ground rent and the interest of money sunk on the mathematical school buildings (4,700*l.*). An annuity, which in fifty four years (the length of the lease) would replace the cost of the buildings at five per cent., is 253*l.* With the above deductions, my income for the last year has been 1176*l.* 12*s.* 3*d.* exclusive of the 44*l.* 2*s.* from the head master. The average income of the last seven years is just 1,000*l.*

12. (1.) In reference to question 12 (answering as I do throughout, for myself alone), my status is that of "assistant master." Concurrently with the rest of the assistant masters, I assist the head master in maintaining the discipline of the school, and take my share in what may be called "proctorial" duties. Till exempt by seniority I had the supervision of a dame's boarding-house, and was liable to be called in, if anything occurred which made the head of the house wish to refer the matter to a master. My special duty is to be the representative or deputy of the head master in the mathematical school; I am entrusted by him with the general organization and ordering of the work subject to his approval. In case of any inefficiency, it is to me that he would look for an explanation.

(2.) All who are engaged in teaching in the upper school are invited to Eton by the head master, and appointed to him, the appointment requiring the sanction of the Provost.

With regard to the staff of mathematical masters, the head master never has, and I may say would not invite any assistant in the mathematical school to Eton without my concurrence; in fact, the process has been, on a vacancy occurring, for the head master to inform me of it, and to request me to look out for an eligible successor; I do so, and we confer confidentially on the subject. The question of mathematical qualification he very much leaves to me, and when he has further assured himself of the personal fitness of the proposed successor, he invites him, and informs the Provost.

(3.) Of two candidates, each fully qualified, the head master would give the preference to one who had been educated at Eton, but not otherwise; at present, out of a staff of eight mathematical masters, two were educated at Eton, six were not.

(4.) The power of removing any assistant master, or assistant in the mathematical school, or extra master, rests with the head master. I need not say that it is a power which is rarely exercised, and always with the greatest reluctance. In theory, the immediate excision of an inefficient member might seem desirable, but such a proceeding would manifestly have a deteriorating effect on the tone of the governing body and educational staff; and as the intercourse between master and scholar at Eton is very friendly and free, a deterioration in the tone of the body of masters would not be without an ill effect on the tone of the boys also. I never remember an instance of this power being exercised, but I do know of cases in which those interested in the well-being of the school have made great personal sacrifices to smooth the way for the voluntary withdrawal of those, who, after much forbearance and long and patient trial, were manifestly deficient in the qualifications that would enable them to be useful and valuable instructors of the class of boys we have at Eton.

(5.) The only instance in which any usage about superannuation and provision for it, has come within my individual knowledge is the payment of an annuity of 200*l.*, which, with the sanction and concurrence of Provost Hodgson, I made to the late Mr. Hexter on entering on the duties of his office.

29. Confining my answer to the mathematical masters, I reply the three senior assistants have boarding houses, the four junior have not; they are unable to obtain them owing to there being no houses vacant. There are seven boarding houses, exclusive of Mr. Marriott's and Mr. Evans', kept by persons taking no part in the work of teaching. My own position is "*sui generis*." The good of the school required that I should be appointed an "assistant master," that is, raised to the status of those who have houses of boys to whom they stand in the relation of

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"tutor"; but owing to my being a mathematical and not a classical master, I could not be the boys' tutor, and I, therefore, could not have a tutor's house. My status in the school prevents my having a dame's house, so that I am practically precluded from having a boarding-house at all.

32. The numbers and the names* of the boys in my divisions are given in one of the papers appended. (See appendix 2.)

III.

If I omit to answer any questions, it is either because I have not knowledge or authority to answer.

2. The accompanying paper describes the preliminary knowledge in arithmetic required of a boy on admission into the school. (See appendix 1.)

6. I have several times taken up the forms B, C, D, and E, with the view of filling them up as desired, but feel that it is hopeless to fit the return I should have to make to tabular statements clearly intended for complete divisions of the classical school. I do not teach any one form, but small sets in rotation of all the forms in the school; and I have no private pupils. I believe the information wished for by the Commissioners will be best given by my sending the actual report of work and industry during the last school-time, which I sent home to the parents of the boys in my various classes A, B, C, &c. (See appendix 2.)

7. The power of the head master exerted in modifying the system, so as to make mathematics an integral part of the school business, is described in the explanatory statement on paper II.

8. In making the above alteration he consulted with his body of assistants. Practically, he does consult his assistants; but, no doubt, being the responsible person, he could and would, if he thought necessary, act independently of them.

9. (1.) A boy rises in the school by seniority and proficiency *jointly*. A whole remove is moved up every six months, and once a year the remove is examined, and those boys who are not found competent, remain where they were, while the others pass up to a higher part of the school; those who pass being placed in order of merit.

The relative weight assigned to arithmetic and mathematics on the one hand compared to classical scholarship, including English composition, history, and geography, is as 1 to 5. One lesson out of every six in school being mathematical.

(2.) The manner in which such proficiency is ascertained is by examination, in which the sum total of the marks assigned for classical scholarship and mathematics are in the above ratio.

(3.) The classes of the mathematical "department" of the school are not the same as the classical. The mode of sub-dividing the classical divisions among the mathematical masters has been explained in the historical statement on paper II.

10. The provision for teaching mathematics has been fully explained in the above-named statement. The enclosed fourteen volumes of reports will give full information as to what extent the boys study mathematics. These books, which are printed at the end of each school-time, contain the actual papers set to each division during the current school-time; both the examination papers for taking removes (commonly called trials) and for the collections at the close of the school-time; the books also contain the marks which each boy has obtained in each paper. The actual answers of the boys are preserved in order to trace the intellectual progress of each boy, and to refer to them, if at any time it may be desirable. A portfolio of these answers accompany the books (portfolio 1). Two other books are also enclosed, which are printed chiefly for the guidance of the masters. In them the progress of each boy, as tested by his place in the general examinations, is tabulated from the time he entered the school. By this means, when a set of boys pass from master to master, (which they do after each annual examination), the master a boy goes to is able at once to ascertain by the previous history given of each boy in this tabular form what he ought to expect from him. Besides the above documents, I send for the Commissioners' inspection a portfolio of actual exercises shown up last school-time (portfolio 2).

I do not know that I can furnish fuller information as to the extent to which mathematics are studied, and with what success, than by submitting the above-named documents. I trust that the examination of these papers will satisfy the Commissioners that there is an honest desire apparent in the organization and methods thus brought before them, that real work should be done. I would especially refer to the constant individualizing of each boy, which is evident in the tabulated marks for each subject of examination; these marks are put into every boy's hands at the close of each examination; each boy thus sees where his deficiency, if any, lies; and as the papers are not "*publici juris*," but only circulate among ourselves, we print and tabulate the marks to the very lowest boy in the remove, that none may escape the search into the attainments (which in 99 cases out of a 100 is a test of the industry) of each individual boy. Again, the papers of answers being all preserved in portfolios, bearing each boy's name and easily accessible, can be and are from time to time referred to and gone over with the boy much to his benefit.

It is hardly necessary to repeat that mathematics form part of the regular course of study at Eton.

11. (1.) It cannot be said that there is an extra fee for instruction in mathematics. The classical tuition is sixteen or twenty-six guineas a year, viz., six guineas for the head master, and ten or twenty to the tutor, according as a boy is in a dame's or tutor's house, the mathematical four guineas; there is an extra fee for modern languages paid to either the French, German, or Italian master. For the obtaining a knowledge of "physical science," there are courses of lectures on natural philosophy, and the price paid by the class which attend such lectures (attendance is voluntary) is usually two shillings a lecture for the course.

The present may be a suitable opening for mentioning that at the end of the two long school times, each boy pays five shillings, and, at the end of the short school time, four shillings, to cover all expenses of pens and paper used for daily exercises and mathematical examinations, all printing of examination papers, reports of examinations, and daily exercises, as required; for warming, lighting, cleaning, and attendance in the schools, &c. I have the disposal of this sum. For my own satisfaction I have obtained tradesmen's estimates for what is required, and submitted them to the head master; they amount to nearly double what is paid by the boys, but by judicious management the sum is made to meet the outgoings one school time with another; and no tradesman in the town could supply the school with the examination papers, results, and reports with the rapidity they can be produced by our own presses at work on the spot. Besides this, the presses subserve the purposes of good order and discipline in other ways, as, for instance, in producing tabular forms, in which each boy's place is marked in church, as well as at the different examinations, in which it is desirable on many accounts to assign places to the boys, and not allow them to sit indiscriminately.

(2.) It is impossible for me to say whether the progress of the boys in mathematics is in proportion to their progress in Greek and Latin; I hope and trust it is. All I can do is to lay before the Commissioners the actual papers set (they are all on work done in school), and the marks obtained for the answers, as well as some of the actual papers of answers, (all referred to in the answers to the previous question) that the Commissioners may have full opportunity of comparing the tabulated marks with the answers for which those marks were given.

12. There are two sets of examinations (as mentioned in the answer to question 9); one called "trials," by which a boy's place in school is decided. This examination each boy undergoes annually, from the lower school to the upper division of the fifth form; the other, "collections," which each boy undergoes at the end of each school time on the work of the current half. The first of these (the trials) is conducted by the whole body of mathematical masters. The method of conducting "collections" in the mathematical school, is to set a paper to the whole group, and by having, according to Mr. Moseley's plan, a choice of two questions, we usually get range enough for all the boys in the group; if the range is not sufficient, we subdivide the groups, and set separate papers to the more, and less, advanced portion of the group.

13. (1.) A mathematical prize of 30*l.* has been founded by George Tomline, Esq., M.P.; this is annually contested for. A Cambridge or Oxford examiner conducts the examination. I consider it a valuable fact, and worthy to be mentioned, that one of our ablest colleagues, a Fellow, and lecturer of Trinity College, Cambridge, who had declined on a former occasion the offer of a mathematical assistantship, after he had been brought in contact with the boys as "Tomline examiner," changed his mind and accepted the appointment.

The assistant masters also give a prize of books of the value of 5*l.* to the second in the "Tomline" examination, which is open to the sixth form, and the upper and middle divisions of the fifth form. They also give a prize, value 3*l.*, to the best mathematician of the lower division of the fifth form; and a prize, value 2*l.*, to the best arithmetician among the lower boys.

* The names have been omitted in printing Appendix 2. Each number in the Report denotes a boy.

I give books to the head boy at each examination, of each group, or sub-division, which is examined together. The head master also allows us to name to him those whose diligence has been conspicuous, and whose mathematical exercises have been done through the school time with great care. It is called "sending up for good" for mathematics. For every third time a boy is thus favourably mentioned to the head master, he receives from him a book "Honoris Causâ."

(2.) All examinations turn upon the regular work of the boys in school; they are never carried beyond the limits of their school work. I do not mean to say that any great number of boys have read the higher subjects for the Tomline examination, but they are read and explained in school to the distinguished few, and by them are studied more fully between the mathematical lessons, either by themselves or under the guidance of one of the mathematical assistants, as explained in the full statement given in answer to paper II.

14. I will now address myself with great care to the answer of the 14th question, which refers to the tutorial system and relation as it exists at Eton. I shall omit the description of instruction or tuition, as this will be explained fully and much better than I can do it by those who stand in the relation of "tutors" to the boys; and confine myself to that portion of the question in which I am asked to state what I conceive to be its advantages and disadvantages. I would first draw the attention of the Commissioners to the fact that I am not an Etonian by education, but came to Eton for the first time after I had graduated, having in my youth had a large personal experience of different systems of education, including the Lycées, or public schools of France. I came without previous knowledge of, and partiality for, the Eton system, and I have never been so far admitted within the system as to be a tutor, owing to my not being engaged in the classical and literary part of the boys' work; on the other hand, I have been for 27 years in close relation to the boys of every part of the school. I have watched the working of the tutorial system as it were from without, but in close juxtaposition, and my firm conviction is, that the tutorial relation as it is understood and carried out at Eton, is the very pivot upon which the whole system turns, and that to break up this relation would be to wound Eton in the most vital point.

I believe that to the fact of each boy having among the governing body one who stands to him, while at Eton, "in loco parentis," is among the main causes of the amenity of disposition and responsive tone which those connected with the school will recognize to be characteristic of Eton boys. I think it is hardly possible to over estimate the value of this relation (as one of the ingredients of an Eton education) both in its bearing on the boy, and its reaction on the tutor. The tutor is on terms of confidence and close correspondence with his pupil's parents, and knows all the peculiar circumstances of those who are committed to his charge. The pupil is aware of this, and soon turns to his tutor with a feeling of trust and confidence. When the tutor is in the boy's room, or has him with him in his study, he knows how to put off the master and be the friend.

Those who are familiar with Eton boys know that in doubt, perplexity, or trouble, their first impulse is to say "I'll speak to my tutor." With this relation existing, there is less likelihood of a boy's disposition being soured, either by his experiencing what he considers injustice, or by being misunderstood and overlooked in the crowd, than at another school where this tutorial relation does not exist. A few months ago I met a little boy coming out of school. I saw something was wrong; upon inquiry I found that he was smarting keenly under a sense of supposed injustice, because a punishment had been set him in school, unfairly as he considered. I met the same boy again after the lapse of half an hour, the cloud had passed away, he looked as light-hearted as usual. "What about the punishment?" said I. "Oh, I don't care about it, I am going to do it," was his reply; "I have been to my tutor, he says it's a "chouse." This anecdote will illustrate the value of the tutorial relation, or rather, of the parental relation of the tutor. The pupil could lay his case before his tutor as he would before his father, sure of his listening kindly and with sympathy to what he had to say. The tutorial relation sanctions this; the tutor could even say to his pupil, that the case being as he represented it, he thought it was a mistake of his colleague. What else passed between them the boy did not say, but the result was a happy one. Granted that it was a mistake, or, in the boy's phraseology, "a chouse," he did not want to be let off; but by the opportunity of opening his grief to his tutor, all rancour and ill-will had vanished, which, if smothered in his breast might have soured his temper, or led him to entertain resentment against his master in school.

If this relation weakened the character, and amenity of disposition were purchased at the expense of manliness and vigour, it would undoubtedly be purchased at too great a price; but in no part of the school, from the youngest to the eldest boys, nor in the after-life of Etonians, do I see the slightest symptom that a want of manly endurance, hardihood, and courage is characteristic of the boys.

I have no doubt that to the confidence of parents in the tutorial relation, is to be ascribed the fact that the age at which boys come to Eton is much below the age at which they go to other schools; and I have no hesitation in saying that parents are perfectly justified in such confidence. Not only am I in personal relation with boys in all parts of the upper school; I pass an hour of every day in intercourse with the lower school, and I have abundant opportunities of observing how soon the tutorial relation gets hold of the boy, and how marked is its effect on the formation of his character.

The present appears a good opportunity for describing my relation to the lower school; it is a matter which does not come under the head of any question, but it bears on the present one. If I mistake not, the narrative will bring into relief an important matter for the Commissioners' consideration,—the reaction on the master in school, of the pleasant manner and disposition of the boys, which I attribute to the tutorial influence.

One of the privileges possessed by Mr. Hexter, which passed to me, when, by paying him the annuity, I entered on the emoluments of his office, was to receive one guinea out of the four, which was paid by the boys in the lower school, for tuition in writing and arithmetic. When Mr. Hexter became too old to do the duty himself, a substitute was appointed, who received the residue of the tuition fee. Mr. Hexter had no actual work to do for this guinea for each boy; the present Provost of King's, then lower master, used to sit in the lower school superintending, while the arithmetic master was giving his lessons. When I entered on Mr. Hexter's office, the lower master wrote to announce to me that I thereby succeeded to the emoluments of Mr. Hexter, arising from the lower school, and suggested that I should undertake the direction and superintendence of the lower school writing and arithmetic, for which Mr. Hexter had been incapacitated by his age and infirmities. I readily assented to the suggestion, and invited the lower master to let the lower school come to the large mathematical school which I had then just built, it being a much more suitable room for the purpose than the lower school, where the lessons had hitherto been given, and I henceforth relieved the lower master from the personal superintendence he used to give to the arithmetic and writing lessons. This is the origin of my connexion with the lower school, and ever since I have continued to exercise the oversight which I then undertook. The number in the lower school since that time has increased from 28 to 120, and he who was Mr. Hexter's deputy has died; but his place has been supplied by others, and an increasing staff, as the numbers in the lower school increased. There are now seven employed under my superintendence in teaching writing and arithmetic, and they are all valuable men, though of a different rank from University men. I can place the highest confidence in them, and have an intimate acquaintance with each of them; several of them have been brought up from their boyhood immediately under my own care and direction; four of them are trained masters, with excellent government certificates; the senior (Mr. Blythe), whom I have brought up since he was nine years old, has the highest certificate which government gives. I am most particular in bringing no teacher of arithmetic into communication with the lower school but those, who, besides possessing the required mental qualifications, have the moral tone which entitles them to my entire confidence. Mr. Blythe's name is in great repute in the country (and is probably not unknown to some of the Commissioners), for his success in giving to boys, even of the lower class, the feelings and tone of mind, which are commonly met with, and found attractive in the sons of gentlemen. With them I co-operate.

The remove, group E, of the upper school, attend at the mathematical school at the same hour as the lower school come for their arithmetic lesson; and latterly, since the number in the lower school has increased, instead of having my remove-set in the centre of the "great school," while the various divisions of the lower school were working with their several masters all round, I have built an additional class-room, and have devoted the sum accruing from the guinea that comes to me from each of the lower school, to paying (concurrently with the head master), the stipend of an additional mathematical assistant for the upper school, that, amongst other duties, he might take my remove-set in the new class-room, in order that, without

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detriment to the upper school, I might be free to give more entire supervision to the lower school during that hour.

The lower school comes every day to the mathematical school, either for their arithmetic, writing, or dictation lesson; they bring with them from their tutors a fearless trust and responsiveness, which makes their daily arrival in the mathematical school a positive pleasure, and any success I may have had in managing or forming them, is owing to my treating them as they are treated by their tutors.

When they are seated round the "great school," (which it will be remembered, is in the form of a theatre), at their writing lessons,—the writing masters passing amongst and between them,—I stand in the centre, whence I can see them all; and feeling myself more like a father among his children, than a master among his scholars, I mostly read out to them during the writing hour, what I think will entertain and do them good; the "Thank you, sir," "Thank you, sir," which sounds from all parts of the room, as I close the book, and the coming down with genuine simplicity to show me their copy-books, and say, "Please sir, "is that a good copy?" or, "Please sir, do you think I am "improving?" is certainly very pleasant, as it is unlike what I remember of writing lessons elsewhere.

The piece for "dictation" I read out myself, that no part of their work may seem to them unimportant; and during the ciphering lesson, I go from class to class, among the seven classes into which the lower school is divided, to receive from each master, and read out the report of the last lesson. I find the reading the report, with a word of commendation, encouragement, or admonition, as the case may require, a sufficient stimulus in most cases to attain the desired result; the animated look with which the reading out the report is listened to, the satisfaction that a word or token of encouragement seems to give, I attribute to the tone which the intercourse and influence of the "tutor" calls into existence, or fosters. Should there have been a want of industry or attention it is seldom that more is required than to say, "I will speak to your tutor." The distress of this intimation would not be suspected by a person not acquainted with Eton. I have known a little fellow in genuine tears turn to me, and say, "Oh, please "sir, do have me flogged; I had rather be flogged, than "you should speak to my tutor." The animus here described, the commencement of which appears in the lower school, cleaves to a boy all through his Eton career.

According to the system of attendance by groups at the mathematical school, boys of all parts of the school come to us in rotation, and I find among all the boys a most ready appreciation of any interest felt for them. If the hand that holds the rein is friendly, it may be held very lightly, they answer to it immediately.

In looking at the accompanying reports (see appendix 2), the Commissioners will observe what manifest effort is shown by almost every boy to keep an unblemished character, and how few there are with whom this stimulus to industry is not sufficient; beyond this (as with the lower school), a letter to the tutor, with a request that he would speak to his pupil, is all that I find necessary to obtain the desired result; I hardly know what it is to set a punishment, much less to "complain" of a boy to the head master. It is observable, too, and satisfactory to observe, that the higher the boys are in school, the more accessible they appear to be to moral motives.

It may perhaps be thought, in reference to the foregoing remarks, that since I am the senior in the mathematical school, the best boys of each division come to me, and that I give to all a character that belongs only to the best. It is not so; I do not take the best boys always; I take more than my full share of the feeblest of each division, but the "animus" is the same in all; the feeble may not be able to fix their minds so intently as the abler, nor gain the knowledge which their abler companions do; but I find in them the same responsiveness to the full. I speak here my own experience; I do not say that all recognize the value of the tutorial influence as I do, nor do I mean to say that all tutors have the same sense of the great opportunity their position gives them, to call out the best qualities of a boy's disposition, or that all kindle in an equal degree, loyalty of heart in their pupils; but it is a relation that is better understood, and has worked itself into the system of the school more thoroughly at Eton than elsewhere; so that it may be said to be characteristic of the place.

Such is my opinion of the value of the tutorial relation, nor do I think that its value is confined to the boys.

From all the foregoing details, I think the Commissioners will gather (what, indeed, they would naturally anticipate), that this relation reacts upon the masters, that it tends to make their life a happy and hopeful one, and their intercourse with the boys a perpetual source of interest and pleasure. I think there was truth as well as singular gracefulness in the following observation of the Archbishop of Canterbury, on the occasion of his last visit to the Provost, "When I was a master here," he remarked "we used "to think our happiness began when we got rid of the boys; "but now, it seems to me that the master finds his pleasure "in intercourse with the boys." No one can weigh these words of the Archbishop's, without feeling that he describes an altered state, in the relation between master and scholar, which cannot be short of a complete revolution.

18. (1.) I consider that it *is* practicable to pay attention to individual character, and to give boys particular facilities or encouragement in the pursuits for which they may show a special aptitude. The individual knowledge of each boy, acquired through the relation in which he stands to his "tutor," gives singular opportunity for such attention and encouragement; also, the very small classes into which the upper boys are subdivided, when they attend the mathematical school, may be named as a second opportunity; a third is afforded by the fact that the boys prepare their lessons, and study in their own rooms, only going into school, or to their tutor, to produce what they have privately prepared.

If a boy has a taste for literature, his tutor's library and help is at hand; if he is of a scientific turn, he allies himself to one of the mathematical assistants, and they read together subjects which may be beyond the range of attainment reached in ordinary school teaching.

(2.) Besides the foregoing, there are particular facilities for studies for which particular boys may show a special aptitude, through periodical courses of scientific lectures which are given in the mathematical school. These have been given on astronomy, mechanics, hydrostatics, chemistry, electricity, heat, geology, as well as physiology and comparative anatomy. The lecturers have been the late Professors Baden Powell and O'Brien; Professors Solly, Goodeve, and Tyndal; Drs. Meryon and Bachhoffner, Mr. Pepper, and Dr. Noad. It is customary in connexion with these lectures, to set questions to be answered by those who take an interest in the subject of the lectures. The Commissioners could have no idea of the pains and interest taken with these questions by some boys unless their actual papers of answers were shown to them; they have, in some instances, been shown to the late Prince Consort, who has expressed his surprise and great satisfaction at the industry manifested by the pupils of the class; and he has permitted His Royal Highness the Prince of Wales to attend the course, the good result of which had been brought before his notice. Some papers of answers are enclosed for the Commissioners' inspection.

One instance occurs to me of a boy who found great difficulty in mastering mathematical reasoning, in fact he was *singularly* powerless at understanding Euclid; the interest these lectures excited, and the effort they called out in him to make himself acquainted with the facts alluded to in the questions set by the lecturer, seemed first to awaken in him dormant powers; his success was an additional stimulus (for he carried off a handsome and well deserved prize). I have followed him since and traced his further career, and see that he has been successful in the competitive examination for an appointment in the "Ordnance Corps," and that his name stands among the first five in the list of candidates. I have no hesitation in saying that his attention to the courses of lectures which were given at Eton was the foundation of his after success.

There are particular facilities given for studies of a professional character in the case of students who are intended for the Army and Navy. They are allowed to attend special classes of mathematics and modern history and geography six times a week, instead of so many classical lessons; also, out of school hours, practical geometry and military plan drawing are taught in the mathematical school. As soon as it was announced that fortification would be required in the examination for direct commissions in the Army, an exact copy of a front of Vauban's system was taken from the Sandhurst model; this has been constantly used at Eton since, besides various other models explanatory of attack and defence.

(3.) It will be seen how the foregoing facilities are adapted and subordinated to the general principle of the education at Eton; viz., thus; the boys are permitted in the six lessons alluded to, to attend, instead of the usual classical lesson, the classes of other masters who teach mathematics and subjects more immediately bearing upon their future profession; the instruction in drawing and experimental science is also in conformity with the general principle of the place; these subjects being taken up in out-of-school hours by those who wish to do so.

19. Speaking of mathematics (I do not touch on classics in any of my answers) I conceive that the instruction given by the master in course of the ordinary work would be sufficient to prepare a boy of good ability for a successful career at the Universities, but the preparation for a suc-

cessful career at the University differs considerably from that for success in a competitive examination.

What the University chiefly wants is a solid foundation, and that we should teach boys how to learn. More than three years elapse before the examination for a B.A. degree, that is, before the Universities require the boys they receive from public schools to have their knowledge so prepared and packed in the mind as to be capable of being produced with readiness and rapidity. In the competitive examinations, the boys are called upon to have their knowledge in a form ready to be produced immediately they leave us.

It has not been the custom at Eton to aim at this latter result. The acquisition of a knowledge of the principles and practice of arithmetic, algebra, Euclid, and trigonometry, which is nearly the limit of our mathematical studies, is made much more deliberately than if the boys were being urged forward to have a certain amount of knowledge packed in their heads on a certain coming examination day. They have an hour's study, then an hour's play (perhaps two hours), then after the interval of a day they take up the subject again, and re-consider it, and make a little more progress towards mastering it; the process sounds a slow one, and perhaps much less ground is got over than in keen and anxious preparation for an important examination, but it may be a better foundation; knowledge acquired thus deliberately may be broader, surer, and more useful. Certainly I have observed that it is not those who have come from skilled and successful preparers for examinations, and who come out head in the first examination, that are usually found at the head when the candidates are re-examined at the end of a couple of years.

However this may be, my business now is merely to state the fact that the Eton system is not to prepare boys for an immediate examination, so much as to lay the foundation of making them self-reliant, and teaching them how to learn.

Eton, indeed, has so far adapted its system to present requirements as is indicated in the reply to the last question.

The mathematics of the military competitive examination are within the range of the school teaching; the questions on experimental science are, as may be seen by the accompanying outline of the course of lectures on "heat," just concluded (see appended papers) exactly the kind of questions set in the examination papers. There is provision for teaching drawing, both free hand and geometrical. The boys therefore have the opportunity at Eton of learning what they are expected to know at the competitive examination for the Ordnance corps, but I candidly confess that I do not think we shall be able to compete with private teachers, where every consideration is postponed to the one object of getting the information required to answer the questions set at one definite examination.

The athletic sports of Eton, the intercourse allowed and encouraged, in which the boys are forming one another, and the time necessary for such intercourse, the freedom allowed them of disposing of their time; their not being coerced to sit so many hours in their room, but allowed, after the age of early boyhood has passed, to choose the time they consider most suitable for preparing their work,—this is it which, while of the highest value in the formation of a character well-adapted for the duties of after-life, still makes them come to a present examination at a disadvantage, compared with those who come up from a private tutor, who makes it his business to read with his pupil for some six or seven hours a day the special subjects in which he is about to be examined, and who is popular according to his success in imparting information which the pupil is to reproduce on a certain coming day.

21. The boys have a noble library, and a beautiful collection of British birds, stuffed, a legacy from the late Provost of King's. I have also at the mathematical school a very valuable oxy-hydrogen lantern, and sets of the best astronomical slides to teach the boys the facts of astronomy; also some mechanical apparatus for teaching the principles of natural philosophy.

22. The provision for artistic drawing under Mr. Evans is all that can be wished for; that is, there is an excellent master and opportunities of which many avail themselves with good effect. Three hours a week is the time allotted; more particulars I do not know.

Practical geometry and military plan drawing are taught in the mathematical school under my superintendence, by trained masters who have drawing certificates from the "Society of Arts." As long as practical geometry and military plan drawings were essential in the commission examination, the study was very successfully prosecuted; since it has been a non-essential the pupils have not cared to learn; perhaps they are not generally aware of the opportunities offered for learning.

With regard to singing, there is at present no provision for systematic instruction. In some of the boarding houses and in "college" I believe instruction is given, and some of the inmates meet occasionally in the evening for singing. That it would be most desirable morally and intellectually that systematic instruction in music should be given, I have no doubt whatever.

Its form (as I have said) was given to the mathematical school in the hope that it might serve the double purpose of a mathematical and a musical school. It was built in the year 1843 when Mr. Hullah's system of teaching music first excited attention, and he had a large class at Eton, which, through certain untoward and partly accidental circumstances, broke up, and the attempt to give systematic instruction has not been since resumed. The untoward circumstances, were the breaking out of scarlatina in the school, and many boys going home; and when the lessons were resumed in the summer school time, (the lessons being voluntary and given during their play-time) the attraction of the water and the playing fields were greater than that of music.

So strongly have I felt the intellectual benefit of learning music that I have asserted (on the strength of a long experience) of any school, that if the study of music were introduced, everything that the scholars already learn, might be learned equally well, if not better, besides the acquisition of a knowledge of music; and I have in consequence tried to persuade successive lower masters to let me undertake the charge and responsibility of having the lower school taught music for one twelvemonth as an experiment, only stipulating that the music lesson should be obligatory.

I did not ask that any lessons already given should be discontinued, but only that the arithmetic and writing lessons might be lengthened one quarter of an hour, that we might vary and brighten these lessons with a little singing. If boys or parents were not pleased, if all the lessons they now learn were not to the full as well done as they are at present, or if any other unforeseen evil consequence followed, I asked to bear all the blame of the failure. No lower master has as yet, seen his way to take the step; doubtless they have felt that it was not possible for them to shift on another a responsibility which their office made theirs. They may, too, have had an idea that my strong view on this subject was a *crotchet*. However this may be, systematic instruction in music has not yet been introduced into the school, but I do not hesitate to say that whenever it is, the intellectual and moral benefit to the boys of opening a new sense, and teaching them to read a new language, a language in which are written works of the highest inspiration, will ere long be understood and appreciated; in saying this, I only say what I have learned by 18 years' experience.

A knowledge of music is an advantage not of course confined to the possessor; no acquirement is to a greater degree the parent of gratification to others, or a more pure and healthy source of social enjoyment, or a more happy and successful means of drawing together into friendly relation the members of a community who are in the order of God's providence thrown together.

Now, though the systematic instruction of music has not been carried out, yet the aim of fostering a social, friendly family feeling in the school by the performance of music has not been lost sight of; the boys have frequently met in the mathematical school of a winter's evening, in company with the masters and friends from the neighbourhood, to be present at the performance of music; on these occasions it is always music of the first class which has been performed, such for instance as the Messiah, the Elijah, Mendelssohn's Hymn of Praise, the Creation, Mozart's Masses, and other such works.

It is to be hoped that the aim hereafter may be fully realized, when the same works may be performed, and Etonians are not the auditory only, but the performers also.

23. The means of promoting the religious and moral training of the boys, and subordinately to this the maintenance of order and good conduct, is the personal influence of the masters, and that not ostentatiously displayed; it is the quiet, and natural result, of the tutorial system.

First, I state it as my deliberate opinion that the moral and religious tone of the school is singularly high. I form my opinion from the statements of the boys themselves, and from my own observation. I have had the most free and full conversations with boys on the eve of leaving Eton, and with those who have already left; young men of an age to form an opinion, whose standing in the school is, or has been such as to give them the fullest opportunity of judging, and whose character is such as to put them above the suspicion of saying anything that was not perfectly real and sincere.

I remember at a dinner party some two years ago, there was some free discussion about Eton and Eton boys. There was at the table an Etonian of standing and character on the eve of leaving Eton; he did not join in the con-

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versation, but he took an opportunity of coming to me afterwards, when he saw me standing by myself, and said, with earnestness of manner that he wished to tell me that he did not think the masters could have an idea what a change for the better had come over the whole school, even since the time he had been at Eton, in reference to drinking, swearing, smoking, and the like.

Another, whose name itself would be a certificate of manliness and truth, was taking tea with me shortly before he left; we were alone, and fell into a serious conversation about Eton, chiefly in reference to the morals of the school. With respect to the question of impurity in word or deed, he said,—"You will hardly credit it, sir, but I do assure "you those things are not done or talked about, certainly "not among those who are of any standing in the school; "if practised by any, it is by those whom nobody hears of "and who keep apart from the others."

The serious earnestness with which both my informants spoke has prevented my forgetting either the words or the manner with which they were said.

On the other hand, a third, a boy of high character, still at school, as we were speaking of a tract on Eton, which had lately been written by one of the masters, said:—"The "masters don't know how bad we are." It might at first sight appear that the opposing testimony of these boys nullified their evidence. I do not think so. In one case there are the earnest words of two boys looking back to their Eton career, and wishing to leave a true impression upon my mind; the other is the case of an honest-minded boy, who arrays the many wrong things he is conscious of in the school beside the glowing words of commendation in the tract, and says, "The masters don't "know how bad we are," so that the feeling which prompted both observations is quite intelligible, and I derive as much confidence in the soundness of Eton from the frank observation of the latter, as from the assurances of the two former.

—My own experience fully bears out the statement that the mal-practices referred to, if done, are done by those who have no standing or influence in the school; for, living in Windsor, and myself for a time the incumbent of one of the parishes, into which the town is divided, and since that time living with my brother, who is my successor in the parish, I have abundant means of knowing whether or not the boys frequent places of ill repute; and I can assert with confidence that they are not found to do so. One instance, and only one, of the opposite conduct occurs to my memory; and this instance singularly confirms the statement, that if such things are done, it is by boys of no influence in the school, indeed who stand apart from the others.

I may, however, be substantiating a fact which is not denied, that for a great school, the morals of Eton are singularly pure. I will, therefore, consider the point as undisputed, and proceed to say how the tone has been formed:—undoubtedly through the tutorial relation.

The intercourse with the tutor when he puts off the master, goes to the heart; and hence emanates a tone of mind, which pervades the whole character of the boys, and is met at every turn, and in every relation. Hence, the great liberty which they enjoy is a source of strength; the consciousness that they are trusted, and that there are no spies on the look out for them, makes them only more and more trustworthy, the older they are the more they appreciate the moral influence brought to bear on them; the result is that, though informally and without so distinct a machinery of prefects as is met with in other schools, the elder boys do greatly influence the rest of the school for good.

The sixth form at Eton have certain duties and responsibilities, but their duties have fallen very much into desuetude, things have worked so well of themselves, so to say.

Should the discipline and tone of the school at any time deteriorate, so as to render it necessary that they should support the head master, they would no doubt be ready to act.

Besides the sixth form, boys of certain standing have influence and weight in the school; but only because it is conceded by the common consent of the other boys; for instance: the captain of the boats, the captain of the eleven, or the captain of the oppidans, this latter however would in point of fact be in the sixth form.

The following anecdote illustrates what I mean; it is a favourite walk of the boys on a Sunday, to come up after church, and accompany the regiment of the life guards from my brother's church (where they attend) to the barracks; and some of the boys waiting outside the church, would open the doors from curiosity to see if the service was nearly over; this was a disturbance to those of the congregation who sat near the doors; it was mentioned to the "captain of the oppidans."—"I will come up myself," said he, "next Sunday, and tell them not to," this I have no doubt will settle the matter, it has not occurred since.

The moral influence of the elder boys arises from the fact of their being, from their age and standing, more possessed by the high, and partly traditional, tone of the school, which the others pick up instinctively from them.

The tutorial relation is the little leaven which leavens the whole lump; but as each particle of the mass acts on its neighbouring particle till the whole is quickened, so one boy picks up from another the tone and feeling which makes discipline and order seem to come spontaneously.

Certainly there is no system of rewards for good moral conduct.

24. I feel that this question will be much better answered by those who have the instruction, which is the subject of inquiry, in their own hands, and therefore I shall pass it, merely observing that the difficulty of being heard in the Eton chapel makes it desirable that preachers should be selected, who join to that tone of mind which would make their sermons valuable to the boys, the physical power of speaking so as to be heard. I have seen the attention of the whole school rivetted by the Bishops of New Zealand, of Wellington, of Oxford, and Lincoln, when those prelates have addressed them, because not only was the matter of the highest value, the boys were able to hear distinctly the words spoken.

25. Offences if they come before the head master are as a rule visited uniformly with the same punishment; but there may be circumstances either of extenuation or aggravation which have to be taken into consideration.

For impurity, the punishment is removal from the school. For drinking, lying, thieving, swearing, gambling, the punishment is flogging and turning down, that is, put down into a lower place in the school; smoking is also an act for which a boy is liable to be flogged. But in no point of view, is the value of a judicious tutor more observable than in his management of these moral offences. Many a boy I am persuaded has been saved (humanly speaking) by the earnest and affectionate conversation in the study, or the confidential reference to parents, who would have been injured (perhaps irreparably) by exposure and a ruder mode of treatment.

Punishments for the minor offences of inattention, want of punctuality, or being troublesome in school, depend very much on the judgment of the master, as does the occurrence of those faults on the moral influence he has over his division. I have already said that by calling in the tutor's influence when my own is not enough, I can do almost entirely without giving punishments.

26. All offences do not come before the head master; moral offences, where reticence would be wrong, do, and cases of continued and wilful idleness after warning. For minor school offences each master gives a punishment according to his discretion, which usually consists of something to be learned or written out: to this is sometimes added, that it shall be brought in the middle of a play-hour.

If a master has to make a complaint to the head master he lays it directly before him; but it is against rule for any master to "complain" of a boy, that is, to send his name to the head master to be flogged, without first conferring with the boy's tutor; if the master and tutor cannot agree, the matter is laid before the head master for decision. I do not know that a case has ever occurred in which the master in school and the boy's tutor have not agreed as to the proper course to pursue. If they agree that it is a case in which the boy ought to be flogged, he is made aware of it, and comes before the head master prepared to receive his punishment. If the offence is a grave moral one, then the master who has to make the complaint will undoubtedly lay the matter before the head master, after having spoken with the tutor. I never remember a boy complaining of injustice from not having the opportunity of pleading his own cause with the head master; if he was not conscious that he deserved, and was going to be flogged, he would tell the head master there must be a mistake, and the matter would be inquired into. No one flogs a boy or touches him in the way of administering corporal punishment except the head master.

27. This question has been partially answered in the answer to question 23. Certain powers and duties are given to the sixth form over the lower boys, but to the best of my knowledge they have of late years fallen into abeyance, from the causes mentioned in the answer to question 23.

28. As the exercise of those powers has fallen into disuetude, from the excellence of the school discipline and the ease with which it is maintained, through the good tone prevalent in the school, this question falls to the ground.

29. The power of fagging lower boys given to the fifth and sixth form does not amount to more than making the tea, toasting the bread, or it may be occasionally carrying

the bread and butter to a neighbour's room, if the master is going to breakfast with a friend, and such like offices. These are by no means detrimental to health or the enjoyment of liberty; they introduce the "patron and client" feeling among the boys; if any act of injustice or tyranny were perpetrated by an indifferent boy on a fag, his natural step would be to complain of it to his master. But tyranny and bullying seem to be all but extinct at Eton. I have frequently asked "lower boys" if they would like fagging to be done away. I have never on any occasion been answered in the affirmative.

30. No instance has come to my knowledge for many years of the privilege of fagging being abused, and as for *disciplinary* powers, they have practically fallen into disuse. The last instance I know of a boy being taken in hand for an act of cruelty by the captain of the school, occurred about the year 1841. I believe it has occurred once since, but I am not sure. There can be no doubt that an act of bullying would come to the knowledge of the head of a house when it occurred, the points of relation are so many between the different members of our Eton community.

42. It is neither the feeblest boys intellectually, nor those who are the most distinguished for their intellect, that are the *most prominent* in athletic sports. Well-grown boys with good abilities, fair application, and endowed with moral qualities by which they are fitted to gain an ascendancy over their compeers, are the leaders in athletic sports as a general rule. It is very rare that boys of high intellectual superiority do not take interest in the games and sports of the school; those who know Eton best will, I doubt not, bear me out in saying that the system of the place has drawn out or implanted a liking for manly games in many boys of high intellectual power, where the natural constitution and previous habits would have induced a supposition that their interest in those sports would never have been awakened. To no class of boys is Eton more serviceable than to those who, without it, might have turned out mere book-worms or crotchety pedants.

43. It is the result on the after-life that I think affords the strongest argument in favour of the Eton system. If I have truly described the tutorial relation, and the effect of that relation in bringing the boys (without weakening their character) in feeling on the masters' side, making it their first impulse to respond to what is proposed for the good of the school, it must follow that their moral tone all through their boyhood and after-life must be altogether different in *kind* from that which it would have been if their school-boy years had been passed in a spirit of semi-antagonism and distrust towards the constituted authorities.

I speak after having had the experience of nearly seven generations of Eton boys, and can testify that through the judicious management of successive head masters, and the better and more general appreciation of the tutorial relation, the tone of the boys, and the discipline of the school is steadily rising generation by generation.

I do not shut my eyes to the fact that the "raw material" which we have to deal with is steadily improving in like manner; and I cannot forbear,—writing as I do soon after the grave has closed on the lamented Prince Consort,—to say how appreciable, in my estimation, has been the silent influence on the families of England, of the pure and domestic character of the royal family, growing up before their eyes for the last 20 years; but in addition to this advantage, which Eton enjoys in common with all the schools in the country, I think I am not wrong in claiming for Etonians certain peculiar and very enviable characteristics, which, acquired at Eton, are retained in after-life. Chief among these I would place a grand simplicity of character, of which they themselves are wholly unconscious; in fact, their unconsciousness of it, is an essential element of the characteristic.

Will my claiming for Eton boys "simplicity of character," provoke the smile on the Commissioners' faces, which it did when I made the same observation in the presence of a distinguished Etonian, whose Eton days dated between 50 and 60 years back? "Simplicity," said he, "is the last "quality I should claim for an Eton boy; in my idea, they "are little finished men of the world:" I reply if that was characteristic of Eton boys 50 or 60 years ago, it is a characteristic which has utterly gone, and left no trace behind. It has been suggested to me that I may have mistaken the meaning intended to be attached to the expression "little finished men of the world," certainly my experience of modern Etonians would not have led me to use it. I should say of them that while their perceptions are very quick, their sentiments are manly, and their instincts wonderfully correct, they are thorough boys.

I shall here explain what I mean by simplicity of character, by referring to the words of an Eton parent, than whom no one could be better able to give an opinion, being the father of a large number of sons, who have distinguished themselves at the various public schools of England, though I may mention that after he tried Eton, he went no farther, all his younger sons having come to us. The parent I allude to, after naming different points of excellence belonging to different schools, added, "there is "one feature that distinguishes Eton from all others; in "fact, no school comes near Eton in this respect—the "absence of all mannerism when the boys come home for "the holidays, and the ready natural way in which they fall "in with all the old home feelings and habits; my Eton "sons are always the favourites in the nursery." If it should be thought that the above is but small praise, I would observe that the words are adduced to explain what I meant by claiming for Etonians simplicity of character; and I have a letter by me at present which tells that Etonians are favourites in the camp as well as in the nursery. The letter I allude to was written to me by the officer commanding a distinguished regiment of cavalry in the Crimea, not himself, I believe, an Etonion. "Thank "you," he writes, "for the boys you send out to us from "Eton, they all seem to know by instinct what is the "right thing to do, and they never get into ungentlemanly "scrapes."

It may not be amiss to instance, in connexion with the above testimony, the great credit which one of "these "boys" gained, when six weeks after he left Eton, the charge of despatching 600 men from Malta to the seat of war mainly devolved upon him; the wisdom and good sense of his management, evidenced in the comfort and good temper of the men as the vessels got under weigh, has been greatly extolled. But he had been "captain of the "boats" at Eton, and the "service" then had the benefit of the experience, and the power of exercising a moral influence over others which he had gained in his previous training.

It was about the time of hearing these words of commendation of our Etonians when thrown on their own responsibility, that being at the house of M. de ———, at his country place near Paris, I met a gentleman whose son was just finishing his course at the College Napoleon. I had some interesting and instructive conversation with them on the line which education was taking in France, especially in reference to a method of (what they called) "bifurcation," according to which a boy quand il avait "fait sa quatrième," (which corresponds about to the lower division fifth form) was obliged to choose literature or science, but could not follow both, there was no provision for it. The method gave no satisfaction; they mentioned a bon mot, which was in vogue, as describing the unsatisfactory result of neglecting one or other of the two branches of learning; that the colleges sent out "literateurs inscientifiques," or "scientifiques illiterés."

My present reason for referring to the conversation of these gentlemen, is that they spoke amongst other matters of the *Ecole Polytechnique;* and while claiming for it the praise of giving to French officers an intellectual training of the highest possible character, they said the moral training which was based on a system of restraints, and close and watchful superintendence, failed entirely. As soon as the discipline of the school was removed and the young officers joined the army, they would be guilty of "betises" and "sottises" to the last degree puerile and discreditable.

Contrasting results described as so different, I cannot but infer, that the Eton system of getting to the boy's heart, by the almost parental character of the tutor's relation to him, and then trusting him, and leaving the boys great freedom for the developement of their own characters, and the formation of those of their companions, is the wise and right system of training.

I venture to add, while on this subject, that I cannot but think that the low standard of feeling and morals which the Commander-in-Chief severely censured after the inquiry which followed the late Woolwich outbreak is the natural result of maintaining discipline by cold and formal rules and restrictions, and a traditional system of distance and reserve in the governing body. I cannot but express my blank surprise, a surprise which would I am persuaded be shared by every Eton master, at hearing from a professor of long standing at our chief military school, that he had never exchanged a word with any one of the cadets except officially at the daily lesson.

As I am desirous in describing the result of the Eton system not to give my own impressions, but as far as I can the independent impressions of others, I will here mention an occurrence which happened during a "course of lectures "on heat," which Dr. Noad was giving at Eton last school-time. To myself who knew the boys, there was nothing

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surprising in it, and my only apology for mentioning it is, that Dr. Noad, an established lecturer, with a large experience of various audiences, recurred to it again and again with evident surprise and pleasure.

The occurrence was this: by an untoward accident the instrument, his Thermopile (that was to have illustrated a variety of facts to be introduced into the lecture) was broken just before the lecture began; the result was that the lecture would have to be wholly without experiments, and all that he could do was to say what the experiment would have been if the thermopile had not been broken. He hardly liked the thought of meeting an audience coming to an experimental lecture without his having any experiments to show. What surprised and gratified him was, that as soon as he had mentioned the accident, and that there would be no experiments, he perceived them all by, as it were, a spontaneous movement, settle down into an attitude of attention, and the quiet and apparent interest, which had been very satisfactory through the other lectures, instead of being diminished (owing to there being no experiments to fix the principles in their minds) was this evening more deep and sustained than usual; as though the whole auditory put themselves at once in his position, shared his feelings, and were determined by their increased attention and quiet to diminish his disappointment and perplexity. It was only what I should have expected, but to the lecturer the fact of 100 boys, without any opportunity for conference, showing by a simultaneous impulse that each one was animated by a kind, sincere, and gentlemanly feeling, was an agreeable surprise.

I will now refer to another feature of Etonians besides the simplicity before mentioned, and allied to it, which an Eton education calls into existence; I mean a kind of serenity and repose of character; this will at once be recognized as a well-known characteristic of free-minded English gentlemen, and I think Eton has its full share in perpetuating this characteristic in an age in which there is much vieing with, much out-running and out-witting one another. Eton being from its size and local advantages commonly considered the first school in the country, there is no strain at work on the boys to out-top another school. I have heard parents of boys in other public schools say that the boys gave them the idea as though they were always on tiptoe straining to overlook some other school; from any such habitual strain the Eton boy is free.

It is an acknowledged disadvantage to Eton in reference to intellectual effort and study, that as a rule, a large proportion of the scholars of Eton have their provision for life, either handed on to them, or secured for them without their own effort, and that comparatively few have had before them the "res angusta domi," have seen a parent struggling with difficulties, or at least using effort to maintain his family; themselves brought up with the knowledge that they have nothing to expect but what they should gain by similar labour. On the other hand, I have looked upon it as a counterbalancing advantage that their industry is more morally beneficial to them when it is prompted by affection to a parent, a wish to please a tutor, or a sense of duty, than if boys have the idea before them that their industry has a money value in fitting them for this scholarship or that competitive examination for some lucrative appointment. I am far from saying that this stimulus to exertion is not a good. All I pretend to say is, that it is not an unmixed good, and that the stimulus of love and duty is more suited to boyhood and a counterbalancing advantage to those boys whose circumstances free them from the necessity of a keener effort for the pecuniary prize. And the general tone of the school saves those who *will* have to work for their living, and *must* gain the scholarship to be able to go to the University from the lower and more keenly mercenary views of those boys who are educated in schools where the scholarship, or the competitive examination for the civil or military appointment, is the great centre of their thoughts, and is ever pressed upon them as the *end* of their present school-life and studies. When conversing with boys thus trained, good boys, boys of power and industry, who have been chosen out from their compeers, and partly for the credit of the school, and partly for their own advantage, have been pushed on for some specific honours and emoluments, and in such conversation have gathered the view of things which had been produced in their minds by this kind of training, I have felt the full force of the pleasant story told by the Bishop of Wellington, whose friends will remember the graphic account which he gave us before he left his native land of his showing up a copy of verses with which he had taken pains, to the present Provost of King's, then the master of his division; of his watching the ripple of the smile come over Dr. Okes's countenance, and when he had laid the exercise down saying, "Thank "you,"—of his bounding off in gleeful joy, possessed with the new and happy feeling of giving his master in school pleasure, and determining to do a thorough good exercise next time.

In reference to the other point glanced at in the foregoing remarks,—the picking out boys of talent and promise and pushing them forwards,—I have by me a letter of the Rev. Arthur Mozley, describing what he had observed to be the custom of Eton in this respect, and the effect of that custom on the future character of her scholars.

His observations refer to his three nephews, boys of singular power; indeed their ability and industry were proverbial while they were with us. After saying what a source of pride his nephews' success had been to their relatives, he adds: "Their family had moreover the special satisfaction "of feeling convinced that their education was not pushed "forward at the sacrifice of any moral qualities such as "humility and a firm reliance on their own efforts alone. "It is the privilege of a great school like Eton for its "masters to be above the temptation of paying marked at- "tention to boys of talent at the sacrifice of other and "general claims. It always struck me that the object of "Eton was to turn out the greatest number of well educated "gentlemen into their various positions of life, rather than "to gain a *few* conspicuous examples of intellectual profi- "ciency; very few schools enjoy this dignified position, but "it was this confidence with regard to Eton that made the "success of my nephews doubly grateful. Their whole "manner showed at all times that they relied on *work* for "getting on. The result is this: that *now* instead of re- "flecting on the empty vanity of having been picked out as "intellectual favourites by their masters at Eton, and pushed "forward to the neglect of others, they have the strong and "manly confidence of having been the authors of their own "success, making use of such advantages as were common "to others as well as themselves.

"Which system of school teaching is likely to lay the "best foundation for an active, useful life, it is very easy to "imagine."

With the above extracts I will close what I have to say with reference to the result of the Eton system on the after-life. I value the observations I have quoted, particularly because they give the testimony of a thoughtful writer (having a personal interest in the result) that the Eton system has in view the schoolmaster's main duty—*to teach boys how to learn.*

If I say nothing as to the points in which Eton falls short of what a great public school might accomplish in preparing boys for various lines of life, it is not because I look on Eton as perfect; I especially desire for Eton a quickening of energy, and more determined work among the mass; and to see honour paid to these elements of a manly character, if associated with honourable sentiments, as well as to bodily prowess.

44. I have all through abstained from making any reference, except to mathematics, and therefore in the recommendations asked for in question 44, I shall not go beyond the line within which I have confined myself; and first, I would ask for one hour more a week for mathematics for the fifth form, in which they read two new subjects, Euclid and algebra, besides keeping up a knowledge of arithmetic; and secondly, I would draw the Commissioners' attention to *the status* of the assistants in the mathematical school (who are all University men) especially suggesting that if possible some provision be made for ensuring their succeeding to dames' houses, as vacancies occur. Their becoming like the classical masters, surrounded by a band of boys with whom they are on friendly and confidential terms, cannot but be most desirable.

STEPHEN HAWTREY.

27th Dec. 1861.

On reading over my answers which have been made at such stray times as I could command, at a season of much domestic affliction, and when the distressing condition of an honoured relative (the late Provost of Eton) demanded incessant care and watching, I find a good deal of repetition; partly caused by my taking up, at intervals, the questions bearing on points of somewhat similar nature, and partly from my great desire to put the Commissioners in possession of what 27 years connexion with Eton has convinced me is its most important characteristic. Points, such as the athletic sports of the place, I have passed over, not because I think them unimportant, but because they will be much better answered by others; and what time I had at my command I have spent in stating, and unfolding, by the help of any illustration I could remember, the value of that relation between tutor and pupil, which, as I have already said, I believe to be the corner stone of the whole fabric.

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Appendix 1.

The following Rules will come into operation after the Easter vacation, 1859, but are not to affect any who are at that date already in the school.

1. OBLIGATORY.

1. No boy will be allowed to pass into or be placed in lower Greek, unless he shall be able to repeat the multiplication and money tables, and work correctly examples in the first four rules of arithmetic, viz., simple addition, subtraction, multiplication, and short and long division.

2. In order to pass into or be placed in the fourth form, he will be required to know, in addition to the above, the tables of weights and measures and be able to work correctly examples in the first four compound rules, and in reduction.

3. In order to pass into or be placed in the remove, he will be required to know, in addition to the above, vulgar fractions and the rule of three.

4. In order to pass into the lower division of the fifth form, he will be required to know, in addition to the above, decimal fractions, proportion, and interest.

5. In order to pass into the middle division, he will be required to know, in addition to the above, twelve propositions of the first book of Euclid, and to be able to work examples in the first four rules of algebra, and to solve easy equations of the first degree, involving one unknown quantity.

6. When examined in the upper remove of the middle division, he will be required to know, in addition to the above, as far as the twenty-sixth proposition of the first book of Euclid; in algebra he must be able to work examples in involution, the extraction of the square root, the greatest common measure, and least common multiple.

7. When examined in the upper division, he will be required to know, in addition to the above, as far as the end of the first book of Euclid; in algebra, he must show a knowledge of fractions, and be able to solve more difficult equations of the first degree, and simultaneous equations,

2. VOLUNTARY.

Besides the questions which will be set, in order to ascertain if the required minimum of mathematical knowledge has been attained, other questions will be set, of greater difficulty, and in higher subjects, but the marks so gained will not be allowed to count unless the obligatory questions have been correctly answered.

Immediately after each examination, the subjects will be given out, which will be embraced in the voluntary questions of the next following examination.

Eton, Easter, 1858.

Appendix 2.

Mathematical Report, Christmas 1861.

Explanation:—

Three mathematical exercises are done a week: every carefully done and faultless exercise is put by and kept; the number of such kept exercises will be found in the column headed K.

The next column headed R, gives the number of examples which have been done right in all the exercises shown up this school time.

The numbers opposite the word Full, indicate the full number of exercises set, and the full number of examples in all these exercises.

The first, second, and third class of character is fixed by punctuality, good conduct and assiduity; those who are wholly unblemished in all these particulars are the first class. Three blemishes bring them to the second, six to the third, and so on.

The number of times absent accounts for a boy having fewer kept exercises or right results than another, without any blame being properly attached to him in consequence.

* Sent up for good for mathematics.

A DIVISION.

Subject read this school time:—Colenso's Algebra, Ex. 63 to Ex. 78.

	K.	R.	Abs.
Full.	25	198	
Character, First Class.			
* 1.	25	198	1
2.	25	198	
* 3.	25	198	1
* 4.	24	197	3
* 5.	24	194	1
* 6.	23	190	4
* 7.	20	175	1
* 8.	21	180	1
* 9.	20	152	1
* 10.	19	175	3
* 11.	18	165	1
* 12.	16	134	6
Second Class, none.			
Third Class, none.			

B DIVISION.

Subject read:—Colenso's Algebra, Ex. 31 to Ex. 41, and Euclid, Book I.

	K.	R.	Abs.
Full.	29	291	
Character, First Class.			
* 1.	28	283	
* 2.	28	283	
* 3.	24	233	1
* 4.	23	205	9
5.	21	231	1
Second Class, none.			
Third Class, none.			

C DIVISION.

Subjects read:—Algebra, Ex. 13 to 28; Euclid to Prop. 26.

	K.	R.	Abs.
Full.	31	313	
Character, First Class.			
* 1.	31	313	
* 2.	31	313	1
* 3.	26	288	
* 4.	20	232	5
* 5.	20	185	6
6.	16	223	2
7.	7	159	2
8.	6	123	8
Second Class.			
1.	3	61	10
Third Class, one.			
Fourth Class, two.			

D DIVISION.

Subject read:—Algebra, Ex. 21 to Ex. 39, and Euclid to Prop. 32.

	K.	R.	Abs.
Full.	28	254	
Character, First Class.			
* 1.	26	248	1
* 2.	26	248	2
* 3.	26	232	1
* 4.	25	229	
* 5.	25	217	2
* 6.	22	205	1
* 7.	21	207	3
* 8.	20	213	
* 9.	20	205	4
* 10.	19	194	2
11.	15	189	3
12.	13	174	4
13.	13	182	4
14.	5	94	7
15.	4	117	1
Second Class.			
1.	2	82	3
Third Class, two.			
Fourth Class, two.			

F DIVISION.

Subject read:—Elementary, Colenso, Ex. 51 to Ex. 112.

	K.	R.	Abs.
Full.	31	277	
Character, First Class.			
* 1.	22	222	4
* 2.	21	226	2
* 3.	20	239	
* 4.	19	213	5
5.	16	218	
6.	11	187	
7.	8	165	1
8.	6	76	18
9.	2	110	2
10.	1	79	9
Second Class.			
1.	18	220	3
2.	5	136	4
3.	5	122	1
Third Class, four.			
Fourth Class, two.			

Rev. G. Frewer.

Rev. GEORGE FREWER, M.A., Assistant in the Mathematical School.

II.

10. The emoluments of the *mathematical* masters are thus derived:—

Each oppidan pays *4l.* 4*s.* a year for mathematical instruction.

For the instruction of the 70 collegers the Provost and Fellows make an annual payment of 150*l.*

The money thus received is divided into 20 equal shares.

Of these 20 shares 11 are apportioned to the mathematical assistant master, who provides school-rooms, lighting, and warming.

The remaining nine shares are subdivided into 21 equal portions, of which the assistants in the mathematical schools receive respectively 5, 4, 4, 3, 3, and 2.

(The other assistant in the mathematical school is paid from contributions of the head master and the mathematical master. I do not speak positively on this point.)

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Thus, if the number of oppidans at Eton were 700 and of these 100 were in the lower school, since there are 70 collegers the money received for the mathematical tuition would be:—

	£	s.	d.
For 70 collegers - -	150	0	0
For 600 oppidans at 4*l.* 4*s.* -	2,520	0	0
	2,770	0	0

[The upper and lower schools are quite distinct in most of the mathematical arrangements.]

A gross income of 2,520*l.* would be thus distributed:—

	£	s.	d.
To the assistant mathematical master - - - -	1,386	0	0
To the first assistant in mathematical school - -	270	0	0
Second ,, - -	216	0	0
Third ,, - -	216	0	0
Fourth - -	162	0	0
Fifth ,, - -	162	0	0
Sixth ,, - -	108	0	0
	2,520	0	0

11. In 1844 there were at Eton three mathematical masters. About 1850 the mathematical teaching was made compulsory for every boy, and the mathematical staff was increased to seven. Since that the number has been made eight.

12. The assistants in the mathematical school have, from their office, no authority out of school; they differ in this respect from the *assistant masters*.

The assistants in the mathematical school are appointed (and are removable) by the head master.

29. In the upper school.

Of the 15 assistant masters about 13 keep boarding houses.

Of the seven mathematical masters three keep boarding houses.

There are about seven houses kept by persons taking no part in tuition.

The mathematical masters are prohibited from keeping the larger and better houses, which are reserved for "the assistant masters."

III.

2. No preliminary knowledge in arithmetic for admission into the lower school.

A knowledge of the simple rules of arithmetic is required for admission into the fourth form, which is the lowest part of the upper school.

6. As the papers marked C, D, E, scarcely seem adapted to convey the information required by the Commissioners concerning the *mathematical* teaching at Eton; the following outline is substituted:—

Rev. F. J. Ottley.

The divisions of the head master and classical assistants are numbered 1, 2, 3, &c., according to the priority of the master. Without regard to their mathematical proficiency the boys in these divisions go to the mathematical school three several *hours* each week.

Generally divisions 1 and 2 attend the mathematical school on Monday at 11; Wednesday at 5; Friday at 11.

Divisions 3 and 4 on Monday at 7.30; Wednesday at 3; Friday at 5.

Divisions 5 and 6 on Monday at 3; Wednesday at 11; Friday at 5.

Divisions 7, 8, and 9 on Monday at 5; Wednesday at 7.30; Friday at 3.

Divisions 10, 11, and 12 (the remove) every Tuesday, Thursday, and Saturday at 11.

Divisions 13, 14, and 15 (the fourth form) every Tuesday Thursday, and Saturday at 7.30.

At each hour the boys of these classical divisions are subdivided (as nearly as may be) according to their mathematical proficiency and distributed among the eight mathematical masters, thus generally giving about 12 or 14 pupils for each mathematical class. (In the lower part of the school the classes average 18 or 20.)

The mathematical masters undertake the tuition of the upper subjects in turn, *i.e.*, if mathematical master (No. 1) were to have the most advanced boys in divisions one and two he would generally be assigned the next inferior boys of divisions 3 and 4. So that as far as regards the subjects taught the mathematical masters are on a level; each master having his equal share of advanced and backward pupils.

Each mathematical master, I presume, will describe the proficiency of his own pupils.

My own divisions are employed at present as follows:—

Of divisions 1 and 2, my class is doing elementary trigonometry, and the higher parts of algebra.

Of divisions 3 and 4, my class is doing Euclid, Book III., and the higher parts of algebra.

Of divisions 5 and 6, my class is doing Euclid, Book II., and easier parts of algebra.

Of divisions 7, 8, and 9, my class is doing Euclid, Book I., and elementary parts of algebra.

Of divisions 10, 11, and 12, my class (the lowest of all) is doing vulgar fractions and decimals.

Of divisions 13, 14, and 15, my class (the highest) is doing decimals and various problems in arithmetic.

In addition to this attendance of three hours a week at school, every pupil is required out of school, in the interval between two successive school lessons, to do a mathematical exercise (called extra work). This exercise is set at the discretion of each master in various subjects as may seem to meet the requirements of each class, or often of each individual pupil.

The payment for the above is 4*l.* 4*s.* a year, and 5*s.* each school time for stationery.

In addition to the previous routine which is *general* and *compulsory*, provision is made for boys becoming private pupils of the mathematical masters, who, for a fee of 10 guineas per annum, admit them to their pupil rooms and take every available opportunity of assisting them with their mathematical studies.

Some boys will thus gain 10 or 12 hours a week extra lessons; the majority, however, attend private pupil rooms about three hours each week.

9. The divisions in classics and mathematics are *not* coincident.

For the purpose of tuition class N in classics is not the same as class N in mathematics. Class N (classical) would be joined to class M. These united classes M and N would be subdivided (generally according to their proficiency) into eight sections, which the eight mathematical masters would respectively teach. Each of these sections would contain from 14 to 20 boys.

11. I consider that the progress of the boys in mathematics is seriously retarded by the general tone of depreciation which is used towards them as compared with classics. This arises from the different estimate in which the teachers of the two subjects are respectively held, and from their inferior measure of authority.

The arrangements of a mathematical tutor with his pupils must all be made subservient to those of the classical tutor, and the interruptions which hence arise to the regularity of private tuition are very detrimental to the steady progress of the pupils.

14. It is compulsory on every boy (besides his masters in school) to have a private classical tutor.

It is *not* compulsory on any boy to have a private mathematical teacher.

January 1, 1862. GEORGE FREWER.

Rev. FRANCIS JOHN OTTLEY, M.A.

I have confined my attention chiefly to those questions which, from my experience during ten years as mathematical master, I am best qualified to answer; and in regard to the suggestions which the Commissioners request, I would direct their attention to the following changes as "calculated to promote the efficiency" and "extend the usefulness of the foundation:"

(1.) To the removal of those restrictions which limit the provostship and fellowships to a particular class.

(2.) To uniting more closely the College with the school, by some of the educational staff being admitted as junior members of the College, or by some similar means.

(3.) To an increase of the number of those who elect to the vacant fellowships.

(4.) To securing the offer of some of the College preferments to those engaged in the work of the school.

(5.) To the abolition of the present distinctions between the classical and mathematical masters, which act injuriously upon the education of the boys.

(6.) To removing as far as possible the distinctions between collegers and oppidans, by abolishing the "gown" or confining the use of it to chapel and hall; by establishing open scholarships, tenable by boys at tutors' or dames' houses, who should have the same privileges as King's scholars, or by some similar means.

(7.) To making the work of each week more regular than at present.

II.

10 and 11. Mathematics were in 1849 taught out of school by a mathematical master, who employed under him three other masters, and subsequently more. This system was changed in 1851 to meet a demand for general instruction throughout the school. It was arranged that each boy should have three mathematical lessons a week of an hour each. He had also to show up each time a paper of sums, or some other mathematical exercise, done out of school, and this is the present system. The other changes consequent on this were the following:—

The mathematical master was appointed mathematical *assistant* master, and placed in a position of equal authority with the other masters of the school, and the number of other mathematical masters was increased to six, who were no longer under the mathematical master, but appointed by the head master. They were not, however, placed in a position of equal authority with the other classical masters. The arrangements for the payment of the masters' stipends are as follows:—

[Mr. Ottley's statement on this head corresponds with those of the other mothematical assistants, and is therefore omitted.]

Permission was also given to them to take private pupils in mathematics at the rate of 10 guineas a year, and a promise made that the mathematical masters should succeed to the houses occupied by dames on their becoming vacant. The whole of these statements have reference to the upper school only. I an not able to state what payment is made by boys on the foundation for mathematics. The instruction of the lower school is entrusted to the mathematical assistant master only, who employs under him a writing-master and some other teachers. The oppidans in the lower school pay him four guineas a year. There is also a sum of 15*s.* a. year paid by every oppidan to the mathematical assistant master, for a certain amount of stationery, and to cover examination expenses.

In October 1860, on account of the increase in the numbers of the school, another mathematical master was appointed. His stipend is the same as that of the last master, and provided partly by the head master and partly by the mathematical assistant master.

There is no authoritative rule or custom, as far I know, regularly observed as to any proportion between the number of masters and the number of boys.

12. With the exception of the mathematical assistant master, the mathematical masters are in an entirely different position from the other masters as regards authority in the school. Out of school they have no authority whatever, and they are expected to take no notice of breaches of school rules and discipline. In school they have similar powers to those of the classical masters, and these they can employ as far as they find them useful and expedient but there is no doubt that this authority is practically very much lessened, and consequently the difficulties of teaching increased by its not being supported by an equivalent authority out of school.

The mathematical masters are appointed by the head master, and are graduates of Oxford or Cambridge.

The power of removing them would rest with the head master. There is no rule or usage respecting superannuation, nor any provision for it.

Should a mathematical master keep a boarding house, his authority in his house is exactly the same as that of any other master.

21. A regulation was made in 1851 that mathematical masters should succeed to the houses occupied by dames upon their becoming vacant. The enforcing this rule depends entirely upon the head master, who has the power of preventing boys being entered at any given house. The houses are, in most cases, let upon lease. Any one, therefore, who gives up a house has the power of disposing of it to whom he likes; but should it be taken by any one who, according to the regulations, ought not to occupy it, the head master may refuse to permit boys to board there. It is desirable that there should be some better arrangements in respect to the order of succeeding to houses.

Rules have been made that the tutors should not take beyond a certain number of boys in their houses, and that, except in the case of relations, the boys should have separate rooms; but I am not aware that these rules are enforced.

There never has been any rule, I believe, to limit the number of boys in a "dame's" house; and in these houses it is the custom to put more than one boy in a room.

24. The charge for board is not so great in a mathematical master's house as in a classical master's. In the former it is 80 guineas a year: in the latter (including the payment to the tutor for tuition) 120*l.*

29. Three mathematical masters have small boarding houses. The other mathematical masters are unable to obtain houses, and, according to the present regulations, are not likely to do so. The number of houses kept by persons taking no part in the education is eight.

III.

6. The tables B and C are not suitable for the mathematical subdivisions, which are dependent upon the divisions in the classical school. The mathematical books used are, in the 4th form, the smaller edition of Colenso's arithmetic; remove and higher forms, the larger edition of Colenso's arithmetic, Colenso's algebra and trigonometry, and Potts' Euclid. In order to answer the question about the amount of work done, during the year ended August 1861, it should be explained that each division, according to the school list, that is, those boys who form one complete remove, are in the 4th form, remove, and lower 5th form, divided at the mathematical school into three sets, according to their proficiency, *i.e.* into a best set, second best, and worst set; and it is arranged for the master who has the best set of one remove, to take the second best of another, and the worst of another.

The work done by the divisions with me, during the year ended August 1861, was,—

By the best set of the 4th form:
Vulgar fractions and decimals.
By the worst set of the remove:
Vulgar fractions, decimals, proportion, and first rule in interest.
By the second best set of the lower division, 5th form:
Miscellaneous arithmetic; algebra, from the beginning to greatest common measure (inclusive), omitting elementary factors and cube root; Euclid, from the beginning to the 24th proposition.

I have made use of table D, to show the times at which the several classical divisions attend the mathematical school.

In divisions above the lower division, 5th form class teaching is more difficult to adhere to, owing to the arrangements being interrupted by a boy's passing from one classical division to another; no exact return, therefore, can be made for these classes of the work done in school.

9. The classes in mathematics are not coincident with the classical divisions. Two or more classical divisions go at the same time to the mathematical school, and when there are distributed among the eight mathematical masters.

11. For the amount of fees, vide 10 and 11 of Part II. It is difficult to form a just comparison between a boy's progress in classics and mathematics; for (1), there are no published accounts of the marks obtained by boys in the classical examinations, as there are in the mathematical; and (2), the time allotted to the two is very different, three hours a week only in school being given to mathematics. There seems, however, a general impression that mathematics are not learnt proportionably well with classics. I should say this was not true as regards the best set in each division (vide 6). Diligent boys learn their mathematics as well, I believe, as they do their classics, but as regards the second and third sets, I think it is probable that the work is not as effectively done in the mathematical school as in the classical; this may in a great measure be accounted for from the fact, that the mathematical masters were from the first placed in a position of inferiority, as regards authority in the school. The distinction thus drawn between the classical and mathematical masters has considerable weight with the boys, and leads to mathematics being depreciated in the school generally, and the difficulties of the mathematical masters as regards discipline are increased, so that those boys who are not diligent learn less than they might otherwise do, and an impression is fostered among the boys, that good behaviour and diligence are not as requisite, nor to the same extent expected, under the mathematical as under the classical masters.

12. At the end of each term there are examinations called "collections." Three papers are set to each division; in arithmetic, if they have only learnt arithmetic; otherwise, one in arithmetic, one in algebra, and one in Euclid; also, a fourth paper to the first set in trigonometry. In the "trials," or examinations for a boy passing from one division of the school to another, three papers are similarly set, and four papers in the trials from the middle into the upper division 5th form. These examinations are conducted by the mathematical masters, and the papers which are set, and the marks obtained by each boy, are printed. There is also once a year an examination for a mathematical prize called the "Tomline" prize, for which a special examiner is appointed.

14. Those boys who wish to have more instruction in mathematics than the school provides, can become the private pupils of a mathematical master. Those who are very backward avail themselves of this help, in order to

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pass the school examination, and others do so who desire to get on more rapidly in mathematics. Each master makes his own arrangements with his pupils; a boy ought not to attend less than three hours a week, and in my own case, may attend as much oftener as he likes. The irregularity of the other work of the school prevents any very definite arrangements as to hours of attendance, and in this point there is room for improvement; but I consider that the system on the whole works well in supplying more individual attention to those who require it. It is an advantage also to the masters, to have some of their work of a less formal kind than the school routine supplies, and in this respect, the custom of taking private pupils is advantageous both to the masters and the boys, as affording a more individual and permanent interest than the work in school provides.

16. The number of boys under one master is, in the 4th form and remove, about 22, and in the lower 5th about 16; in the two higher divisions about 12, and in the highest about 8. I give these numbers as a sort of average; but I have no accurate tables to refer to.

19. The ordinary work of the school in mathematics is sufficient to enable a boy of fair ability and diligence to enter at either University, or to pass the usual examination for the army; but not enough to give him much chance in a competitive examination. The number of hours' work that is required in schools, or with private tutors when a boy is prepared for an especial examination, is greater than it would be desirable to enforce generally upon the boys at Eton, and I do not think that an attempt to enforce a greater amount of work upon one particular class would meet with much success. The amusements, customs, tone of the school, short duration of school lessons with long intervals between them, the responsibility which is thrown upon the boys of learning their work by themselves, which make the Eton system a good one for the purposes of general *education*, make it less suitable for preparing boys for a particular competitive examination; for which purpose a system of *continuous* hours of work is far more certain of success.

28th Dec. 1861. F. J. OTTLEY.

Rev. E. Hale.

Rev. EDWARD HALE, M.A.

II.

10. [Mr. Hale's statement as to salaries is substantially the same as Mr. Frewer's, with this addition: "A charge of 14*s*. "a year for each boy is also made by the mathematical master "for stationery. For this he provides pens, ink, and three "sheets of paper a week; also he lithographs examination "papers, and necessary circulars."]

The mathematical assistants have no authority save in school hours and in their boarding houses. Necessarily this restriction adds greatly to their labour in school. All are of the same social position (graduates of one of the two Universities) as the classical assistants, and yet the mathematical assistant, armed with no power out of school, has, by his personal influence on the boys in school, to gain that respect and deference which is at once paid to the classical assistant, who has authority at all times and in all places. The boys naturally suppose, also, that the mathematical instruction is inferior to and of less importance than the classical.

As an example of the different way in which the classical and mathematical assistants are regarded by the boys, I may mention that all boys are required to touch their hats when they meet a master. They *all* do so when they meet a classical assistant; the majority do so when they meet a mathematical assistant, but *many* do not.

I believe the head master and most of the classical assistants would like this distinction to be abolished, as would most assuredly the mathematical assistants.

The mathematical assistants are not recognized by the College authorities in the same way as the classical assistants.

There is no provision for superannuation. None of the preferment belonging to the College is bestowed on those engaged, or who have been engaged in tuition, unless they have been previously elected fellows.

24. The rate of charge for either board or lodging does not depend at all upon the social or scholastic status of the boy.

	£
A classical assistant charges for board and lodging per annum, independent of tuition -	105
A mathematical assistant for exactly the same -	84

25. The profits of a boarding-house are regarded as an indirect payment for the school work.

29. Three mathematical assistants have boarding-houses. It is very difficult for a mathematical assistant to obtain a house. I waited seven years; a classical assistant on an average waits two. The succession to houses can only be designated as a scramble. It would be highly advisable that some rule of succession should at once be laid down and rigidly adhered to. Both classical and mathematical assistants desire this.

Nine persons taking no part in the work of teaching keep boarding-houses. One of these was formerly a classical assistant, another formerly drawing-master.

III.

6. The forms B, C, D, and E are inapplicable to the mathematical assistants, their divisions in school and private pupils.

The whole upper school at Eton is sub-divided for the purposes of mathematical instruction in the following manner :—

A, comprises divisions 1 and 2 of the classical school (6th form and part of upper 5th.)

B. divisions 3 and 4 (remainder of upper and part of middle 5th).

C, divisions 5, 6, and 7 (remainder of middle 5th).

D, divisions 8, 9, and 10 (lower 5th).

E, the remove.

F, the 4th form.

Each of the divisions A, B, C, D, E, and F, are sub-divided amongst the mathematical master and the seven mathematical assistants.

The hours of attendance at the mathematical school are shown by the following table.

	A.M.	A.M.	P.M.	P.M.
Monday.	7.30	11.0	3. 0	5. 0
	B.	A.	C.	D.
Tuesday.	7.30	11.0		
	F.	E.		
Wednesday.	7.30	11.0	3. 0	5. 0
	D.	C.	B.	A.
Thursday as Tuesday.				
Friday.	7.30	11.0	3. 0	5. 0
	C.	A.	D.	B.

Saturday as Tuesday and Thursday.

It will thus be seen that every boy attends the mathematical school for three hours weekly.

He has also to bring three exercises weekly, each exercise supposed to be an hour's work.

The numbers of the boys in the several divisions who were up to me in the school time ending July 1861 were :—

A. 10.
B. 10.
C. 12.
D. 19.
E. 25.
F. 22.

The work done was as follows :—

A. Colenso's arithmetic and algebra, Potts' Euclid; four boys read Colenso's trigonometry.
B. Colenso's arithmetic and algebra, and Potts' Euclid.
C. Do.
D. Do.
E. Colenso's arithmetic and Euclid.
F. Colenso's arithmetic.

With respect to my private pupils in the school time ending July 1861, they were 46 in number. Each boy was attended to by me individually and there was no attempt at class teaching. There are never more than eight allowed to be in my pupil room at the same time, practically the average number at one time is five. Each boy as I have stated reads by himself, my more advanced pupils read Colenso's trigonometry, Goodwin's course of mathematics (conic sections and mechanics), others only Euclid and algebra, whilst there were some who were working at quite elementary arithmetic. The required number of attendances is three weekly, but the more industrious come more often and there is no limit as to the number of times they may attend.

The hours I attend in my pupil room are :—

	A.M.	A.M.	P.M.	P.M.	P.M.	P.M.
Monday	9.15 to	11.	4 to	5.	7 to	9
	A.M.	A.M.	P.M.	P.M.		
Tuesday	9.15 to	11.	7 to	9.		

Wednesdays and Fridays as Monday.
Thursdays and Saturdays as Tuesday.

In the long summer evenings I change the hours of attendance from 7 to 9 in the evening to 12 to 2 in the mid-day.

There is extreme difficulty in fixing regular hours for each boy's attendance and adhering to them, as the classical assistants require their pupils' attendance often at a few minutes notice, and the mathematical assistants must yield.

8. The mathematical assistants do not attend in the chamber of the head master, as do the classical assistants

at stated hours. I believe the head master there consults with the classical assistants.

9. A boy rises in school by proficiency. In the examinations one-third of the number of marks which are allotted to classics are given for mathematics.

The remainder of this question as regards mathematics has been answered by me in III. 6.

11. As I have stated before four guineas per annum is paid by each boy for mathematical instruction in school.

If a boy be a private pupil of a mathematical assistant he pays him ten guineas a year.

If a boy be wanting in ability, or be idle, or of a rebellious disposition, his progress in mathematics will very likely not be in proportion to his progress in classics for these reasons :

(1.) The number of hours for attending the mathematical school is too few, particularly for a slow boy.

(2.) Boys, if disinclined to mathematics either through idleness or other causes, look down on them as of secondary importance, and in this they consider themselves justified by the teachers of mathematics not wielding the same authority as the teachers of classics, and being evidently not of equal importance in the school system.

14. It is compulsory on every boy to have one of the classical assistants as a private tutor.

I think the system might be still further extended with advantage to the mathematical assistants in this modified form; that a boy to whom mathematics in his after life are of great importance, might either exchange his classical tutor for a mathematical one, or attend a mathematical tutor and his classical tutor both, but the latter a fewer number of times than the other boys.

18. With regard to this question, I think some such change as follows might with advantage be made in the Eton school system.

At present, if mathematics be of paramount importance to a boy and classics of secondary importance, the boy must go through all the school work and all his classical tutor's work in the same way and for the same time as the other boys. He may go to a mathematical assistant as a private tutor, but his time is at the disposal of his classical tutor, as I have stated in the latter part of my answer to III. 6.

If then, such boys be formed into a separate school division, it would, I think, be highly beneficial, it being provided that the boys be grounded in classics. say, are in the 5th form, and that they have already attained a certain standard of mathematical proficiency.

24. All the religious training of the boys devolves on the classical assistants.

A mathematical assistant may be in holy orders and have a boarding-house, and yet no part of the religious teaching of the boys in his house falls to his duty. In many cases the boy's classical tutor is a young man much junior to the mathematical assistant, and not in orders, and the boy's parents at the same time look to the mathematical assistant with whom he boards as responsible for his moral training.

33. There is great irregularity in this, owing to the observance of saints' days as holidays. This is of serious consequence in the work of the school.

For instance, should a saint's day fall on a Friday, the previous Thursday afternoon being the eve is a half-holiday, and the regular business of Monday, Wednesday, and Friday is crowded into the first three days of the week, Saturday being always a half holiday. Both for tutors and pupils this press of work is both inconvenient and injurious. I think it would be advantageous that the observance of saints' days should be abolished and a whole holiday on which no work in school or with private tutors should be done, be established once a month, say on the last Saturday of each month. On this day, boys whose parents or friends wish them to visit them, might have leave to do so, and on no other. In a regular week, Tuesdays and Saturdays are the half holidays, and there are no whole holidays.

44. The alterations I think advisable, and which I have mentioned in the previous answers, may be summed up as follows :

(1.) Placing the mathematical assistants more on an equality with the classical assistants.

(2.) Laying down a strict rule of succession to boarding-houses.

(3.) Fixing regular hours for boys to attend their classical tutors, so as not to interfere with their mathematical tutors.

(4.) Increasing the number of hours for attending the mathematical school for slow and idle boys.

(5.) Forming a separate school division for those who wish to devote themselves more particularly to mathematics.

(6.) Giving up to the mathematical assistant the religious instruction of the boys in his house.

(7.) Abolishing irregular weeks.

EDWARD HALE.

Answers.

ETON.

Rev. E. Hale.

HENRY BRANDRETH, Esq., M.A., and EDWARD PEAKE ROUSE, Esq., M.A.

H. Brandreth, Esq., and E. P. Rouse, Esq.

II.

10. When mathematics, which had been previously taught as an extra, were made a part of the regular school work, it was arranged that the mathematical master, who had had the privilege of taking boys as private pupils, engaging and paying such subordinates as he thought fit, should receive $\frac{1}{20}$ths of the fees paid by the boys; out of this he pays all expenses of rent and such incidental expenses as are not covered by a further payment of 14*s.* annually from each boy. The remaining $\frac{9}{20}$ths were divided among six assistants in the mathematical school in certain shares, each of whom was allowed to take a certain number of pupils.

It seems unreasonable that any master should receive more than the rest of his colleagues together. But an arrangement by which the mathematical master, even when giving up the formal responsibility for the efficiency of the teaching, continues to receive so large a share, need not be a vicious one, and might practically be made to work well, especially during a period of transition. A conscienceless corporation would be unlikely to divert any portion of their funds to backing up scanty salaries, pensioning off the incapable and tempting the best men by guaranteeing adequate receipts. We think that any redistribution of the mathematical fund at present, even if it could be done with justice, would do more harm than good.

12. Mathematics are taught to the upper school of about 670 boys by eight masters, of whom seven have authority over the boys only when teaching, while the other is also an assistant master out of school, and is charged with the general organization of the mathematical schools. Their authority in school rests ultimately upon the fact that any boy is liable to be flogged if the master whom he is up to complains to the head master that the boy does not do anything that he is told to do, or does anything that he ought not to do. The despotic nature of this authority is practically limited by a rule of the head master that no boy shall be complained of unless his tutor has been first spoken to. Of course, if the master and tutor differed, the complaint might be laid before the head master, when the boy would have the advantage of having his cause fairly pleaded. Though, from the lack of communication with the classical tutors, the check of this rule is more seen upon the mathematical masters, everyone who remembers the very small chance of any excuse being heard in former days would wish to see even further checks put upon the complaints. It is a useful check to read all complaints before a division, which is an approach to condemning a boy by a jury of his peers; no benefit in the way of example is got if the complaint is thought unreasonable in the judgment of the boys. Ruling by corporal punishment might be practically checked, as it has been in Her Majesty's Navy, by requiring an annual return of complaints, accessible say, to all masters. There have been only 12 complaints for mathematics this half.

The assistants are appointed by the head master, and removable by him at pleasure. The custom of the last few years, including six appointments, has been to appoint men who have taken mathematical honours at Cambridge. They have been 9th, 11th, 17th, 21st, 39th, and 40th. The lower school is taught by the same mathematical assistant master and by seven certificated teachers who have no authority whatever, but report delinquents to the mathematical assistant.

It is thought by some that the boys bring into the upper school the manner they have acquired towards their teachers, and that from this and other causes arises a want of respect to the mathematical master. To increase this respect it is proposed that the mathematical should be put on the same footing as the classical masters, so far as sharing with them the superintendence of discipline. We do not think this measure by itself would produce the effect expected. Personally, we should be most unwilling to exchange the cheerful courtesy of almost all the boys for the obligation to enforce the shows of respect from all. We can make no *claim* for any alteration. We have come here, or at least stayed here, on the distinct knowledge of what the position is, and if actions are tests of opinions, judging from the length of time some of us have stayed here, we have been well satisfied. The position, such as it is, was only offered to any who have come lately after being refused by other men on account of these very drawbacks.

ANSWERS.

ETON.

H. Brandreth, Esq., and E. P. Rouse, Esq.

It is considered that the school is already sufficiently controlled, and that it is undesirable to increase the staff of assistant masters charged with general discipline to so large an extent as would be done by recognizing that all teachers must be assistant masters; on the contrary, we think that the distinction between assistant masters and assistants in school might be advantageously maintained, if, instead of giving charge of the general discipline at once to the youngest men who come here to learn the art of imparting that knowledge which has just carried them through their degrees, every one on joining were made an assistant in the classical or mathematical schools, and the numbers of the assistant masters kept up by appointments from among those who had been for some time assistants in school. Such a plan might come into immediate operation without any violent change. It would dispel at once the idea that mathematical masters were essentially inferior, and would remove the one point in which alone inconvenience is practically felt, namely, that the best men often refuse the position of mathematical assistant; but the position to which such assistants are raised, must be one in which he would not only share the most irksome duties of the classical assistants, but one of complete equality so far as possible consistently with the legitimate supremacy of classical learning in the school.

As teachers the classical and mathematical masters are already formally recognized as holding the same position; it is, however, possible that whilst so much time must be given to the barest honest performance of the classical work, a mathematical master could never assert an unquestioned supremacy as tutor, nevertheless he would probably know more of the boys boarding in his house than their classical tutor. Anyway it is ridiculous that an elderly married clergyman should send out his little boys to read their Bibles on Sundays with the youngest classical assistant.

And there is no reason for perpetuating the marked inferiority of mathematical masters implied in denying them any charge of the general discipline.

The different scholastic status of one of the mathematical teachers is perhaps the most objectionable arrangement of all, and one which that master objected to from the first. The boys are not called upon to contrast our position with that of their tutors, but they cannot avoid contrasting us with our more favoured colleague; but for this they might think their classics and mathematics as entirely distinct studies as cricket and boating, and look upon the masters as independent authorities, each with their own work to do and full powers for doing it, no more admitting of comparison than the captain of the boats does with the captain of the eleven, the supremacy of each in his own department being gladly allowed by the other.

We wish to see men appointed here on salaries sufficient to do away with the necessity for extra fees, with authority to call into their pupil rooms boys who were backward or idle with their studies, and to keep there the more forward boys who desired or deserved occasional special aid. We wish to see them engaged to give their full time and energies to the perfecting of their school work. If such men were after a time, if they succeeded with the boys, made assistant masters, and appointed to full sized-houses in the patronage of the head master, their position would be far preferable to any now offered at Eton. They would not be dependent on the number of their pupils, and with plenty to do would not be tempted to overwork. They would have time to make their way among the boys as friends. They would avoid all competition for houses, and not have to begin with small ones at an absolute loss to themselves. We should also like to see a rule enforced, which however hardly it might bear on individuals, would be of general benefit to the school; that any master whose house fell below a certain number should immediately give it up.

We should like to see a hostel and mess-room built for the junior assistants, who would work much more efficiently if, instead of being isolated as they now are on arriving here, and put to fight single handed against a crowd of their only friends, they were in daily communication with other masters learning from them the constitutional modes of government.

As for means of ultimately carrying out such a scheme, the boys already pay in tuition fees exclusive of extra mathematics 2,800*l.*, and the boys required to fill say five houses with 25 each, would form but a small part of the school, and the building of houses at Eton is under fair conditions a most profitable investment.

III.

9. Mathematics are taught as a regular part of the boys school work, and their study is enforced by the ordinary discipline; the good opinion of their masters, tutors, and parents, with the admiration, not the less real for not being loudly expressed, of their equals, is secured by diligence, or at least by success in any branch of their studies. In the annual mixed classical and mathematical examinations which determine their school order, one sixth of the marks are given to mathematics, and they lose their removes entirely unless they gain a certain fraction (at present one sixth) of the mathematical marks. The boys who get half of the mathematical marks are divided into classes and distinguished in the school list by the letters α β γ. Every boy is examined at the end of every half; and, besides any prizes which any master may give to any boys up to him, 10 prizes, but of very small value, are given to the boys who are first in their 10 respective divisions. The reports of the results of these examinations are sent home, and the master whom a boy is up to in school sends his report of him to the school tutor for transmission to the parents. If a boy does well throughout a school-time his name is "sent up" to the head master, who gives a book to any one who is thus sent up three times. In addition to the four examinations every year in which a boy is tried against others in the same part of the school, there is an annual examination of the best boys by some examiner specially invited, generally from Cambridge. Mr. Tomline has given 1,000*l.* stock, the interest of which is annually given in books to the best boy. The second receives books to the value of 5*l.* given by the classical assistants. This examination comprises papers on arithmetic, Euclid, algebra, trigonometry, and conic sections. As a rule no examination is allowed to include any subject which has not been taught in school to at least one division of the examinees. The boys in the lower division of the 5th form have a separate easier examination, and the lower boys are examined in arithmetic for prizes given by the classical assistants; and the collegers have papers in mathematics by which their chance of succeeding to King's is very materially affected. The result of all this is that mathematics are studied to a very considerable extent at Eton. The boys are desirous to be taught in school, are interested in their examinations, and often easily interested in their work, most anxious not to lose the letters after their names if they have once got into the classes, anxious to have good reports sent home, and most anxious not to "muff" in trials; and though their anxiety is not always sufficiently permanent to ensure their taking the pains necessary to secure these results, there is hardly any amount of mechanical work which many boys will not undergo if they can make sure of being "sent up." The weak point, however, is that most of them have no idea of working hard unless they are "sapping for an examination." The Tomline prize they look upon as second only to the Newcastle, and as there is no classical prize open to general competition in the lower part of the school, not a little fame attaches to the winners of the junior prize, or as the boys persist in calling it, the lower boy Tomline.

11. There are regular fees of 6 guineas to the head master, of 4 to the mathematical fund, and of 10 to his school tutor, paid by every boy. Besides these any boy may have extra instruction in classics, which the boys call private, and in mathematics, which they call extra mathematics, for an extra charge of 10 guineas a year in either case. But these extras are only given when the boy's parents expressly desire it, excepting to boys boarding in a classical master's house, who are always private pupils of that master, and to the collegers, who have private without extra payment. We understand your question to refer not to these extra fees which are referred to in question 14, but to the regular school fees of 6 and 10, or 16 guineas, and of 4 guineas; and that you wish to know whether the classical and mathematical teaching form a proportion with these sums.

It is very difficult to form an estimate in these matters. One necessarily knows but little of the teaching in other school rooms; one has only external results to form any judgment on. We have not been at Eton long enough to claim any share in the praise or blame which may fall upon the mathematical teaching, but we have been long enough to see the difficulties under which mathematical masters labour, which are probably sufficient to exonerate them personally from any blame excepting that of having submitted to regulations which so greatly impair their efficiency.

No one who knows the school will expect any great results from one-sixth of the time which an idle boy gives to his school work being devoted to a traditional extra, though taught on the most perfect system by the most pretentious machinery; but while the classical masters are recognized as the great men in our little world, and stand before the boys with a state which would pass off without challenge the demerits of a really inferior set of teachers, no care seems to have been taken to give dignity to or gain respect for the mathematical teachers, who have actually less authority out of their school rooms than is entrusted to some of the boys. Until lately, a mathematical recruit was offered a salary (at present, owing to the fulness of the

school, as high as 120*l.*) for teaching between 80 and 100 boys, and looking over between 200 and 300 exercises a week, and a position which, however pleasant it may be in many ways, was looked upon by every one whom he met every day as an inferior one. He was forced by the crowded condition of college and the unwillingness of the dames to receive a mathematical master, to lodge in the town; and if he ventured into college or into chapel in his academical dress, he was requested to take it off. Once a year, on the founder's day, he was invited by the College, but was only allowed to come in in the evening after the other masters had dined. Though the connexion with pupils is generally a pleasant one, he would be reminded of the little respect paid to his office by finding some of them questioning his authority to set them punishments in pupil room, and others regarding the connection as optional on their part, and liable to be broken off without notice if they and their tutors thought fit.

He might find it difficult to maintain order in his school room, owing partly to the unwillingness of some tutors to have their boys complained of for mathematics, and partly to the way in which the teaching of mathematics, as a part of the school work, was begun. Nothing was done to make the teachers respectable in the eyes of the boys. Unrecognized by the masters, with marked limitations on their authority even in school, they were expected to control big fellows, who, though ignorant of mathematics, were great men in their own eyes, and who looked on them as intruders, and were not disposed to be pleased at a considerable increase to their work. The discipline which masters accustomed to teach the subject as an extra were enabled to enforce among the boys was necessarily lax, and the effects of this are yet felt at the mathematical schools.

In judging of the efficiency of teaching it is unfair to rest upon the performances of the collegers, picked boys from all the best schools in the country, conscious that their prospects depend upon their getting on. The only difficulty is to prevent their overworking.* They do, however, supply a standard with which the oppidan performances may be compared, and we may be certain that any system which enables the oppidans to compete with boys working for the golden joys of King's cannot be very deficient. Now, in the lower parts of the school, the oppidans are generally older than, and decidedly beat the collegers both in classics and mathematics; but towards the top of the school the collegers outstay the oppidans,† and it is hardly an exaggeration to say that they carry off all the classical prizes; but in mathematics it is not so. Notwithstanding the greater age of the collegers, and the great pressure on them to work, the oppidans are still quite their equals. (This falling off at the last, may, perhaps, be attributed to the great number of collegers who have extra mathematics.) It is impossible to refer to the detail of examinations elsewhere, whether for pass or honors; but such few results as have come to our notice induce us to say that our boys do at least as well in mathematical as classical examinations, and that those who do come short in mathematics are often boys generally idle, who do nothing that they can help, and for whose failures their tutors, who are charged with their general education, are principally responsible. We think that the mathematical masters have been as successful as they have been, partly because they have refrained, when a boy wishes to work for himself, from forcing the class work upon him, but have let him work in his own way; and partly because the boys like being individualized and treated as units, and not always as members of a class; and this the mathematical divisions are small enough to allow of. On the whole we can see no reason for thinking that there is any comparative deficiency in the mathematical teaching.

Conscious that this opinion is at variance with one which many are at no pains to conceal, and that mathematical teaching at Eton has had an ill name given to it, we merely wish to put it forward as the best opinion we can form under correction, and regret that our position as mathematical masters has excluded us from all meetings held on the subject, and that we have had no opportunities of discussing these things with the classical assistants.

14. In addition to the regular instruction given in school, many boys have "extra mathematics;" the privilege of taking such boys as pupils is one principal source of the income of the mathematical masters. The utility of this extra tuition is continually tested; many boys who have it are examined half by half with many who do not. We do not think those who do not have such aid at any disadvantage with respect to their studies. There are few cases in which the work done exceeds what the boys are able to do with the teaching given in school. The boys who do best are those who work hard for themselves in their own rooms; they value more and make better use of their time when it is taken from their own pursuits and amusements, than when it is taken from the time which they must necessarily spend in pupil room. Unless these extra mathematics are made entirely independent of the school work, it amounts to forcing some boys to spend more time over their work than others, or to do with help exercises which can be done and are done by other boys without help. If one of two boys works hard in his own rooms to get his work over, even if he spends the time thus saved in playing football in the passages, he is being better educated than the extra mathematician who sits in pupil room, half trying and waiting to be helped to do what other boys, no way his superiors, manage to do for themselves. If two men are engaged to teach a boy the same thing at the same time, without concert, the work will no doubt be done, but they probably leave very little room for his own exertions. The boy, counting on other aid, cannot serve two masters, and is careless and troublesome in school as an undergraduate, who holds to his "coach" despises his college lectures. Moreover, the boys are usually consulted whether the arrangement and choice of tutor will be agreeable to them; boys are likely to think that they have done their part when they have consented to give their time, that they are clear of any further responsibility, and that it is their tutor's concern whether they get on or not. Many boys find their work more than they like, and seek to ease it in the part where they can do so with comparative impunity. In the half before their trials, they propose to make it up by putting on a coach; if the remedy succeed, they find it so simple that they are as idle the next year as the one before. On this point, however, we need not enlarge. It will be sufficient to refer to the evidence given to the Cambridge University Commission on the evils of "poll coaching," and the general wish expressed that any means could be found for checking it. We think it will generally be found that a boy's extra progress is by no means proportionate to the extra instruction he gets, whether in classics or mathematics, especially if the time thus spent upon the work is beyond what can be generally given with advantage. The boys who are content with the school work are far from being uniformly beaten; in fact the boys say that no extra mathematican has ever got the Tomline. The half time scholars often succeed the best. We wish that some means could be devised for inducing the boys to try what they can do for themselves. Much good would be done if a master, before taking a private pupil, would ascertain that the boy already does his best in school, and requires or

* I have found no method get the little collegers on so fast as shutting up my pupil room and sending them out to play cricket. [H.B.]

† From the small number of oppidans select, it has been inferred that the scholarship of the oppidans has deteriorated; the opposite conclusion might be easily and probably more fairly drawn; this table shows the numbers of oppidans in the school who had got through upper division trials two, three, or more years, at the time of the Newcastle examination. It shows that the per-centage of oppidans of the same standing selected has been steadily increasing.

	50	51	52	53	54	55	56	57	58	59	60	61	62
2 years -	17	22	26	11	18	16	17	22	22	13	10	19	—
3 or more -	8	3	10	13	6	6	3	1	5	6	2	2	—
Of those who had stayed 3 or more there were selected -	2	1	1	4	2	2	1	0	3	2	1	0	—

Thus, in the first four years $\frac{2+1+1+4}{8+3+10+13}$ or $\frac{8}{34}$ of those who had stayed three full years after upper division trials were select - or ·2353
In the second four years, $\frac{5}{16}$ - - - - or ·3125
In the third $\frac{8}{18}$ - - - - or ·4000

The NUMBERS of BOYS in the MATHEMATICAL DIVISIONS are:—

In	The Great School.	Room No. 1.	Room No. 2.	Room No. 3.	Room No. 4.	Room No. 5.	Room No. 6.	Room No. 7.	In all.	
A	12	10	6	9	8	5	7	8	65	Forming 2 Classical Divisions.
B	5	11	12	13	11	4	11	11	78	„ 2 „
C	12	16	8	11	10	5	12	12	86	„ 2 „
D	20	18	17	17	13	13	17	12	127	„ 3 „
E	0	25	23	26	10	26	20	26	156	„ 4 „
F	24	21	22	23	14	15	19	21	159	„ 4 „

All the divisions of F, and all but one of E, are taught arithmetic only; the average size of these divisions is $21\frac{3}{5}$.
A. B. C. D, are taught Euclid, algebra, arithmetic, and a few divisions of A. trigonometry, conic sections; the average size of the divisions is $11\frac{4}{5}$.

Answers.

Eton.

H. Brandreth, Esq., and E. P. Rouse, Esq.

deserves further aid. He should inquire what he principally does in school, and teach only those things which he finds to be comparatively neglected. He should be scrupulously careful not to enable a boy to do his school work more easily than those boys who depend on themselves, for unless a boy is trying to work and make the most of the opportunities offered him in school, there is no object in giving him extra facilities which make him still more careless about his school work, and really help him to be idle with impunity instead of helping him to work.

If this extra tuition is not generally useful, any means which would check so serious an increase of expense should be gladly adopted; but supposing for the sake of argument that a clear advantage is gained, we do not think any boy by paying an extra fee should have a clear advantage over other boys. To give those boys who depend on their own exertions a fair chance all boys not having extra mathematics might be allowed a certain number of marks in their annual trials. If extra teaching is necessary to some boys, in order to their passing at all, it is only fair that those who are confessedly inferior, should go to the bottom of their class; and as the same knowledge, self acquired, is far more valuable than if got by the aid of a tutor, the increased marks would more fairly measure the value of the work done. These marks are the only coin in which boys can be made to pay for their own tuition, and the scheme would deter those who wish to get the same number of marks with less trouble without deterring those who really wished to get on.

But if it can be doubted whether in the majority of cases the boys are benefited by this extra instruction, there can be no question but that much of the time of the masters taken up by it might with advantage be given to improving the character of the exercises done by the school divisions; but as long as the salaries of the mathematical masters range from 120*l.* to 300*l.*, and the numbers of boys boarding in the very small houses which the senior assistants after ten years of service have got are 10, 7, and 5, who each pay less than those boarding in tutors' houses, for no reason except the different scholastic status of the tutors, it cannot be wondered at if they even go the length of maintaining that the 18 hours a week actually spent in school is all that they are paid for, and that the rest of their time is meant to be devoted to making up their incomes by taking pupils. We think that a return of the number of punishments exacted, the number of complaints to the head master made by any private tutor, would convince any body who knows that very good boys often do very naughty things, that no serious work need be done at extra mathematics.

Rev. S. W. O'Neill.

The system of teaching in school may be shortly described:—The boys are divided into sets, according to their places in their annual mathematical trials, and remain up to the same master for a year till their next trials; they come for three hours a week, and bring an exercise done, or such work as the master appoints prepared each time. He teaches them what he thinks best and as he thinks fit, their work being tested at the end of every half, and, finally, in trials by examinations conducted by all the mathematical masters.

This work must necessarily be independent of any thing taught out of school, for as yet most boys do not have extra mathematics; our own method with our pupils is to be at home at certain hours, to try to induce them to come as often as they can, and, what is more important, to work as hard as they can whilst there: meantime, we direct their reading, encourage their efforts, and teach how things should be done.

The studies of the mathematical school are directed by the council of the assistants, of which the mathematical assistant master is the president and mouthpiece to the head master.

19. No boy wishing to read for high mathematical honours at Cambridge would find any difficulty from insufficient opportunities of preparation at Eton; he would have plenty of time to read for a high place during the 3½ years of residence at Cambridge, if he only brought up a hearty will, a healthy intellectual fibre, and a competent knowledge of such subjects as are taught in school for the Tomline examination; but besides this, the mathematical assistant master is not allowed to take pupils, and having his time at liberty is always most ready to give any assistance in any extra study; but however anxious he may be to assist any boy who does his best in school, if the boys prefer doing work for themselves, it would be most injudicious to insist on their letting him do it for them, for teaching a boy is much easier then letting him learn, and though, perhaps, even more efficacious as a means of instruction, is a very poor substitute regarded educationally; it may teach him that particular subject better, but does not fit him in the same way for grappling with the next. The whole idea of a public school is to accelerate, as that of a private school is to defer, the inevitable day when a boy must be thrown on his own resources.

But the very highest mathematical honours are not obtained by public school men; scarcely any man fresh from a great public school, where the whole of the classical work is exacted from every boy, has been among the first ten wranglers for many years past. We do not know that we should wish to see this altered; a considerable knowledge of classics is a more useful and even a more marketable commodity than the arts which gain a few extra places in the tripos.

Yet it is only within the last few years that the classical work has been increased to such a pitch that its fair performance renders life a burden to, and practically drives away from the school those who wish to turn aside to follow their own pursuits; and even now a boy, if his father seriously wished him to devote himself to mathematics, might give up his "private" without in any way affecting his school work. Moreover, a boy is now occasionally allowed to give up three of his classical schools for mathematical; if he were thus excused three morning schools or half of his sayings by heart, his classical work would not seriously impede his mathematical progress.

But as long as the classical character of the school is maintained, we cannot prepare boys, more than half whose available time and working power is taken up in other studies, to compete in mathematics alone with boys who devote themselves to mathematics in schools where they are taught with a view to competitive examinations. Without wishing to claim any undue share of praise, we may say our system is not adapted to prepare boys for competitive examinations.

Henry Brandreth, M.A.
Edward P. Rouse, M.A.

Rev. S. W. O'Neill, B.A.

II.

10. The fees paid by the boys in the upper school for mathematical instruction are divided into 420 equal shares. Of these the assistant mathematical master receives 231, and the assistants in the mathematical school respectively 45, 36, 36, 27, 27, and 18. The value of 18 shares was for the last year 123*l.* 6*s.* A seventh assistant is paid by the head master and the mathematical assistant master a sum equal to this.

In addition to the value of my 18 shares, I have received during the last year 57*l.* 15*s.* for private pupils in mathematics.

12. The duty of the assistants in the mathematical school is simply to teach the upper school mathematics for certain hours in the day. During these hours their authority is the same as that of the assistant masters, but their power to enforce that authority is less, on account of their want of authority over the boys out of school and the absence of any moral relationship to them. These assistants are appointed by the head master, generally, I believe, on the recommendation of the assistant mathematical master. They are all graduates of Oxford or Cambridge. There is no rule nor usage respecting superannuation, nor any provision for it.

III.

6. I give a sketch of my mathematical work, as the tables sent are unsuited to it.

Table showing the hours at which the different classes attend the mathematical school.

	7.30 to 8.30.	11 to 12.	3 to 4.	5 to 6.
Monday -	B.	A.	C.	D.
Tuesday -	F.	E.		
Wednesday	D.	C.	B.	A.
Thursday -	F.	E.		
Friday -	C.	A.	D.	B.
Saturday -	F.	E.		

On holidays Class E attends from 8.30 to 9.30 a.m. instead of 11 to 12.

What subjects each of these classes learns will be seen from the printed papers sent by the assistant mathematical master.

During the hour that a class is with me, the boys work arithmetic or algebra or say or write out Euclid. I vary my method of teaching for the different classes, and even for the same class at different times, adopting whatever plan seems best suited to their capacity, their disposition to work, and their previous attainments. An exercise, called "extra work" is set to each class each time they come, to be done out of school. It is either Euclid to be learnt, or examples in arithmetic or algebra to be worked out. It is estimated to be an hour's work.

As regards pupils, in the Michaelmas and Lent school-times I had 3; in the Midsummer school-time 13. I take them three times a week if they can come, and on an average three at a time, at the hours at which they can conveniently attend, which are generally 10 to 11 a.m., and 7 to 9 p.m. They work examples with me (their extra work, if it is too difficult for them to do alone), and sometimes I explain Euclid to them and sometimes question them *viva voce*, so as as to practise them in mental arithmetic.

8. The assistant mathematical master, together with the assistants in the mathematical school, has the direction of the study of mathematics, subject to the approval of the head master.

9. TABLE showing the coincidence of Mathematical with Classical Divisions.

Classical Divisions.	Mathematical.	School List.
1st, 2nd	A	6th and upper 5th forms nearly.
3rd, 4th	B	
5th, 6th	C	Middle 5th, nearly.
7th, 8th, 9th	D	Lower 5th, nearly.
10th, 11th, 12th, 13th	E	Remove.
14th, 15th, 16th, 17th	F	4th form.

11. Every boy pays a fee of four guineas a year for instruction in mathematics, except, I think, the King's scholars, who pay less.

The progress of the boys in mathematics is, I believe, proportionably greater than their progress in classics.

14. The assistants in the mathematical school take pupils in mathematics at 3*l.* 10*s.* for the school-time and give them private instruction out of school hours at such times as the boys can come to them. Any mathematical master may take any boy who wishes to come to him, and has his tutor's and parents' consent. About 130 boys have (as it is called) "extra mathematics;" some whose abilities are unusually small in order to pass their trials; others in order to pass them honourably; and some without any view to the school examinations, but simply with the object of acquiring a better knowledge of mathematics than they would get by only doing the regular school work; some of these last are of course looking forward to examinations they have to pass after leaving school.

The advantages of the system are:—first, a stupid boy is enabled to keep up to the school work; secondly, an industrious boy is enabled to advance beyond it; thirdly, it is a stimulus to good teaching in school, for the best teacher will get the most and best pupils; fourthly, good feeling is promoted between the masters and boys.

The disadvantages are; 1st, one boy pays more than another, whereas the principle of a school seems to be that of equality of payment, and instruction according to a boy's requirement. 2nd, a boy cannot be compelled to come at fixed times.

This last mentioned disadvantage is of course not a necessary part of a system of private tuition, and if this were remedied, and all boys in the same division given the same hour in the day in which to do their "extra work," or come to their private tutor in mathematics, I think the system would work very well. It is certainly quite in accordance with the spirit of Eton institutions.

19. The ordinary instruction in mathematics given in school is enough for a boy intending to take an ordinary degree at the University, or to enter the army either directly or through Sandhurst.

25 and 26. A mathematical master punishes a boy, either by setting him something to write out, or by complaining of him to the head master. This last step can only be taken with the approval of the boy's tutor.

42. Those boys (whether of good ability or not) who work with most determination and perseverance in school, generally excel in the manly games.

44. I beg leave to offer the following suggestions for the improvement of the mathematical school:—

1st. That the position and authority in the school of the mathematical masters be made the same as those of the classical assistants.

2nd. That opportunities be afforded to the mathematical masters of meeting the tutors in order that they may speak to them about their pupils, so that much of the misapprehension which exists in consequence of communication by note only may by done away with.

3rd. That the lower school be taught mathematics be gentlemen on the same footing as the other masters.

4th. That private tuition in mathematics be systematized and allowed for in the work of the school.

5th. That the pay of the mathematical masters be increased, so that the best men may be induced to take the post.

S. W. O'NEILL.

CORRRESPONDENCE RESPECTING PROFITS OF BOARDING HOUSES.

Public Schools Commission,
2, Victoria Street, S.W.,
14th April 1862.

DEAR SIR,

THE Commissioners think it desirable that there should be a statement, as definite as the case admits, of the profits made by asssistant masters at Eton from keeping boarding houses, this being a recognized and very considerable part of their remuneration. I observe it stated in the answers of two assistant masters that this profit has been estimated by the Income Tax Commissioners at a certain sum, which, however, is differently given as 50*l.* and as 45*l.* out of the whole 120*l.* paid for board and tuition. I do not know whether this estimate assumes that the house contains a certain number of boys, or whether there are any other qualifications which ought reasonably and fairly to be taken into account in applying it to various cases.

The Commissioners would be greatly obliged to you if you could furnish them with information on these points, viz.:—

I. Whether any and what sum has been fixed by the Income Tax Commissioners as representing the profit (per boy) derived from keeping a boarding house.

II. Whether this estimate is based on any assumptions which do not apply, or do not equally apply, to all cases; and if so, what qualifications should be made in order to arrive at a fair estimate in particular cases.

They would be much obliged also if you would make it known that they will willingly receive from any of the assistant masters any statements which they may think proper to make on this subject.

I am, &c.
(Signed) MOUNTAGUE BERNARD.

The Rev. the Head Master
of Eton College.

DEAR SIR, Eton, 15th April 1862.

I BEG to acknowledge the receipt of your letter bearing date 14th April.

1. The profits derived to the assistant masters from keeping a boarding house were very carefully examined by the Income Tax Commissioners, and were found to average about 45*l.* per annum for each boy. The greatest amount of profit at that time was 48*l.*

ANSWERS.
ETON.

2. This difference was caused partly by difference of house rent, partly by the varying number of boys. If a house is uniformly full the profits are greater, because, whether full or not, the expenses of the establishment remain the same, or very nearly so.

There may be also differences of *management*. One may understand the principles of true economy better than another, and in a large household this necessarily produces a difference of result.

All these things were considered by the Income Tax Commissioners, and the average arrived at by them (as stated above) was fixed at 45*l*.

I will take the earliest opportunity of bringing the subject before the notice of the assistant masters. They are most of them absent from Eton at present.

I am, &c.

(Signed) EDWARD BALSTON.

Mountague Bernard, Esq.

QUESTIONS, &c.

I.

1. State generally the various kinds of property held by or in trust for the School, and the various kinds of revenue which it possesses, mentioning any special trusts to which such property and revenues or either of them are subject.

2. Be so good as to specify in detail the several properties and sources of revenue possessed by or held in trust for the School. For the sake of clearness it is recommended that the statement should be in a form corresponding as nearly as may be with the accompanying specimen (A).

3. State the system adopted for the management and receipt of the rents or other produce of the property and endowments of the School, and for the audit or examination of the accounts.

4. Have any material changes been made in the system of letting and management since the foundation of the School, and, in particular, within the last 50 years? Are any portions of the property now let at rackrent upon which fines or any payments of that nature were formerly taken, or *vice versâ?*

5. If it is or has been the practice to take fines, or any payment of that nature, on renewal of leases of property belonging to the School, can you state when this practice was introduced, and on what principle fines are set?

6. Can you furnish any information showing the alterations in value of the property or any part of the property of the School since its foundation, and particularly within the last 50 years, and the rates of any increase or decrease that may have taken place?

7. Be so good as to furnish the following statements:—

(1.) A statement showing the total amount received by or on account of the School for the year 1860, including rents, fines, heriots, the produce of timber, and all other receipts of every kind, and also a detailed statement or account of the application of the money so received, pointing out any particulars in which such latter statement would not fairly represent your ordinary practice, and likewise pointing out how far and in what respects you consider such application to be directed or authorized by your statutes or regulations, by usage, or on other grounds.

(2.) A statement showing the average receipts under different heads during the last seven years.

8. Do the statutes or regulations contain any directions respecting the application of surplus revenue? Have those directions always been followed, and are they considered to be now in force? If not, will you state the grounds upon which they are or have at any time been departed from?

9. Please to furnish a statement of the ecclesiastical benefices in the gift of or otherwise attached to the foundation, with the actual value of each, specifying which of them are now held by persons who are or have been Fellows of the foundation, or connected with the School as masters or assistant masters or otherwise. Is there any rule, usage, or practice regulating the exercise of the ecclesiastical patronage belonging or attached to the foundation?

II.

1. When and by whom was the School founded? What is the nature of the foundation, and how is it constituted? and in what relation does it stand to any corporate body, ecclesiastical or civil, with which it is connected?

2. Be so good as to state the original and the present constitution of the foundation; the powers, duties, privileges, and emoluments (by statute or usage) of its head; the number, privileges, emoluments, and duties of the Fellows, or other members of it (not being scholars); the statutory qualifications for and the mode of election or appointment to the headship or to a fellowship or other place on the foundation (not being a scholar's place), and any statutory restrictions to which the head or any of the other members are subject. Has the original number of members been increased or diminished; and if so, by what authority? and does any power now exist of increasing or diminishing the number? Do you conceive that any such increase of diminution would now be beneficial to the foundation?*

3. In what person or body of persons is the government of the School vested, and what are the powers considered to belong to such person or persons?

4. Is the School governed by statutes? If not, are there any rules or regulations by which it is governed?

5. Have the original statutes or regulations made for the government of the School been altered; and if so, when and by what authority? Have they in any, and what respects ceased to be observed? If so, will you state any reasons by which you consider the non-observance of them to be justified?

6. Will you furnish the Commissioners with a copy of the original statutes or regulations, of any others which may have been subsequently made, and of any ordinances and dispensations which may have been made or granted by authority in relation to the School? And can you state where the originals now are, or give the Commissioners any information on the subject?

7. Is there any power of altering or amending the statutes or regulations, or of granting dispensations from the observance of them, and if so, in whom does it reside?

8. Has the School any visitor or visitors? If so, is the visitor's authority defined by the statutes, or does it depend solely on the general law affecting visitors and visitorial powers? Is it subject to any special limitations? Are there periodical visitations? If not, will you mention any cases in which the visitor's authority has been exercised during the last 50 years? Has it ever been exercised to relieve from the observance of statutes, or to make new statutes?

9. Are there any charters or instruments of foundation or endowment relating to the School? If so, can you furnish the Commissioners with copies of them, or of any of them, and can you state where the originals now are, or can you give the Commissioners any information on this subject?

10. What were originally, and what are now, the nature and amount of the emoluments of the head master, and other masters and assistant masters? State particularly the sources of these emoluments, and the average amount derived from each source. If stipends are paid to them, or any of them, out of the revenues of the foundation, what proportion did those stipends originally bear, and what proportion do they now bear, to the emoluments of the Fellows or other members of the foundation? Is the income of the head master chargeable with any outgoings not bringing back any direct personal emolument to him, such as partial or entire payments of the salaries of assistant masters or other persons on the School establishment, or any similar expenses? If so, state the amount of such outgoings.

11. What was the original number of masters, and what is now the number of masters and assistant masters? Can you state at what times the increase has taken place, and what additions, if any, have been made to the number, and when, during the last 50 years? Is there any authoritative rule or any custom regularly observed as to any proportion between the number of masters and the number of boys? If so, when was the rule introduced, and with whom does it rest to see that it is adhered to?

* This question is not meant to extend to the head or members of the Chapter of any Cathedral or Collegiate Church, except as to any powers, duties, privileges, or emoluments which they may possess in relation to or connexion with the School.

12. What are the specific duties and powers, and what is the authority in the School, of the head master and of each of the masters and assistant masters (including all persons engaged in any way in the work of teaching)? How and by whom are they appointed? Are they, or any of them, customarily, or by rule, taken from any particular profession, place of education, class, or body of persons, and are there any conditions of eligibility established by rule or custom? Is there any power of removing them, and, if so, how and by whom is it exercised? Is there any rule or usage respecting superannuation, or any provision for it?

13. What are the privileges or advantages given by the original statutes or regulations to scholars on the foundation? and what, according to the statutes or usage of the School, constitutes a foundation scholar? What privileges or advantages do such scholars now actually enjoy? If there is any difference between their original and their actual condition as to such privileges or advantages, can you explain how and when it arose? Are there any advantages common to the other boys from which they are excluded? Do you consider the position of a foundation scholar to be as advantageous (either positively or relatively to that of a Fellow, or to that of boys not on the foundation) as it was originally, or to be more or less so, and to what causes do you attribute the change? Can you represent the amount of it in money? Is any money paid by a foundation scholar on account of board, lodging, instruction, or general school charges, over and above what is provided for him out of the foundation? If so, state the average amount and the nature of the charges.

14. Is the number of foundation scholars fixed by the statutes or regulations? Do they provide for or authorize, or do they expressly or implicitly prohibit, an increase or diminution of the number? Mention any portions of them which in your opinion bear upon this subject. Can you state whether the actual has ever fallen below the statutory number, and when, to what extent, from what length of time, and from what causes?

15. What are the qualifications for election or admission as a foundation scholar, and how and by whom are such scholars elected or admitted? Have there been any and what changes in these respects within the last 50 years?

16. Besides foundation scholars (or if Winchester has no such scholars), do the statutes or regulations give special advantages to any particular class of boys having a local or other qualification? If so, are the statutes or regulations observed in this respect, or when and how did they cease to be so?

17. Is the admission of boys, not being foundation scholars, and having no local or other special qualifications, provided for or contemplated in the statutes or regulations? Is there any limit to the number of boys who may be so admitted, and to what extent are they entitled to share in the advantages of the School? Are they entitled to be taught gratuitously or at fixed charges? Are the statutes or regulations observed in this respect, or when and how did they cease to be so observed?

18. Be so good as to state particularly the ordinary charges and expenses of a boy at Winchester (that is to say, all such charges and expenses as are usually included in the bills sent to parents), their average amount, and the limits within which they usually range, distinguishing those which are variable from those which are uniform, and such as are only usual from such as are obligatory. Are these charges and expenses bounded by any definite limit or subject to any supervision or control? What charges are made, under what heads, and in what manner, for instruction or tuition in or out of School, to whom are such charges respectively paid, and are any, and which of them, considered as "extras"? Does your statement of charges and expenses apply equally to all the boys, and, if not, what are the differences or exemptions, nominal or real?

19. Please to state the total amount of the sums received from boys or their parents or guardians during the year 1860, for instruction or tuition.

20. Are there any boys participating in the general instruction of the School who lodge and board either with their parents or in other houses not recognized as boarding houses by the authorities of the School? If so, what are the payments obligatory in such cases for each boy, and are such boys, as regards instruction and the use of playgrounds, and in all other respects, on an equal footing with the other boys, or what differences are there?

21. What is th amount of acoommodation afforded for boardert, whether in the School itself or in boarding houses? What rules or regulations (if any) are there, and how are they established and enforced, respecting the persons authorized to keep boarding houses, the *maximum* number in each house, and the general management of such houses as regards the health, comfort, and good order of the inmates?

22. Is there one uniform kind of domiciliary accommodation furnished to all the boys of the School? if so, what is its nature? if not, what are the varieties, and do these depend on the boarding house in which the boy boards or on the part of the School to which he belongs, or on the option of the parents and guardians of the boy, or on rank? Is there a varying rate of charge for lodging correspondent in each case with the varying nature of such domiciliary accommodation? To what extent, and subject to what distinctions, do the boys prepare their school work, and generally prosecute their studies in such domiciles, and to what extent elsewhere; if to any extent elsewhere, in what place, and under what conditions as to privacy or otherwise?

23. Is there one uniform scale of diet supplied to all the boys? If so, what is the number, what the hours, and generally what the description of such meals? If not, what are the varieties? and do they depend on age or position in the School, or on the varying practices of different boarding houses, or on the option of parents and guardians, or on the rank of the boys? and is there in all cases a varying rate of charge for board correspondent with the varying quality and number of such meals?

24. Does the rate of charge, for either board or lodging, depend at all upon the social or scholastic status of the person keeping the boarding house? Does it depend at all upon the rank or the scholastic status of the boys lodged and boarded?

25. Is any part of the profits derived from the charges for board and lodging regarded as an indirect payment (total or supplementary) for other services to the School, whether instructional or disciplinary; such as teaching, tuition, moral superintendence, preaching to the boys, or any similar service?

26. Is the resort by the boys to pastry-cook's shops, inns, or other houses of entertainment a recognized or a customary method of obtaining either meals or any considerable portion of their food?

27. What is the system upon which furniture is provided for the boys' rooms, and what charges are made in respect of it?

28. With whom does the selection of the boarding house in which a boy lodges rest? Is a recommendation commonly given by any school authorities?

29. How many of the classical, mathematical, and other masters and assistant masters keep boarding houses? Is it a privilege which any of them are unable to obtain? How many boarding houses (if any) are kept by persons taking no part in the work of teaching?

30. Have the authorities of the School any, and what, power to limit the number of boarding houses within certain bounds? If so, can boarding houses be kept, and are any kept, without their permission, beyond those bounds?

31. What is the average period for which boys remain at the School? Is there any difference in this respect between boys on the foundation and boys not on the foundation?

32. Please to state,—

1. The total number of boys now at the School.
2. The greatest number in each year during the last 20 years.
3. The number of boys now in each form, class, or division.
4. The number of boys now in each boarding house.

III.

1. What is the earliest age, and what is the latest age, at which a boy may be admitted into the School?

2. Is any preliminary knowledge (proved by examination or otherwise) in spelling, writing, and arithmetic, or in any other subject, required of a boy on admission into the School?

3. Is there any limit to the age at which a boy may be originally placed in any of the lower forms, or beyond which he can *remain* in any of the lower forms?

4. What is the highest form in which a boy can be placed on admission into the School?

5. What is the latest age at which a boy may remain in the School?

6. Be so good as to furnish, with respect to each form, class, or division of the School, tabular statements corresponding respectively with the accompanying forms B. C., and D.; and with respect to the private pupils of each master and assistant master, a tabular statement corresponding with the form E. Add an explanation of the character of the books read or used, when not sufficiently indicated by the title.

7. Has the head master any power to modify the system and course of study, or to change from time to time the books or editions of books used in the School? If not, in whom are such powers vested?

8. Have the assistant masters any voice, consultative or other, in the direction of the studies of the School?

9. On what system, and whether by seniority or proficiency, or both, does a boy rise in the School; and in determining the rate of his rise, what relative weight, as nearly as can be stated, is assigned to proficiency in the under-mentioned subjects respectively:—classical scholarship; modern languages and literature, including English; English composition; history and geography, ancient and modern; arithmetic; mathematics; physical science? In what manner is such proficiency ascertained, and in what manner is such weight assigned? Are the classes or divisions of the mathematical and of the modern language departments of the School coincident with those of the classical; so that Class N. (say) in classics consists of the same boys as Class N. in French, German, or mathematics?

10. What provision is made for the teaching of each of these subjects, and for promoting the study of them? Can you furnish any information showing to what extent they are severally studied, and with what success? Which of them do, and which do not, form a necessary part of the regular course of study?

11. Is any extra fee exacted for instruction in modern languages, mathematics, or physical science, and if so, what is the amount of such extra fee or fees? Do you consider that the progress of the boys in these studies is in proportion to their progress in Greek and Latin; and if not, to what do you attribute the comparative deficiency?

12. What periodical examinations are held at the School, and in what subjects? By whom are they conducted, and do they extend to the whole School, or to some and what part of it?

13. What scholarships, exhibitions, prizes, or other rewards are established in the School, or in connexion with it, and by whom and on what principles are they severally awarded, and to proficiency in what subjects? State clearly how far the examinations for any such rewards turn upon the regular work of the boys, whether in School or with their tutors; and, in the case of such examinations ranging beyond the limits of such work, point out what the extent of such range is, and how far and in what way boys aiming at those rewards are enabled and assisted to apply to that pursuit, whether in the way of reading or composition, any of the time which they have at their disposal beyond what is required for their school work.

14. Is it compulsory, formally or practically, on every boy to have, in addition to the master attached to his form or class, a tutor or tutors (whether called a private tutor or not), or is it usual, without being compulsory, or permitted (in any and in what cases) without being usual? Are boys (if any) without such tutor at a clear disadvantage, as compared with others, in respect of their studies? What are the tutor's duties? Describe fully the system of instruction or tuition, so far as regards the relation in which each boy stands to the masters and tutors with whom he has to do; state how long it has existed, and what you conceive to be its advantages and disadvantages.

15. Is it the custom in any and in what forms for the boys to construe their lessons to a tutor, either public or private, before they construe them in School to the master? If so, how much time, in proportion to the regular lesson in School, is usually spent in such previous construing?

16. Is the number of boys under the charge or teaching of each master or tutor limited, and if so, how and what is the limit? What is the average number of boys under each master or tutor?

17. Is it the custom for the parent or guardian of a boy sent to the School to select, or for the head master to nominate or recommend, his tutor?

18. Is it practicable, and usual, to any and what extent, to pay attention to individual character, capacity, and mental bias, and to give boys particular facilities for or encouragement in the pursuit of studies for which they may show a special aptitude? Are particular facilities given for the pursuit of studies of a professional character for which special examinations have to be passed, and in which, therefore, special preparation must sooner or later be gone through? If so, please to point out distinctly to what extent, and in what manner, such facilities, if granted in particular cases, are adapted and subordinated to the general principles of the education of the School.

19. Do you conceive that the instruction given by the master in the course of the ordinary work would be sufficient, without supplementary aid, to prepare a boy of good ability for a successful career at the Universities, or for success in the competitive examinations established in connexion with the civil, military, or East India services? If not, would it in your opinion be possible so to improve the ordinary teaching as to make it sufficient for these purposes?

20. Can you furnish the Commissioners with any information showing what scholarships at the Universities, or other distinctions (there or elsewhere), open to general competition, have in each of the last ten years, or during any longer period, been gained by foundation scholars and by boys not on the foundation respectively?

21. Has the School any library to which the boys have access? and if so, under what conditions are they permitted to use it? Has the School any collection of natural history, or any apparatus for experiments in natural philosophy?

22. Is provision made for systematic instruction, elementary or advanced, in music or drawing, or both; if so, what time is allotted for the prosecution of such studies, what is the general course of such instruction in each, up to the highest point at which it is cultivated; what was the number of boys during the last six months of 1860 availing themselves of such provision, and how long had each then been cultivating it at School; are these studies successfully prosecuted?

23. State what means are adopted to promote the religious and moral training of the boys, and to enforce order and good conduct, by the presence and personal influence of masters or tutors, by the help of monitors or prefects, or the co-operation in any other way of the boys themselves, by rewards and punishments, or otherwise.

24. State accurately what, if any, regulations are in force by law or usage on the following points relating to the religious teaching or training of the boys:—

(1.) The system of preaching in the college, chapel, or church attended by the boys. Are the sermons specially addressed to the boys? To whom is the duty of preaching intrusted or confined.

(2.) The confirmation of the boys.

(3.) Their attendance at the church services, and especially at the Holy Communion.

(4.) The observance of Sunday.

(5.) Their religious instruction at the hands of their tutors and in public work in School. State particularly how their religious knowledge is tested and ascertained by their tutors or in any of the public examinations.

25. Are the same offences uniformly visited with the same punishment? If so, give some account of the system, specifying the punishments, and the offences to which they are awarded respectively.

26. Do all offences come before the head master? If not, do any? In the latter case, state what they are, and state in either case, through what channel they are brought before him. Does he inquire into the nature and gravity of the offences which come before him, and does he require evidence of their having been committed? Does he in all cases award, and in any cases inflict, the punishment? Are these duties, or either of them, performed, in any and what cases, by other masters or assistant masters?

27. What powers and duties in maintaining the discipline of the School are assigned to any of the boys themselves? What portion of the School has such powers and duties? and over what portion of the School are they exercised?

28. Do you consider such powers essential or useful to the effective maintenance of school discipline? State the grounds of your opinion. Do they on the whole tend to produce, or to suppress, tyranny of the stronger boys over weaker, and how?

29. What powers and privileges are given to any portion of the School over any other portion of it, either to enforce attendance at games, or to exact personal services of any description? What portion of the School has such powers? Over what portion are they exercised? Are such powers and privileges *generally* in any way detrimental either to health, to the reasonable enjoyment of liberty, or to the opportunities of bodily or mental recreation or study on the part of the lesser boys? Please to assign the reasons for your opinion.

30. Have you known instances of the abuse of the before-mentioned disciplinary powers and privileges? And

do you consider that such instances, where they exist, are likely to come to the knowledge of the masters?

31. During how many weeks in the year are the boys at School?

32. How often, and when, and for how many weeks each time, do the boys go home for the holidays?

33. While the boys are at School, what are the usual holidays or half-holidays during the week?

34. At what hours in winter and summer respectively are the boys required to be dressed in the morning, and to go to bed at night?

35. On regular School days, what is the time allowed for play?

36. What is the acreage of the ground allotted to the boys for their out-door amusements and games?

37. What is the nature of such ground, viz., whether (1) covered or entirely open; (2) paved or field; (3) grass or bare?

38. What is the nature of the ground immediately surrounding such playground, and especially is it occupied by inhabited buildings, or by factories, or is it open?

39. What are the common games or other bodily exercises of the boys?

40. What range is practically (whether by express permission or by customary connivance) allowed to boys over the ground lying beyond the precincts of the School and playground, and to what extent, and for what purposes, do the boys commonly avail themselves of it?

41. What athletic exercises are taught as part of the education, and of these which are extra and which compulsory, either absolutely or with reference to some particular purpose (as swimming in order to have liberty to go in boats)? Are any special teachers appointed to superintend such exercises?

42. Is it, or is it not, the general habit of boys most distinguished for their progress in intellectual studies to distinguish themselves also, or to partake with interest, in the manly games of the School, or is any difference in the tendencies of different intellectual studies in this respect discernible?

43. So far as you can judge of the results in after-life of the education afforded at Winchester, do you consider those results satisfactory? Or is it your opinion that the system in any respects falls short of what a great public School might accomplish in preparing boys for the various lines of life, professions, and employments in which they may engage? If so, will you state what the deficiencies are; whence in your judgment they arise; and how far you think them remediable?

44. Does any alteration in the system and course of education at Winchester appear to you desirable? Will you be good enough to lay before the Commissioners any suggestions on this head which you may think expedient?

WINCHESTER.

ANSWERS of the Rev. GODFREY B. LEE, M.A., Warden of Winchester College.

I.

1. The College is possessed of divers manors, farms, lands, houses, tithes, manorial rights, and money in the public funds, many of which are held in trust for charitable purposes.

2. See Statement A. hereto annexed.

3. The property is managed by the Warden with the assistance of the steward and land agent. The steward receives the rents, and the accounts are audited and examined at the close of each year by the Warden and all the Fellows.

4. I am unable to answer this question fully. Some portions of the property are now let at rack-rent, upon which fines were formerly taken, but no property is now let on fines which was before at rack-rent.

5. It is unknown when the practice of taking fines was introduced; formerly the principle on which fines were set was one year and three-quarters' value. At the present time the value of two years and a quarter is taken.

6. I am unable to answer this question.

7. (1) The following is an account of receipts and expenditure for the year 1860:—

RECEIPTS.

	£	s.	d.	£	s.	d.
Rents	6,471	9	1			
Fines and heriots	1,365	12	6			
Leasehold fines	7,200	0	0			
Funds	1,290	14	6			
Timber	1,025	15	8			
Miscellaneous	268	13	8			
				17,622	5	5

EXPENDITURE.

	£	s.	d.	£	s.	d.
Chapel and Library:—						
Stipends of three chaplains	215	0	0			
Do. organist	80	0	0			
Do. four lay clerks	109	0	0			
Waxlights, coal, &c.	94	8	3			
				498	8	3
Choristers:—						
Schoolmaster's salary	80	0	0			
Fees on apprenticeship	35	0	0			
Board during holidays	77	4	0			
Bills for clothing	112	12	0			
Books, medical attendance, &c.	31	7	8			
				336	3	8
Kitchen and Hall:—						
Butcher	784	17	0			
Baker	244	17	10			
Grocer	618	14	7			
Brewer, malt, hops, &c.	193	0	6			
Wine at audits and election	39	15	3			
Coals and coke for kitchen and hall	117	12	0			
Tinman's bill, &c.	50	7	0			
Servants' wages	685	10	0			
				2,734	14	2
Chambers and Meads:—						
Lighting school and chambers	144	18	0			
Warming ditto	132	5	10			
Bedding, &c.	55	15	1			
Water wheel and water-rate	43	10	3			
Wages of matron, two bedmakers, and gardener	236	5	4			
				612	14	6
Repairs and Insurance;						
Fire insurance	59	0	6			
Bricklayer	437	2	3			
Carpenter	196	19	2			
Painter	252	9	4			
Plumber	128	3	4			
Smith	262	18	8			
Mason	35	15	3			
Surveyor's salary	30	0	0			
				1,402	8	6
Stipends and Allowances:—						
Warden's share of leasehold fines and allowances	1,750	2	2			
Ten fellows' ditto ditto	6,598	1	8			
Head master's salary	300	0	0			
Second master's ditto	220	14	0			
Mathematical master's ditto	210	0	0			
College tutor's ditto	200	0	0			
Lecturer on science	105	0	0			
Exhibitions to commoners	225	0	0			
Assistant bursar	200	0	0			
				9,808	17	10
Donations and Endowments:—						
Downton chancel, repairs	442	0	0			
Portsea church, ditto	20	0	0			
Ashe school, building	230	0	0			
Preston, Candover, ditto	20	0	0			
Kingsclere, ditto	30	0	0			
Fernhamsdean, ditto	60	0	0			
Payments to vicars and curates of the different parishes where the college property is situated	569	16	11			
Subscriptions to schools of ditto	141	16	0			
Ditto poor of ditto	115	5	0			
Payment out of the manor of Stubbington	26	10	6			
Payments to founder's kin	20	0	0			
Ditto to poor scholars	36	10	4			
Ditto to prefects	20	0	0			
Ditto to Goddard scholarship examiners	21	0	0			
Annuities, gratuities, and subscriptions	341	15	6			
				2,094	14	3

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Miscellaneous:—	£	s.	d.	£	s.	d.	£	s.	d.
Taxes	399	15	6						
Watch and city rate	21	5	0						
Stubbington land tax	22	0	0						
Allington ditto	14	10	0						
Repairs of Westminster mill, Isle of Wight	10	0	0						
Quit rent of Pitton and Farley	8	13	3						
To collectors of quit rents	56	6	10						
To surveyor for valuations, journeys, &c.	150	14	0						
Fines and fees to Bishop of Winchester for renewal of lease of Stoke Park	702	18	4						
Purchase of meadow adjoining college property	334	10	8						
Ditto cottage ditto	125	0	0						
Bursars	100	0	0						
Sub-warden	10	0	0						
Expenses of progresses	97	8	11						
Law costs, allowances to steward, auditors, and collectors	369	14	5						
Sundry minute expenses	187	8	6						
				2,610	5	5			
Total expenditure for 1860							£ 20,098	6	7

NOTE.—The excess of expenditure, 2,476*l.* 1*s.* 2*d.*, was paid out of the balance in hand in the former year.

(2.) The average receipts during the last seven years were as follows:—

	£	s.	d.
Rents	5,825	13	11
Copyhold fines and heriots	2,779	18	0
Leasehold fines	4,588	10	0
Dividends on stock	1,314	2	3
Timber	921	13	3
Miscellaneous	65	0	0
	15,494	17	5

The aggregate amount received for timber for the last twenty years was 24,787*l.* 5*s.* 9*d.*

8. By the original statutes the surplus revenue was ordered to be laid by for the advantage of the college; that statute has been repealed by the Oxford University Commissioners (Vide Ord. cl. 27, page 68); but the Warden and Fellows have not availed themselves of the permission to divide the whole surplus.

9. The following benefices are in the gift of the College:—

Benefice.	Incumbent.	Value.		
		£	s.	d.
Andover	C. H. Ridding, Fellow formerly Under Master	300	0	0
Ashe	G. W. Heathcote, Fellow	300	0	0
Biddestone and Slaughterford	A. Quicke, Fellow	220	0	0*
Bradford Abbas	R. Grant, Fellow	450	0	0
Bradford Peverell	H. B. Williams, Fellow, formerly Tutor of New College	210	0	0
Bradley North	H. Lee, Fellow	300	0	0
Burlesdon	P. Lewis	90	0	0
Downton	R. Payne, formerly Assistant Master	500	0	0
Hamble and Hound	G. C. Rashleigh, Fellow	161	0	0
Portsea	J. V. Stewart	540	0	0
Portsmouth	J. P. McGhie	400	0	0
Sydling	T. Brown	286	0	0†
West Worldham	J. Bannister	124	0	0

N.B. Three benefices besides the above-mentioned are erroneously stated in the Clergy List to be in the gift of Winchester College.

There is no rule regulating the ecclesiastical patronage belonging to the college. The livings are commonly given to the Fellows or others who are or have been connected with the foundation.

* Including tithe rent charge given by the college.
† Including 120*l.* paid *ex gratia* by the college.

Statement A, referred to in the Warden's Answer to Question 2.

FREEHOLD PROPERTY held in TRUST for WINCHESTER COLLEGE.

Designation of Property.	County.	Parish.	Description.	In whom vested.	Acreage. A.	R.	P.	How let.	Yearly Rent.* £	s.	d.	Amount received for Fines during the last 20 Years. £	s.	d.
Allington Manor Farm	Hants	Allington	Farm and Lands	The Warden and Scholars Clerks.	242	2	5	Lease 20 Years, Fine and Corn and Money Rent.	27	7	9	1,415	0	0
Do. Up Mill Mead	Do.	Do.	Meadow	Do.	3	2	38	Do.	1	19	0	69	0	0
Do. Mill	Do.	Do.	Water Corn Mill	Do.				Lease 30 Years, Fine and Money Rent.	2	0	0	155	0	0
Alresford-le-George	Do.	Alresford	George Inn, with Coach House, Yard, and Premises.	Do.				Lease 20 Years, Fine and Corn and Money Rent.	13	8	5	155	0	0
Do. Tenement	Do.	Do.	House and Premises.	Do.				Lease 30 Years, Rent and Fine.	0	10	0	30	0	0
Do. do.	Do.	Do.	Do.	Do.				Do.	0	10	0	30	0	0
Do. Site of Tenement	Do.	Do.	5 new Tenements	Do.				Do.	2	0	0	110	0	0
Do., Tenements and Lands in Dean Street.	Do.	Do.	House and Lands	Do.	33	0	18	Leased for 30 Years, Rent and Fine, in 4 several Parts.	13	4	11	309	7	8
Alton Stonehouse	Do.	Alton	House and Shop in High Street, Alton.	Do.				Leased for 30 Years, Fine and Corn and Money Rent.	0	6	8	70	0	0
Do., Part of	Do.	Do.	Tenement adjoining last above.	Do.				Leased for 20 Years, Fine and Corn and Money Rent.	1	16	0	81	14	0
Do., Part of	Do.	Do.	Cottage and Garden in Turk St., and Land in Common Field.	Do.	27	0	9	Do.	7	6	0	230	0	0
Andover Parsonage Farm	Do.	Andover	Farm and Lands	Do.	96	2	12	Lease 10 Years, Fine and Corn and Money Rent.	275	0	0	8,041	0	0†
Do. Chantry, 1st Part	Do.	Do.	Lands	Do.	54	1	6	Leased for 20 Years, Fine and Corn and Money Rent.	32	13	6	153	15	6
Do. do. 2nd Part	Do.	Do. & Enham-	Lands	Do.	13	0	9	Do.	8	3	0	148	0	0
Do. do. 3rd Part	Do.	Do.	Meadow Land and Garden.	Do.	6	0	0	Do.	2	15	0	66	3	6
Do. do. 4th Part	Do.	Do.	Meadow Land	Do.	0	3	30	Do.	0	2	0	10	0	0

* When it is stated that the several Estates are leased at Fine and Corn and Money Rent, it must be understood that the amounts given under the head of "Yearly Rent" are about the average of what is received.
† Including the tithes demised in same lease, and herein-after referred to.

Designation of Property.	County.	Parish.	Description.	In whom vested.	Acreage. A. R. P.	How let.	Yearly Rent. £ s. d.	Amount received for Fines during the last 20 Years. £ s. d.
Andover Chantry, 5th Part	Hants	Andover	3 Tenements and Small Piece of Land.	The Warden and Scholars Clerks.	- - -	Leased for 20 Years, Fine and Corn and Money Rent.	0 2 0	25 0 0
Do. do. 6th Part	Do.	Do.	Tenements in Chantry-street.	Do.	- - -	Do.	0 5 0	156 0 0
Do. Callice	Do.	Do.	House and Lands	Do.	109 2 38	Do.	50 0 0	375 10 0
Do. Tenement	Do.	Do.	White Bear Inn and Tenement adjoining.	Do.	- - -	Lease for 30 Years, Rent and Fine.	1 0 0	30 0 0
Do. do.	Do.	Do.	8 Tenements and Premises.	Do.	- - -	Do. in Two Leases	2 14 0	280 0 0
Do. do.	Do.	Do.	Angel Inn, and Tenements adjoining.	Do.	- - -	Do.	5 13 4	110 0 0
Do. do. (Routs)	Do.	Do.	House and Premises.	Do.	- - -	Do.	1 3 0	40 0 0
Do. do. (Whale)	Do.	Do.	Do.	Do.	- - -	Do.	1 5 7	40 0 0
Do. do. Pool	Do.	Do.	Do.	Do.	- - -	Do.	0 12 9	30 0 0
Do. do. Willis	Do.	Do.	Do.	Do.	- - -	Do.	1 0 0	—*
Do. do.	Do.	Do.	Part of Old Angel Inn and Premises.	Do.	- - -	Do.	1 0 0	60 0 0
Andwell Manor Farm	Do.	Do.	House and Lands	Do.	498 0 13	Lease 20 Years, Fine and Corn and Money Rent.	51 11 0	2,075 0 0
Ashe Manor Farm	Surrey	Ashe	Do.	Do.	187 3 13	Do.	24 9 0	738 0 0
Do. Mongers	Do.	Do.	Land	Do.	8 0 11	Lease for 30 Years, Fine and Corn and Money Rent.	1 10 0	150 0 0
Do. Russells	Do.	Do.	Do.	Do.	34 2 25	Do.	2 0 0	211 0 0
Do. Fanners and Lerways	Do.	Do.	Do.	Do.	52 1 2	Do.	2 0 0	420 0 0
Do. Stratfords	Do.	Do.	Do.	Do.	26 0 10	Do.	0 7 0	373 0 0
Basingstoke Hound Mills	Hants	Basingstoke	Farm and Lands, and Tenements in Oat-street.	Do.	- - -	Leased for 20 Years, Fine and Corn and Money Rent.	9 5 0	941 10 0
Do. Tenement	Do.	Do.	5 Houses.	Do.	- - -	Leased for 30 Years, Rent and Fine.	1 6 8	81 10 0
Botley, St. Mary Mead, now exchanged for Lands in South Stoneham.	Do.	Botley	Meadow	Do.	2 0 0	Leased for 20 Years, Fine and Corn and Money Rent.	2 9 0	51 0 0
Botley, Catherine Wheel	Do.	Do.	Catherine Wheel Inn.	Do.	- - -	Lease 30 Years, Fine and Rent.	0 16 8	286 0 0
Do. Tenement	Do.	Do.	House and Premises.	Do.	- - -	Do.	0 13 4	90 0 0
Do. Broadgate	Do.	Do.	Do.	Do.	- - -	Do.	0 10 0	45 0 0
Part of do.	Do.	Do.	Do.	Do.	- - -	Do.	0 3 4	79 0 0
Coombisset Manor Farm	Wilts	Coombisset	House and Lands	Do.	246 3 29	Lease 20 Years, Fine and Corn and Money Rent.	18 0 0	1,215 0 0
Cridmore Farm	Hants, Isle of Wight.	Carisbrooke	Do.	Do.	127 0 2	Do.	16 16 8	1,561 0 0
Downton Parsonage Farm	Wilts	Downton	Do.	Do.	53 3 15	Do.	11 12 0	920 0 0
Do. Tenement, Part of, Grove Wood.	Do.	Do.	Tenement, Malthouse, and Land.	Do.	10 0 0	Do.	0 4 8	175 0 0
Do. Maples	Do.	Do.	House and Land	Do.	34 1 32	Do.	8 6 0	328 12 0
Durrington Manor Farm	Do.	Durrington	House, Farm, and Lands.	Do.	491 3 18	Do.	57 9 0	2,114 12 0
East Cosham Farm	Hants	Wymering and Wydley.	Do.	Do.	78 1 32	Do.	20 3 0	1,201 0 0
East Worldham Farm	Do.	East Worldham.	Do.	Do.	282 1 32	Do.	34 10 0	1,260 0 0
Eling Hetchwood	Do.	Eling	Do.	Do.	62 2 24	Do.	1 17 0	140 0 0
Do. Mills	Do.	Do.	Two Water, Corn Mills, & Premises.	Do.	- - -	Lease 30 Years, Fine and Corn and Money Rent.	7 13 0	550 0 0
Do. Woodland at Fletchwood.	Do.	Do.	Wood	Do.	0 2 0	Lease 20 Years, Nominal Rent.	0 1 0	—
Elsfield Longreeds	Do.	Ellisfield	House, Farm, and Lands.	Do.	128 3 19	Lease 20 Years, Fine and Corn and Money Rent.	10 7 0	545 15 9
Fairthorne	Do.	Bishops Waltham.	Land	Do.	8 2 18	Do.	1 4 0	30 0 0
Fernhamsdean Manor Farm	Do.	Fernhamsdean	House, Farm, and Lands.	Do.	623 2 35	Do.	40 10 0	1,900 0 0
Firma Minor Botts	Do.	Do.	Do.	Do.	149 2 14	Do.	8 2 0	394 10 0
Fernhill Manor Farm	Do.	Fernhill	Do.	Do.	383 2 5	Do.	41 10 0	474 10 0
Do. Gores and Hartsais	Do.	Do.	Do.	Do.	65 0 8	Do.	4 16 0	312 8 0
Part of Do.	Do.	Do.	Land	Do.	7 0 3	Do.	0 10 6	
Do.	Do.	Do.	Do.	Do.	2 2 34	Do.	0 4 7	
Do.	Do.	Do.	Do.	Do.	1 0 3	Do.	0 0 2	
Fullflood and Week	Do.	Week	Houses and Land	Do.	62 1 20	Do.	22 3 9	285 0 0
Goleigh	Do.	Priors Dean & East Tisted.	Houses, Farms, and Land.	Do.	323 0 0	Do.	48 15 0	839 2 0
Hall Lands	Do.	Tilehurst	Do.	Do.	173 3 2	Do.	14 15 0	440 0 0
Do. Malpus	Do.	Do.	Do.	Do.	44 1 3	Do.	2 12 6	90 0 0
Hamble Manor Farm	Do.	Hamble	Do.	Do.	141 2 17	Do.	13 19 0	1,212 10 0
Do. Westfield	Do.	Do.	Land	Do.	16 3 2	Do.	2 8 6	80 0 0
Hamblerice	Do.	Do.	Land & Buildings	Do.	2 1 34	Do.	1 19 0	97 0 0
Hawkley Farm	Do.	Hawkley	House, Farm, and Lands.	Do.	241 1 24	Do.	57 3 0	1,000 0 0
Do. Mill and Lands	Do.	Do.	Mill and Lands	Do.	50 0 0 (Short Acres)	Leases for 20 Years, Rent and Fine.	14 5 0	330 0 0
Heards	Do.	East Tisted	Farm and Lands	Do.	124 3 32	Lease 20 Years, Fine and Corn and Money Rent.	16 4 6	384 5 0
Huntbourne Manor Farm	Do.	Soberton	Do.	Do.	114 2 26	Do.	12 16 0	425 0 0
Whites and Flexlands	Do.	Do.	Do.	Do.	151 0 24	Do.	20 9 0	493 0 0
Itchenstoke Tenement and Lands	Do.	Itchenstoke	Do.	Do.	2 0 0	Do.	5 19 0	45 3 0
Kerne Farm, Isle of Wight	Do.	Brading	Do.	Do.	164 3 15	Do.	54 16 0	376 0 0
Land at Furthfields	Do.	Kingsclere	Do.	Do.	28 0 0	Do.	6 5 0	147 16 0
The Swan	Do.	Do.	Do.	Do.	177 1 6	Do.	18 8 6	594 15 5
Mascalls	Do.	Do.	Falcon Inn and Lands.	Do.	- - -	Do.	8 8 0	182 15 0
Riddeslands	Do.	Do.	Farm and Lands	Do.	67 1 6	Do.	10 11 6	274 12 0
Tenement, late Spicers	Do.	Do.	House & Premises	Do.	- - -	Lease 30 Years, Fine and Rent.	0 11 0	12 12 0
Sherfield	Do.	Sherfield	Land	Do.	72 6 19	Lease 20 Years, Fine and Corn and Money Rent.	3 11 0	246 0 0
Trumpers Inn	City of London.	Holy Trinity	Seven Houses and Buildings.	Do.	- - -	Lease 40 Years, Fine and Rent.	13 0 0	2,550 0 0
Part of Banking-house	Hants	Lymington	Coach-house and Stables.	Do.	- - -	Lease 30 Years, Rent and Fine.	0 4 0	170 0 0
South Merston	Wilts	Merston	Tenement & Lands	Do.	13 0 0	Lease 20 Years, Fine and Corn and Money Rent.	4 13 6	247 5 6
Part of above	Do.	Do.	Do.	Do.	14 1 10	Do.	2 9 0	124 0 0
Mintern Manor Farm	Dorset	Mintern	House, Farm, and Lands.	Do.	362 1 30	Do.	43 4 0	1,588 0 0
Moundesmere Manor Farm	Hants	Candover	Do.	Do.	595 2 29	Do.	48 9 0	1,848 16 0
Axors	Do.	Do.	Do.	Do.	171 1 17	Do.	11 14 0	593 0 0

* The lease has not been renewed.

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Designation of Property.	County.	Parish.	Description.	In whom vested.	Acreage. A.	R.	P.	How let.	Yearly Rent. £	s.	d.	Amount received for Fines during the last 20 Years. £	s.	d.
North Mundham	Sussex	Hunston and North Mundham.	Land	The Warden and Scholars Clerks.	11	0	0	Lease 20 Years, Fine and Corn and Money Rent.	2	6	6	67	17	6
Newbury Tenement	Berks	Newbury	House and Garden	Do.	-	-	-	Lease 30 Years, Fine and Rent.	1	0	0	108	0	0
Do.	Do.	Do.	2 Do.	Do.	-	-	-	Do.	0	18	6	60	0	0
Otterbourne Lands	Hants	Otterbourne	Land	Do.	13	3	15	Lease 20 Years, Fine and Corn and Money Rent.	9	4	0	197	0	0
Do. House and Lands	Do.	Do.	House and Land	Do.	19	2	11	Do.	4	13	6	235	0	0
Piddletrenthide Manor Farm	Dorset	Piddletrenthide	House, Tenements, Farm, & Lands.	Do.	1,094	7	26	Do.	156	19	0	4,278	3	6
Do. Freelands	Do.	Do.	Do.	Do.	397	0	0	Do.	43	18	0	1,176	15	0
Do. Guernseys	Do.	Do.	Do.	Do.	85	0	15	Do.	13	7	0	238	0	0
90 Houses	Hants	Portsmouth & Portsea.	Houses and Buildings.	Do.	-	-	-	Leases 30 Years at Rents and Fines to various persons.	25	13	0	2,462	15	0
Ropley Manor Farm	Do.	Ropley	House, Farm, and Lands.	Do.	531	3	21	Lease 20 Years, Fine and Corn and Money Rent.	64	7	0	1,388	17	6
Romsey Swan and Lands	Do.	Romsey	Public House and Lands.	Do.	5	0	0	Do.	8	11	0	120	0	0
Wades Lands	Do.	Eling	House and Lands	Do.	156	1	0	Do.	44	8	0	526	16	4
Romsey Tapsham	Do.	Romsey	Land	Do.	2	0	0	Do.	0	15	0	10	10	0
Do. Four Acres	Do.	Do.	Do.	Do.	4	0	0	Do.	1	1	0	36	1	6
Various Houses	Do.	Do.	Houses & Premises	Do.	-	-	-	Leased for 30 Years at Rent and Fine, and Corn and Money Rent and Fine.	6	11	8	790	10	0
St. Cross Manor Farm	Do. Isle of Wight.	Carisbrooke	Farm & Lands	Do.	157	0	0	Do.	32	0	0	2,968	10	0
South or Shide Cross	Do.	Do.	House & Lands	Do.	38	2	31	Do.	5	2	0	451	0	0
St. Cross Whitehouse	Hants, Isle of Wight.	Do.	Do.	Do.	138	0	0	Lease 20 Years, Fine and Corn and Money Rent.	33	13	6	158	3	0
Do. Island Garden	Do.	Newport	Land	Do.	0	1	38	Do.	0	6	0	56	6	0
Do. Land at Water gate	Do.	Carisbrooke	Do.	Do.	4	2	5	Do.	0	6	0	51	2	0
Do. Mill	Do.	Do.	Mill	Do.	-	-	-	Do.	2	15	0	270	0	0
Salperton Manor and Farm	Gloucester	Salperton	Houses & Lands	Do.	312	2	14	Do.	77	0	0	1,700	0	0
Sherborne Wyke Farm	Dorset	Sherborne Wyke & Bradford Abbas.	Do.	Do.	564	3	0	Do.	73	15	0	4,583	6	0
Sydling Manor Farm	Do.	Sydling	Do.	Do.	1,010	1	10	Do.	161	8	0	2,900	0	0
Huish Farm	Do.	Do.	Do.	Do.	333	0	0	Do.	42	2	0	1,424	15	0*
Langfords Farm	Do.	Do.	Do.	Do.	139	2	14	Do.	18	8	0	667	0	0
Bromshaw Mead	Do.	Do.	Land	Do.	9	0	0	Do.	7	1	7	20	0	0
Northfield Farm	Do.	Do.	House and Lands	Do.	164	0	0	Do.	20	16	0	596	11	0
Chalmington Farm	Do.	Cattistock	Do.	Do.	325	0	0	Do.	16	15	0	1,800	0	0
Forders Farm	Do.	Sydling	Do.	Do.	281	0	1	Do.	54	19	8	320	0	0
The Swan Inn	Hants	Stockbridge	Public House, Land, and Premises.	Do.	8	0	0	Lease 30 Years, Fine and Corn and Money Rent.	4	13	0	—†		
Stubbington Estate	Do.	Portsea	Houses & Lands	Do.	203	0	22	Lease 10 Years, Fine, Corn, and Money Rent.	339	9	4	7,105	0	0‡
Portsea Fields	Do.	Do.	Land	Do.	8	0	19	Lease 20 Years, Fine and Corn and Money Rent.	0	19	0	110	0	0
Part of Do.	Do.	Do.	Do.	Do.	0	0	27	Do.	0	3	0	5	15	0
Southampton Tenement	Do.	All Hallows	House & Premises	Do.	-		-	Leased for 30 Years, Rent and Fine.	0	13	4	160	0	0
Do.	Do.	Do.	Do.	Do.	-		-	Do.	1	0	0	185	0	0
Do.	Do.	Do.	Do.	Do.	-		-	Do.	1	13	4	200	0	0
Do.	Do.	Do.	Do.	Do.	-		-	Do.	0	16	0	180	0	0
Do.	Do.	Do.	Do.	Do.	-		-	Do.	1	6	8	220	0	0
Do.	Do.	Do.	Do.	Do.	-		-	Do.	2	13	4	300	0	0
Do.	Do.	Do.	Do.	Do.	-		-	Do.	1	6	8	160	0	0
Do.	Do.	Do.	Do.	Do.	-		-	Do.	2	0	0	170	0	0
Do.	Do.	Do.	Do.	Do.	-		-	Do.	2	0	0	200	0	0
Do.	Do.	Holy Rhood	Do.	Do.	-		-	Do.	0	5	0	60	0	0
Do.	Do.	Do.	Do.	Do.	-		-	Do.	0	10	0	80	0	0
Do.	Do.	Do.	Do.	Do.	-		-	Do.	0	5	0	90	0	0
Do.	Do.	Do.	Do.	Do.	-		-	Do.	2	0	0	120	0	0
Do. (Star Inn)	Do.	Do.	Public House and Premises.	Do.	-		-	Do.	1	10	0	205	0	0
Wimbledons Farm	Hants, Isle of Wight.	Sandown	House and Land	Do.	22	0	38	Lease 20 Years, Fine and Corn and Money Rent.	3	7	0	80	0	0
Sandown Fowls Wood	Do.	Do.	Lands	Do.	2	3	31	Do.	1	8	0	37	16	0
Walpan Farm	Do.	Chale	House and Lands	Do.	136	0	28	Do.	25	19	8	610	0	0
West Worldham	Hants	West Worldham	Glebe Lands	Do.	3	2	0	-	4	14	0	—		
Willhall Farm	Do.	Alton	House, Farm, and Lands.	Do.	377	1	22	Do.	45	8	0	1,698	0	0
Woodmancott Manor and Farm.	Do.	Woodmancott	Houses and Lands	Do.	1,369	3	12	Do.	157	1	0	3,260	0	0
Worthy Mortimore	Do.	Headbourne Worthy.	House and Lands	Do.	149	2	38	Do.	12	17	0	727	8	0
Wyards	Do.	Alton	Do.	Do.	140	0	0	Do.	17	14	0	310	0	0
,, Bunkley Mead	Do.	Do.	Land	Do.	4	0	14	Do.	0	11	0	16	16	0
Yafford	Hants, Isle of Wight.	Shorwell	House and Lands	Do.	93	2	0	Do.	22	0	0	319	5	0
Warnboro' North	Hants	North Warnboro'.	Do.	Do.	58	0	24	Do.	0	1	0	418	10	0
Winton, Tenement and Lands near Northgate.	Do.	St. Bartholomew, Hyde.	Houses and Gardens.	Do.	-		-	Lease 40 Years, Fine and Corn and Money Rent	6	0	0	120	0	0
Do. near Seagrim Mills	Do.	St. Peter, Cheesehill.	Tenement and Garden.	Do.	-		-	Do. for 30 Years at a Quit Rent.	0	4	0	50	0	0
Do.	Do.	Do.	4 Do.	Do.	-		-	Do.	0	1	0	30	0	0
Do. Dog and Duck	Do.	Do.	Public House and Premises.	Do.	-		-	Do.	0	8	0	60	0	0
Do. Tenement in St. John's	Do.	St. John's	House & Premises	Do.	-		-	Do.	0	18	0	47	0	0
Do. do. St. Swithin	Do.	St. Swithin	Do.	Do.	-		-	Do.	0	14	0	40	0	0
Do. do. do.	Do.	Do.	Do.	Do.	-		-	Do.	0	6	0	13	0	0
Do. Grey Friars	Do.	Winchester	6 Do.	Do.	-		-	Do.	0	13	4	80	0	0
Do. Tenement in Sparkford	Do.	Do.	Do.	Do.	-		-	Do.	0	3	10	25	10	0
Do. do. in Colebrook-street	Do.	St. Peter, Colebrook.	4 Do.	Do.	-		-	Do.	0	10	0	60	0	0
Do. Tenement near Seagrim Mills.	Do.	St. Peter, Cheesehill.	Stable, Coach-house, and Buildings.	Do.	-		-	Do.	0	14	0	20	0	0
Do. Tenement and Garden	Do.	St. Michael	House and Garden	Do.	-		-	Do.	0	5	0	17	10	0
Do. Garden in Monger-street	Do.	Holy Trinity	Do.	Do.	-		-	Lease for 20 Years, Fine and Corn and Money Rent.	0	4	0	21	0	0
Do. Part of Three Crowns	Do.	Winchester	Do.	Do.	-		-	Lease 30 Years, Fine and Rent.	0	11	8	80	0	0
Do. do.	Do.	Do.	Do.	Do.	-		-	Do.	1	15	0	70	0	0
Do. Tenement in Colebrook-street.	Do.	Do.	5 Do.	Do.	-		-	Do.	0	9	4	running out		
Do. Culver's Close	Do.	Do.	Do.	Do.	-		-	Do.	0	6	0	45	0	0
Do. Eastgate House	Do.	Do.	28 Tenements and Premises.	Do.	-		-	-	—			—		

* Including certain tithes herein-after mentioned demised by same lease.
‡ Including certain tithes demised by same lease and herein-after set forth.

† Not renewed during the 20 years.

Designation of Property.	County.	Parish.	Description.	In whom vested.	Acreage.	How let.	Yearly Rent.	Amount received for Fines during the last 20 Years.
					A. R. P.		£ s. d.	£ s. d.
Winton, Two Tenements in St. Peter's.	Hants	St. Peter's, Cheesehill.	2 Tenements and Premises.	The Warden and Scholars Clerks.	- - -	Lease 30 Years, Fine and Rent.	1 0 0	35 0 0
Do. Tenement in Tanners-street.	Do.	Do.	4 Do.	Do.	- - -	Do.	1 0 0	10 0 0
Do. House and Garden Plot	Do.	St. Peter, Cheesehill.	House and Garden	Do.	- - -	Do.	0 3 8	12 0 0
Do. Land in Buck-street	Do.	Holy Trinity	Land	Do.	- - -	Lease 20 Years, Fine and Corn and Money Rent.	0 13 0	10 10 0
Do. College Wharf	Do.	—	Dwelling-house, Sheds, and Out-buildings.	Do.	- - -	Lease 30 Years, Fine and Rent.	0 5 0	213 10 0
Do. Tenement and Garden in St. Faith.	Do.	St. Faith	House and Garden	Do.	- - -	Do.	0 15 0	36 0 0
Do. Stable in do.	Do.	Do.	Stable	Do.	- - -	Do.	0 5 0	14 0 0
Do. Plot of Ground, do.	Do.	Do.	-	Do.	- - -	-	—	—
Do. College Mead	Do.	Chilcombe	Land	Do.	- - -	Lease 20 Years, Fine and Corn and Money Rent.	1 2 0	165 0 0
Do. 2 Tenements in Colebrook-street.	Do.	St. Peter, Colebrook.	2 Houses and Premises.	Do.	- - -	Lease 30 Years, Fine and Rent.	0 5 0	19 12 0
Hamble Church Close	Do.	Hamble	Glebe Land	Do.	- - -	Held by one of the Fellows of the College at an Annual Fine averaging about	4 10 0	—
Hookwood	Wilts	North Bradley	Do.	Do.	- - -	Do.	8 1 7	—
Budstone	Hants	Biddestone	Do.	Do.	- - -	Do.	40 14 0	—
Monks Acre	Do.	Andover	Meadow Land	Do.	4 2 0	Rack Rent	13 0 0	—
Callice Fields	Do.	Do.	Lands	Do.	13 0 0	Do.	19 2 6	—
Bradford Abbas	Dorset	Bradford Abbas	House, Farm, and Lands.	Do.	170 0 0	Do.	176 0 0	—
Allington	Hants	Allington	Right of Road	Do.	- - -	Do.	0 15 0	—
Doghouse Close	Do.	St. Michael's	Meadow Land	Do.	3 0 0	Do.	10 10 4	—
Downton Webb's Land	Wilts	Downton	Land	Do.	17 0 0	Do.	10 0 10	—
East Worldham	Hants	East Worldham	Land	Do.	- - -	Do.	9 6 6	—
Essex Estates	Essex	Great Parndon	Lands	Do.	304 0 0	Do.	311 14 6	—
Encroachments in various places				Do.	- - -		1 0 6	—
Pond Close	Wilts	North Bradley	Land	Do.	8 0 0	Do.	11 9 6	—
Winton College Mill	Hants	Extra Parochial.	Water Corn Mill and Premises.	Do.	- - -	Do.	100 0 0	—
„ Premises in Kingsgate-street.	Do.	St. Michael	Garden	Do.	- - -	Do.	12 0 0	—
„ Gully and other Meads.	Do.	Do. and St. Faith.	Meadow	Do.	13 3 2	Do.	60 0 0	—
Eling Cottages	Do.	Eling	Various Cottages and Gardens.	Do.	- - -	Do.	20 5 0	—
House	Do.	St. Michael	House & Premises	Do.	- - -	Do.	12 0 0	—
Do.	Do.	Do.	Do.	Do.	- - -	Do.	6 10 0	—
Do.	Do.	Extra Parochial	Do.	Do.	- - -	Do.	350 0 0	—
Park Farm	Do.	Hambledon	House and Lands	Do.	378 0 24	Do.	380 0 0	—
House	Do.	St. Michael	House & Premises	Do.	- - -	Do.	12 0 0	—
Cottage	Wilts	Coombisset	Do.	Do.	- - -	Do.	9 8 0	—
Do.	Hants	South Stoneham.	Do.	Do.	- - -	Do.	1 15 0	—
Do.	Do.	Soberton	Do.	Do.	- - -	Do.	2 10 0	—
St. Mary College of Winchester.	Do.	Extra Parochial.	College, Offices, Meadow, and Premises.	Do.	- - -	Do.	In hand.	—
				Manors.				
Allington Manor	Hants	South Stoneham.	Manor	The Warden and Scholars Clerks.	223 2 31	By Copy of Court Roll for three Lives to various Tenants.	3 16 6	668 10 0
Andwell do.	Do.	Extra Parochial and in Upnately and Newnham.	Do.	Do.	286 2 19	Do.	5 5 1	413 10 0
Coombysett do.	Wilts	Coombysett	Do.	Do.	498 3 6	Do.	10 3 10	—
Durrington do.	Do.	Durrington	Do.	Do.	1,101 2 39	Do.	22 13 8	2,060 10 0
Downton, do.	Do.	Downton	Do.	Do.	425 2 3	Do.	9 4 0	2,033 0 0
Fernhamsdean do.	Hants	Fernhamsdean	Do.	Do.	785 2 19	Do.	18 3 6	1,542 10 0
Fernhill do.	Do.	Fernhill	Do.	Do.	222 3 30	Do.	5 12 7	665 12 6
Hambledon do.	Do.	Hambledon	Do.	Do.	122 0 13	Do.	4 12 11	1,015 0 0
Huntborne do.	Do.	Soberton	Do.	Do.	84 2 39	Do.	5 1 8	251 10 0
Long Load	Somerset	Martock	Do.	Do.	425 3 31	Do.	15 11 0	2,927 15 0
Mintern do.	Dorset	Mintern	Do.	Do.	391 0 1	Do.	5 19 2	1,318 0 0
Moundesmere do.	Hants	Candover	Do.	Do.	129 1 38	Do.	1 17 7	484 5 0
Piddletrenthide	Dorset	Piddletrenthide.	Do.	Do.	2,334 3 3	Do.	43 1 4	9,695 10 0
Ropley	Hants	Ropley	Do.	Do.	894 3 15	Do.	15 13 11	2,944 15 0
Seavington do.	Somerset	Seavington	Do.	Do.	176 2 1	Do.	11 8 2	2,540 0 0
Sydling do.	Dorset	Sydling	Do.	Do.	2,044 0 32	Do.	31 4 9	6,830 0 0
Woodmancott	Hants	Woodmancott	Do.	Do.	6 0 0	Do.	1 3 8	250 0 0
Barton do.	Hants Isle of Wight.	Whippingham	Do.	Do.	176 2 1	Do.	11 0 7	2,320 15 0
St. Cross	Do. do.	Carisbrooke	Do.	Do.	243 1 0	Do.	8 19 8	1,140 0 0
Merston	Do. do.	Merston	Do.	Do.	151 3 38	Do.	5 14 0	715 10 0
Ashe	Surrey	Ashe	Do.	Do.	- - -	By Copy of Court Roll as Copyhold of Inheritance to various Tenants.	6 2 2	689 0 0
Eling	Hants	Eling and Fawley.	Do.	Do.	About 2,700 0 0	Do.	14 1 0	5,447 0 0
Hamble	Do.	Hamblerice	Do.	Do.	- - -	Do.	5 17 6	1,002 10 0
Meonstoke	Do.	Meonstoke	Do.	Do.	- - -	Do.	25 5 4	1,565 0 0
Piddletrenthide	Dorset	Piddletrenthide	Do.	Do.	2,334 3 3	By Copy of Court Roll for three Lives to various Tenants.	43 1 4	9,695 10 0
Ropley	Hants	Ropley	Do.	Do.	894 3 15	Do.	15 13 11	2,944 15 0
				Woodlands.				
Allington, Woods at	Do.	Allington	A Copse	Do.	135 3 22	In hand.	—	—
Fernhill, do.	Do.	Fernhill	Do.	Do.	36 3 19	Do.	—	—
Medstead, do.	Do.	Medstead	Do.	Do.	57 2 2	Do.	—	—
Huntborne, do.	Do.	Soberton	Do.	Do.	77 2 10	Do.	—	—
Fletchwood, do.	Do.	Eling	Do.	Do.	131 1 13	Do.	—	—
Forest of Bere	Do.	-	Do.	Do.	10 0 0	Do.	—	—
Kingsclere, Woods at	Do.	Kingsclere	Do.	Do.	87 2 32	Do.	—	—
Hallands, do.	Do.	Tilehurst	Do.	Do.	62 1 5	Do.	—	—
Willhall, do.	Do.	Alton	Do.	Do.	36 3 19	Do.	—	—
Wyards, do.	Do.	Do.	Do.	Do.	30 0 15	Do.	—	—
Goleigh, do.	Do.	Do.	Do.	Do.	50 2 17	Do.	—	—
Blanket's Copse	Do.	Barton	Do.	Do.	4 0 0	Do.	—	—
Canon Wood	Do.	Candover	Do.	Do.	57 1 38	Do.	—	—
Elsfield, Woods at	Do.	Ellisfield	Do.	Do.	20 0 0	Do	—	—
Ropley, do.	Do.	Ropley	Do.	Do.	99 1 2	Do.	—	—
Hamble, do.	Do.	Hamblerice	Do.	Do.	6 0 0	Do.	—	—
Woodmancott, do.	Do.	Woodmancott	Do.	Do.	186 2 2	Do.	—	—
Andwell, do.	Do.	Extra Parochial	Do.	Do.	43 3 32	Do.	—	—
Grove Coppice	Wilts	Downton	Do.	Do.	41 2 18	Do.	—	—

ANSWERS.

WINCHESTER.

The Warden.

AN ACCOUNT of the LEASEHOLDS and other PERSONAL PROPERTY belonging to the WARDEN and SCHOLARS CLERKS of Winchester College.

LEASEHOLDS.

A farm known as Stoke Park Farm, containing about 400 acres, situate in the parish of Bishopstoke, Hants, held of the Bishop of Winchester by lease for 21 years at the reserved rent of 7*l.*

A small strip of waste land near the College, (extra-parochial) held in like manner at a nominal fine and rent.

The rectorial tithes of Pitton and Farley commuted at 330*l.*, and also the glebe lands containing 81A. 2R. 28P., held of the Reverend the Treasurer of Salisbury Cathedral by lease for lives, one only of whom is now in existence.

A house, garden, and out-buildings in the parish of Saint Michael, Winchester, held by lease of the Dean and Chapter of Winchester Cathedral for 30 years at the reserved rent of a few shillings, now in the occupation of the Reverend Andrew Quicke.

A house and premises in the parish of Saint Michael, Winchester, also held by lease of the Dean and Chapter of Winchester for 30 years at an annual reserved rent of a few shillings, now in the occupation of one Norris.

A meadow in the parish of Saint Michael, known as Lavender Mead, held for 30 years of the Dean and Chapter of Winchester Cathedral at the reserved rent of a few shillings.

A meadow in the parish of Saint Faith, containing 3A. 2R. 1P. known as Doggers Close, held for 21 years of the Dean and Chapter of Winchester Cathedral at the reserved rent of 9*s.*

STOCK in the FUNDS and MONEY.

The sum of about 310*l.* Three per Cent. Consols in the names of the Copyhold Commissioners in the matter of the Universities and College Estates Act, 1858.

The sum of 485*l.* 8*s.* 7*d.* in the Bank of England in the name of the Accountant General of the Court of Chancery, having been paid in for an enfranchisement under the general Copyhold Acts.

The sum of 18,000*l.* due from Her Majesty for the purchase of a part of the Osborne Estate in the Isle of Wight, which is payable in November 1862, and to be invested in the purchase of real estate.

There are also the following Tithe Rentcharges vested in the Warden and Scholars Clerks :—

Andover.—Rectorial tithes commuted at 1,674*l.* 2*s.* 10*d.*, demised by lease for 10 years (which will not again be renewed), at a fine and corn and money rent (*Vide ante*, Andover Parsonage Farm).

Downton.—Rectorial tithes, commuted at 1,509*l.* 9*s.* 10*d.*, in receipt of the college.

Biddestone.—Rectorial tithes, commuted at 300*l.*, which are held by the Reverend A. Quicke at an annual fine and corn rent.

Sydling.—Rectorial tithes commuted at 481*l.* demised by lease for 10 years (which will not again be renewed), at fine and corn and money rent.

Huish.—Farm tithes commuted at 33*l.*, demised by lease at a fine and corn and money rent (*Vide ante*, Huish Farm, Sydling).

Portsmouth and Portsea.—Rectorial tithes commuted at 1,234*l.* 13*s.*, demised by lease at a fine and corn and money rent (*Vide ante*, Stubbington Estate).

North Bradley.—Rectorial tithes commuted at 460*l.*, held by the Reverend Harry Lee at an annual fine and corn rent.

West Worldham.—Rectorial tithes commuted at 100*l.*, held by the Reverend John Bannister at an annual fine and corn rent.

Hound.—Rectorial tithes commuted at 345*l.* 6*s.* 8*d.*, held by the Reverend G. C. Rashleigh at an annual fine and corn rent.

Tithe rentcharge on lands known as *Painters Fields* in the parish of Saint Faith near Winchester amounting to 10*l.*, now in the immediate receipt of the college.

Tithe rentcharge of lands known as *Rackhills* in the Vill of Milland near Winchester, amounting to 20*l.*, now in the immediate receipt of the college.

The Warden and Scholars Clerks are also in receipt of the following sums or pensions :—

	£	s.	d.
Bishops Stoke, by the Rector	2	0	0
Bradford Peverell	2	0	0
Chark and Lee	1	16	0
Hunston	0	10	0
Lantony	1	12	0
Manningford Bruce	1	0	0
Petty Wales	3	0	0
Whethams	1	6	8
Rentcharge out of Marzeworth Farm	15	10	8

Besides the foregoing properties, which are held in trust for the college, the following are held upon special trusts.

Nature of Property.	Amount.	In whom vested.	Yearly Income.	To what Purposes applied.
			£ s. d.	
Consols*	15,600 0 0	Warden, Head Master, and Under Master.	468 0 0	Bedminster Fund for Exhibitions at the University.
Ditto	25,000 0 0	Warden of Winchester College, and Warden of New College.	750 0 0	To increase stipends of the two Masters.
Ditto	561 14 1	Warden of Winchester College, and Head Master.	16 17 0	Duncan Prize Fund.
Ditto	484 13 11	Warden and Scholars, Clerks.	14 10 10	Superannuates Fund for Exhibitions.
New 2½ per Cents.	15,495 10 6	Ditto.	387 7 9	Ditto.
Ditto	124 5 10	Ditto.	3 2 2	Ditto.
Reduced 3 per Cents.	2,866 11 9	Ditto.	85 19 11	Goddard Scholarship Fund.

* The Bedminster Exhibition Fund has also payments from an estate in Somersetshire, copyhold on two (old) lives, which will not be renewed, and on the expiration of which the estate will fall into the hands of the Ecclesiastical Commission.

Designation.	County.	Parish.	Description.	In whom vested.	Acreage.	How let.	Yearly Rent.
					A. R. P.		£ s. d.
Bedminster Estate	Somerset	Bedminster	Land	Warden of Winchester College, Head Master, and Under Master.	75 3 2	Rack Rent	210 15 0
Ditto	Ditto	Ditto	Tithes	Ditto	—	—	74 3 0
Ditto	Ditto	Ditto	Quit Rents	Ditto	—	—	22 1 6
							306 19 6
						Deduct Expenses	102 4 7
						Nett	£204 14 11

There is also another property, the proceeds of which do not come into the accounts of the College; it is a portion of the tithes of Mears Ashby in Northamptonshire, amounting to 50*l.* per annum, which is given by the Warden and Fellows to two Exhibitioners at the University.

II.

1. By William of Wykeham, Bishop of Winchester, A.D. 1387. It is a collegiate institution connected with New College, Oxford, the scholars of which, (except under peculiar circumstances, *vide* Oxford University Commissioners' Ordinance, page 5,) are elected from Winchester, non-foundation members of the school being eligible (*vid.* Ord. page 4).

2. The original constitution was a Warden, ten priest Fellows, seventy scholars, head master (informator), under master (ostiarius), three chaplains, three clerks (*i.e.* singing men), and sixteen choristers. The future constitution, as regulated by the recent Oxford University Commission, is to be a Warden, six Fellows, one hundred scholars, twenty exhibitioners, head master, under master, three chaplains, three clerks, and sixteen choristers. There are, in addition to

the *statutable* members, the following paid by the college: a mathematical master, an assistant to the under master, a schoolmaster for the choristers, an organist, and a matron to the infirmary. The Warden is to be resident in the college during eight months in each year (except in case of sickness *vid.* Ord. p. 58); his duties are similar to those of a "head of a house" in the University. He is to have pre-eminence and authority over all members of the college whatsoever, whether Fellows, masters, chaplains, scholars, &c.; and shall govern and direct them in conformity with the ordinances, statutes, and regulations of the college in force for the time being. The warden shall also with all industry and forethought, apply himself to the happy and wholesome government and care of the college, and of the fellows, and all other members thereof, and of the lands, possessions, and revenues whatsoever, and to the administration of all goods and chattels in any way belonging to the college. His emoluments, including allowance for servants according to the statutes, and for his "maintenance and due support of his dignity," and the duties of hospitality which devolve upon him, are estimated at 1,700*l.* The Fellows are the trustees of the property of the college, and with the Warden make up the governing body, one of them being sub-warden, two bursars, one sacrist and librarian. The provisions of the original statutes concerning the residence of the Fellows were repealed by the Oxford University Commissioners in 1857; and the Warden and Fellows have power to make regulations concerning residence and duties of Fellows (Cl. 8). The emoluments of a Fellowship are estimated at 550*l.* per annum. The Warden must be a priest of the United Church of England and Ireland, and a graduate in theology or law, or M.A. (Ord. p. 58) and thirty years of age (*vid.* Orig. Stat. Rub. 6,) and he must be elected by an absolute majority of the Fellows of New College, Oxford, present at the election. The Fellows, who must be priests, are elected by the Warden and Fellows of Winchester College, and the preference given by the original statutes to those who are or have been Fellows of New College is to be extended in future to the master, under master, and assistant masters of the school, &c. (*vid.* Ord. p. 61). The head master and under master are elected by the Warden and Fellows of Winchester College, as is also the under master assistant. The choristers, their schoolmaster and organist, are appointed by the Warden. There are powers given by the original statutes for diminution of numbers in the event of the property being insufficient for the support of the full number of members. I believe that no such diminution has ever taken place. There are powers given of increasing the number, by the recent Ordinances of the Oxford University Commissioners. I believe that any further reduction in the number of Fellows would be injurious to the interests of the college.

3. In the Warden and Fellows, who have the power of removing the masters and other members of the college.

4. The school is governed partly by the unrepealed portions of the statutes, partly by the Ordinances of the Oxford University Commissioners.

5. Yes, by the Oxford University Commissioners in 1857. The statutes regulating divine service ceased to be observed at the time of the Reformation, and those respecting dress, mode of living, etc., have become obsolete through the change of manners and customs, and many have been repealed by the Oxford University Commissioners.

6. I have sent a copy of the original statutes, together with two copies of the Ordinances of the Oxford University Commissioners in relation to Winchester College and new College, Oxford; the original statutes are in the muniment room of Winchester College, there is also a copy of them in the British Museum.

7. Yes; such power is given to the Warden and Fellows by the Oxford University Commissioners (Ord. cl. 41.); the consent of the visitor being necessary.

8. The school may be said to have two visitors. The society of New College, Oxford, as represented by the Warden and two Fellows elected for that purpose, hold what is called a "scrutiny" every year at the election in July when an opportunity is given to all members of the College to make any complaint they may think proper. The boys, both elder and younger, are examined separately, and questioned as to their diet, comforts, &c., &c. The Bishop of Winchester is also the visitor to whom appeals are made, and he is alluded to in this capacity in the following clauses of the Oxford University Commissioners' Ordinance, 1, 2, 3, 4, 16, 26, 30, 36, 37, 38, 39, 40, and 41. By clause 37 the visitor is empowered, whenever he may think proper, to hold a visitation, or without holding such visitation, to require answers in writing touching any matter as to which he may deem it necessary to inquire. There are no periodical visitations. I am not aware of any during the last 50 years, but there have been visitations from time to time, and the power of he visitor (Bishop Cooper) in the end of the 16th century was exercised to make a very important change respecting the Founder's kin; since that period visitations were held by Archbishop Bancroft in 1607, and Laud in 1635.

9. Yes; especially the charter granted by Richard II. A.D. 1396, and printed at full length in Walcott, pp. 126 & seq. This Charter was confirmed by Edward IV. (Walcott, p. 130). To the end of Charles II.'s reign all the English Sovereigns (except Mary) confirmed the Charter. These documents, together with sundry instruments of endowment, are in the muniment room of Winchester College.

10. The head master receives from the college 300*l.* per annum in addition to 450*l.* from the Goddard trust fund for masters. He is charged 350*l.* rent for the house and premises in which his own boarders are lodged. This sum is interest on part of a larger sum advanced by the college for building these premises a few years since; but none of the head-master's income derived from the college or the trust fund is chargeable with any payment to assistant masters or other persons. The second master has house free of all charges, with stipend and allowances from the college £208 6*s.* 4*d.* from the Goddard Trust Fund 300*l.*, and £11 13*s.* 8*d.* from Taylor's Trust. The stipend of the head master as fixed by the original statute is 10*l.*; that of the under master 5 marks; the money payment to the fellows 100 shillings; the money payment to the warden 20*l.*; but all these sums are exclusive of the allowances to the different members of the college according to their rank.

	£	*s.*	*d.*
The receipts of the head master are therefore	750	0	0
,, under master, reckoning house at 60*l.*, and allowances - -	580	0	0
,, A Fellowship - -	550	0	0

The assistant to the under master is paid 200*l.* by the college; the mathematical master 210*l.* The emoluments of the head master, under master, and mathematical master are largely increased by payments received from the non-foundation members.

11. The original number of masters was two, viz.:—the head master and under master; these are still the only *statutable* masters. In the year 1834 a mathematical master was added, and in the year 1839 an assistant master. As I am dealing only with questions relating to the *foundation*, I have said nothing of the other assistant masters, who are appointed and paid by the head master. There is no rule or custom observed as to any proportion between the number of the masters and the number of the boys in the whole school, though the former has varied from time to time *pro re natâ*.

12. The head master is to be a good scholar and teacher, and a man of good character. His duties are to instruct the scholars, and to exercise a careful supervision of their life and morals, and to punish them when necessary. The under master is to possess the same qualifications as, and to act under, the head master. The assistant to the under master, in addition to his duties as teacher, superintends the boys at dinner, and hears any complaints that may be made, which, if he thinks fit, he reports to the bursar or warden. The head master, under master, and assistant master are appointed by the warden and fellows. The head master and second master have been almost invariably taken from those who were formerly educated at the school and at Oxford, the late second master was however an Harrovian; the mathematical master is a Carthusian and Cambridge man. The assistant masters appointed by the head master have been taken from various places of education. The head master and second master are *conductitii* and *removitivi* by the Warden and Fellows. There is no rule or usage respecting superannuation nor any provision for it, except that in the election to Fellowships a preference is by the new Ordinances given to those who have been masters.

13. According to the original statutes the scholars are to be boarded, lodged, and instructed in grammar gratuitously, and provided with a small quantity of cloth for a gown.

The enjoyment of such privileges constitutes a foundation scholar; there is no difference between their original and their actual condition as to such privileges or advantages, except that mentioned in the last answer under this head. There are no advantages common to the other boys from which they are excluded. *Most certainly* I consider the position of a foundation scholar to be as advantageous (both positively and relatively to that of a Fellow and to that of boys not in the foundation) as it was originally. I consider that the advantages enjoyed by each scholar may be represented in money as equal to *at least* 50*l. per annum*. There is nothing paid by a foundation scholar on account of board or lodging, but he pays 1*l.* 10*s.* 0*d.* for instruction in modern languages and (with the exception of 6th form) 2*l.* 2*s.* 0*d.* for a prefect tutor.

ANSWERS.
WINCHESTER.
The Warden.

14. By the original statutes at 70; by the Oxford University Commissioners at 100. The original statutes provide for the diminution of the number of scholars under certain circumstances (Vid. last Rub. *sub fin.*); but I am not aware that the number ever has been below that originally fixed, viz., seventy.

15. The scholars are elected by the Warden of New College, Warden of Winchester College, two Fellows of New College, head master of Winchester College and sub-warden of Winchester College. Those candidates (being duly qualified) are elected who after examination appear to the electors most proficient and most fit to be scholars of the college (Ord. 13.) The electors may refuse to admit as a candidate any one whom they may deem to be not in need of a scholarship, and, *ceteris paribus*, shall have regard to the pecuniary circumstances of the candidates (Ord. cl. 12.) No one is eligible who shall have attained the age of fourteen years. Certain restrictions have been repealed by the Oxford University Commissioners (Ord. cl. 12.), and election by open competition has been faithfully carried out since the year 1854.

16. There are, beside foundation scholars, sixteen choristers taken from the poorer classes "*intuitu charitatis*" as enjoined by the statutes. These boys are boarded, lodged, educated, and finally apprenticed by the college. The original statutes (*vid.* Rub. 8, *sub fin.*) are observed in this respect, except that as regards the board, lodging, and education of these boys, very much more has been done for them for some years past, than appears to have been contemplated by the founder.

17. By the original statute (Rub. 21), ten sons of noblemen or great persons are permitted to be taught grammar *absque onere collegii;* it does not seem that they were to pay for their instruction, but by an ancient *computus* it appears that they were called upon to pay for their board. There is no limit now to the number of boys who may be so admitted, and by the Ordinances of the Oxford University Commissioners, made for New College, it is provided that the vacant scholarships at New College shall be filled up by the election of boys receiving education in the school of Winchester College, no distinction being made between members of the foundation and boys who are not members thereof (Ord. for New College, clause 6, page 4).

18. Answered separately by the Rev. F. Wickham, the under master.

19. The same.

20, 21. Answered by the head master.

22. So far as this question concerns the boys on the foundation there is one uniform kind of domiciliary accommodation furnished to all such boys; there is one large hall for their meals, school room, class rooms, and seven dormitories.

23. The scale of diet supplied to all the boys on the foundation is not *quite* uniform, but the distinctions are so slight as to be hardly worth mentioning. They breakfast at eight o'clock, dine at a quarter past one, and have tea or supper at six. On four days of the week the senior boys have cold meat for supper. All the provisions are of the very best kind, and none but prime joints are served up.

24, 25. Not applicable to boys on the foundation.

26. Certainly not.

27—32. These questions are answered by the Head Master.

III.

24.—(1.) There are no regulations in force by law relating to the preaching of sermons in the college chapel. The late Warden undertook to provide that a sermon should be preached every Sunday evening; such sermons are generally addressed specially to the boys. The Warden, or some person appointed by him, preaches. It seems very desirable that it should be considered the duty of every master in holy orders to address the boys from time to time. The under master has a small payment from one of the trust funds (Taylor's) for catechising.

(2.) Confirmations are held in the college chapel every alternate year; each boy from the time of his entering the school is prepared for this rite by the head master.

(3.) An abridged service is attended on ordinary week day mornings by the whole school; on saints' days there is full choral service; on Sundays there are morning prayers in the chapel; the whole school attends the remainder of the morning service in the cathedral, and full service in the chapel at 5: the Holy Communion is administered about once in five weeks.

(4.) On Sunday there is only one lesson (theological) for three quarters of an hour.

36. The playground of the college boys contains about 4½ acres.

37.—(1.) This ground is entirely open.

(2.) There is a large paved fives or racquet court.

(3.) The larger part is turf used for cricket and foot ball.

38. The nature of the ground immediately surrounding is mostly open.

43. I consider the results in after life of the education afforded at Winchester College to be perfectly satisfactory. If any alteration be desirable, I should say, that if practicable, a system of departments, such as has been attempted in one or two of the great schools, might be useful in preparing boys for particular professions, but I believe that the *basis* here adopted is the best that can be found for a *general* education.

The remainder of the questions in Part III. have been answered by the several masters.

GODFREY B. LEE, M.A.,
Warden of Winchester College.

ANSWERS of the Rev. GEORGE MOBERLY, D.C.L., Head Master of Winchester College.

II.

1 to 9. For answers to these questions I must refer the Commissioners to the Warden of Winchester College.

10. I do not know what the ancient emoluments of the head master were. At present he receives 450*l.* a year, minus income tax, from Dr. Goddard's benefaction, in lieu of the charges which used to be made upon the scholars, and a stipend from the college, which has for the last two years been raised from 150*l.* to 300*l.* a year. Not having any means of knowing the value of a Fellowship, I cannot say what proportion this stipend bears to it. The head master is charged 350*l.* a year, being the interest at 3½ per cent. on 10,000*l.*, advanced by the college towards the building of the head master's house and premises.

The other emoluments of the head master arise from the profits of his own boarders, which may be calculated (according to the variety of prices) as about 20*l.* to 25*l.* apiece, and from the boarders of the other houses at 10*l.* 10*s.* a head.

The second master receives 6*l.* 8*s.* per annum from every commoner in the school, and an increased stipend of 200*l.* a year. He also receives 300*l.* a year from Dr. Goddard's benefaction.

The college tutor is paid 200*l.* a year out of the funds of the college.

The mathematical master receives 3*l.* a head from all the boys in the school, the college paying him on account of the scholars. He, with the assistance of 50*l.* a year from the head master, pays an assistant teacher of mathematics, and a writing master.

The other masters are paid by the commoners. Each commoner in the head master's house pays 9*l.* 9*s.* on this account, and 2*l.* 12*s.* 6*d.* entrance fees. Each commoner in the tutor's house pays 4*l.* 4*s.* and 1*l.* 1*s.* entrance. Of these sums, which, till the present increase of numbers, have amounted to about 900*l.* a year, the assistant in the school has received about 400*l.*, the head master's assistant 150*l.* (with 50*l.* from the head master), and the two tutors in commoners about 320*l.* between them.* The two tutors

* Further information on the subject is contained in the subjoined letters from Dr. Moberly to the Secretary.

The College, Winchester,
MY DEAR SIR, 13th July 1863.

I alone charge entrance fees as such, to the amount of 11*l.* 18*s.* 6*d.*, of which 2*l.* 2*s.* are paid to the second master, 2*l.* 12*s.* 6*d.* to the tutors, 7*s.* 6*d.* to the College officers. The remainder comes to myself, having been originally 3*l.* 3*s.* to the head master, 3*l.* 3*s.* to the head master as boarding master, and 10*s.* 6*d.* to the commoners library. This last payment I have not regularly kept up, as the commoners have access to the College Prefects' library now. I have therefore bought them books occasionally and kept up the repair of the old ones, without charging myself with the regular 10*s.* as in old years.

The boarding tutors charge no entrance fees as such; but they pay out of their half-yearly charges, 3*l.* 3*s.* to the head master, 2*s.* 2*s.* to the second master, 1*l.* 1*s.* to the third master, and 5*s.* to the College officers for every new boy.

I may add that the introduction of a fourth master, and other such changes since the time that the Commissioners visited Winchester, and our evidence was given, has necessitated a fresh distribution, almost *ab integro*, of the tutorial funds.

I am, &c.,
GEORGE MOBERLY.

MY DEAR SIR, 15th July 1863.

I have taken occasion from the election of a new second master, and the introduction of a fourth, to make a re-distribution of the funds arising from the payments of the commoners.

I propose to pay to the second master—

£	s.		£	s.	d.
6	8	on every commoner up to 130 - - -	832	0	0
2	2	„ from 130 to 150 - -	42	0	0
(1	1	„ „ from 150 to 200).			
2	2	on every entrance up to 40 - - - -	84	0	0
(1	1	„ „ from 40 upwards).			
At 150 commoners, and 40 entrances - - -			958	0	0

in commoners lodge in the commoners' building, and are boarded at the head master's expense.

11. There are two statutable masters only. At present, besides these two, there is an assistant master with a large class, and the head master's assistant, hearing one of the upper classes. Besides these there will shortly be another assistant master with a class. There are also two tutors in commoners, one college tutor, two mathematical masters, one (and shortly there will be two) French master, one German master, and one writing master. The number of tutors, which was reduced when the numbers of the boys fell off, is now increased again, and is about to be increased further. There is no such authoritative rule or custom as is alluded to in the question.

12. In all matters within the school I apprehend that the head master is supreme, there being at all times an appeal from him to the Warden, on any subject relating to the scholars, or any of the officials of the college. To the two statutable masters all power of corporal punishment is confined.

The two statutable masters are appointed by the Warden and Fellows, and are removable by them. So is also the college tutor. The other tutors are appointed by the head master, subject to the approval of the warden. The mathematical master, and the masters in French and German, are appointed by the Warden. All these are removable by the same authority by which they are appointed. It has been usual, but by no means without exception, to appoint the tutors from the Fellows of New College, Oxford. There is no provision for superannuation.

13. On many of the clauses of this question I must refer the Commissioners to the statutes and the evidence of the Warden.

The only money paid on account of a scholar for instruction is the sum of 1*l.* 10*s.* annually for the foreign masters, with 1*l.* 1*s.* half yearly additional if he learns German, and if he be not a prefect 1*l.* 1*s.* half yearly to his boy tutor.

14. The proposed increase of the number of the scholars from 70 to 100, as ordered by the Oxford University Commissioners, is quite as great as is desirable. The actual number of scholars has, I believe, never fallen below the statutory number, except accidentally for a few weeks before the admission of the new scholars.

15. The election of scholars, having been made in former years by nomination on the part of the electors, has for the last seven years, with great advantage, been conducted by the means of open competition.

16. There are no such advantages given to other boys besides the scholars.

17. The Statutes do contemplate the admission of some other boys, "*filii nobilium*," to partake of the education of the school. This is the origin of the "commoners," or boarders. I imagine that the charges at which they are to be taught are entirely at the discretion of the head master.

18. Having stated, in reply to question 13, what are the only charges made to a scholar, I presume that this inquiry relates exclusively to the commoners.

The average charges of a commoner in the head master's house amount to about 58*l.* in the half year, or 116*l.* a year. The lowest bills fall just below 100*l.* in the year. The highest (as when boys are extravagant, or are imperfectly furnished with clothing from home) may reach as much as 150*l.* I add a specimen half-year's account, as giving a perfectly faithful impression of the general rate of charges:—

	£	s.	d.
Drawing master	0	0	0
Hatter	1	3	0
Linen-drapers	0	6	3
Carpenter	0	0	0
Hair-dresser	0	10	3
Bookseller	1	8	10
Smith	0	0	0
Shoemaker	1	19	0
Tailor	3	4	8
Surgeon (a regular half-yearly charge)	1	1	0
Letterman	0	10	10
Money advanced	2	0	0
Weekly allowance	1	2	0
Half-yearly charges	42	0	0
Sempstress	0	1	0
Porter ordered from the wine merchant	1	6	0
	£56	12	10

In the case of new boys, there is the further charge of 11*l.* 18*s.* 6*d.* entrance fees, and a few boys have separate private tutors at the charge of 5*l.* by the half year.

The commoners boarding at the tutors' houses are charged 105*l.* a year, with no fees for entrance.

19. It is impossible to reply accurately to this question; for the head master's charges being in a single sum do not enable me to say how much is for instruction and tuition. The following, however, are some of the particulars out of which the answer might be framed:—

	£	s.	d.
Paid by the head master to masters and tutors in 1860 out of the commoners' payment:—			
92 boys	1,872	4	0
26 entrances	320	5	0
Paid by the scholars on the French master's account	105	0	0
Paid to masters and tutors from boarders at the tutor's houses	350	11	0

20. There are no such boys.

21. In the head master's house (which was built 20 years ago for 150 boys) there is now accommodation for 100 boarders, the difference arising from altered arrangements, and from the greater space allowed for each boy. In the boarding house of the Rev. H. J. Wickham there is accommodation for 28 boys, and in that of the Rev. H. E. Moberly for 17. The opening of other boarding houses for commoners, besides the head master's house, is a new thing with us, and we have not yet been able to frame any complete rules as to their organization. We contemplate, ultimately, opening four such houses, to hold about 25 boys each.

22. I find it very difficult to understand, and therefore to answer this question. There are about 20 private studies in the head master's house, a prefect's library, and a hall where the majority of the commoners sit and do their work in the evening. The scholars have their seats, and cupboards in their bedrooms for evening work. The out boarders sit together at that time. During the day time all the boys learn their lessons in the school, having times assigned for learning them, as well as for saying them.

23. The boys breakfast at eight, dine at one, and have tea at six. There is no variety of charges. Meat is not supplied at breakfast or at tea.

24. No.

25. The head master and the boarding tutors make a profit out of their charges, which goes to remunerate them for their services of all kinds. (See letter from Rev. H. J. Wickham, p. 181, post.)

26. No. There is a pastrycook's shop within bounds, but there is no sort of occasion that any boy should ever enter it.

27. Respecting the scholars, I must refer the Commissioners to the evidence of the second master. The furniture for the use of the commoners is provided at the expense of the boarding masters.

28. With the parents exclusively.

29. The Rev. H. J. Wickham keeps one boarding house. He was a tutor in commoners, but now merely acts as private tutor to his own boys. The Rev. H. Moberly teaches the fourth book, or class, in school. None of the other assistant masters take boarders. It rests, I apprehend, with the head master to appoint persons to take boarders, with the sanction of the warden.

30. Answered above.

To the third master (a boarding master)—

£	s.	d.		£	s.	d.
4	0	0	up to 100 commoners	400	0	0
0	10	6	from 100 to 150	26	5	0
1	1	0	entrance up to 40	42	0	0
				468	5	0

To the fourth master (a boarding master)—

£	s.	d.		£	s.	d.
2	10	0	up to 100 commoners	250	0	0
0	5	0	from 100 to 150	12	10	0
0	10	6	entrance up to 40	21	0	0
				283	10	0

To the senior commoner tutor, board and lodging in my house, and 1*l.* 18*s.* on each commoner in my house, at 95 — 180 10 0

To the junior tutor, the same, but 1*l.* 16*s.* on each such commoner, at 95 — 171 0 0

To my own assistant tutor, besides 50*l.* from myself and private pupils — 150 0 0

The mathematical master 3*l.* on every commoner.

The assistant mathematical master (besides what he receives from Mr. Walford and private pupils), 50*l.* from myself.

This arrangement will answer very well while the school continues at its present height. With more boys money will accrue for the payment of additional masters. With fewer it will become necessary to make a readjustment or to diminish the staff.

Believe me, &c.

M. Bernard, Esq. GEORGE MOBERLY.

ANSWERS.

WINCHESTER.

Rev. G. Moberly.

31. The average stay of a scholar is about five years; that of a commoner between three and four.

32. There are at this moment in the school, besides the 70 scholars, 90 commoners in the head master's house,
23 in the Rev. H. J. Wickham's house,
17 in the Rev. H. E. Moberly's house.

130

In 1840 the	largest	number	of	commoners	was 130
„ 1841	-	-	ditto	-	- 127
„ 1842	-	-	ditto	-	- 129
„ 1843	-	-	ditto	-	- 134
„ 1844	-	-	ditto	-	- 140
„ 1845	-	-	ditto	-	- 145
„ 1846	-	-	ditto	-	- 148
„ 1847	-	-	ditto	-	- 112
„ 1848	-	-	ditto	-	- 107
„ 1849	-	-	ditto	-	- 101
„ 1850	-	-	ditto	-	- 86
„ 1851	-	-	ditto	-	- 84
„ 1852	-	-	ditto	-	- 84
„ 1853	-	-	ditto	-	- 78
„ 1854	-	-	ditto	-	- 84
„ 1855	-	-	ditto	-	- 73
„ 1856	-	-	ditto	-	- 68
„ 1857	-	-	ditto	-	- 77
„ 1858	-	-	ditto	-	- 90
„ 1859	-	-	ditto	92 +	4 = 96
„ 1860	-	-	ditto	95 + 15 +	6 = 116
„ 1861	-	-	ditto	91 + 23 +	17 = 131

III.

1. The scholars are admissible, under the ordinance for regulating the elections, between the ages of 10 and 14. There are no precise rules on the subject of the age at which commoners are admitted. Ordinarily, however, they come to school hardly before 11, nor so late as 16.

2. The scholars are elected by open competition, as above explained. There is no preliminary examination of a commoner; but if a boy is sent to school whose attainments are not such as to enable him to join the lowest classes with good prospect of advantage, he is not received.

3. We have no such limit.

4. We have no absolute rule on the subject. Practically, boys are never placed higher than in senior part of the fifth, and very rarely so high.

5. The rules of the superannuation of the scholars have been framed under the direction of the ordinance. Every scholar is superannuated, and obliged to leave the college on his 18th birthday, unless at the previous election he has been examined, and has received the recommendations of the electors to remain until the ensuing election. There is no absolute rule on this point as applicable to the commoners.

6. *Vide* the tabular returns.

7. I apprehend that all these matters are in the control of the head master. As to the books or subjects selected for the examination for the scholarships of New College, it is his duty to submit the list which he proposes to the warden of New College.

8. No doubt the head master would always be anxious that the opinion of the under masters in charge of classes should have great weight in these matters. Practically, indeed, the under masters, under the control and sanction of the head master, arrange these things for their classes.

9. The main arrangement of the school is classical, and the rising of a boy in school rank depends, therefore, mainly upon his classical attainments. Into the aggregate, however, of the weekly marks there enter a certain number of marks for arithmetic and mathematics, and modern languages. It is difficult to state the exact proportion which these marks bear to those which are given on account of classical lessons and composition. Perhaps I might say, as an approximate estimate, that the mathematical marks amount to about a fourth, and the modern language marks to about an eighth of the weekly total.

It is to be remembered that into the system of weekly marking enter all the casual subjects, as of geography, history, &c., which are brought in as collateral to the classical lessons, and illustrative of them. The classical arrangement of the boys in classes being the leading one, the boys go to the mathematical and modern language schools according to it. The masters in these schools can make a certain quantity of subordinate classification, subject to this general arrangement.

10. We have two masters in mathematics and arithmetic, with a writing master; we have one French master and are about to engage a second, and one German master. All the boys learn arithmetic and mathematics, and all who are not in the German classes learn French.

11. Arithmetic, mathematics, and French are taught without any extra fee. Any boy learning German pays 1*l.* 1*s.* extra, by the half year.

The improvement in the boys in arithmetic and mathematics is, I think, proportionate to their classical progress. Not much is learned, I fear, in the French classes. In the German classes more is done, because the German pupils are volunteers. I attribute the comparative inefficiency of the French classes to several causes; 1, the fact that all the residue of the school, including those who are more dull and idle, are in the French classes; 2, to the total ignorance of the language with which many boys come to school; 3, to the fact that foreigners can seldom be found to manage and teach effectually classes of English boys who are not anxious to learn; 4, that many of the boys and many of their parents care very little for their progress in French.

12. For the senior boys, those in the upper part of Sixth Book, there is the election examination for the scholarships of New College, the Goddard Scholarship examination in December, and the Duncan Scholarship mathematical examination also in December. For the lower parts of the school there is a December examination for the Junior Duncan Scholarship.

I am now instituting half-yearly examinations in all the classes below the sixth form, which I hope to find examiners from Oxford to conduct.

The head master occasionally examines the boys in Fifth Book, and the under master those in Fourth Book.

13. The scholarships of New College are awarded by the statutable body of electors at the annual election in July. The subjects of examination are classical learning, mathematics, and a portion of the Old and New Testament. There are no exhibitions which are matters of examination.

The Goddard Scholarship (25*l.* for four years) is awarded to the boy who passes the best examination in Greek and Latin, and composition in those languages, in divinity, and in English history. There are two examiners, men of the degree of Master of Arts, from the University.

The Duncan Scholarships, one for the boys in Sixth Book, and one for the lower parts of the school, are for mathematics. These are awarded by the same examiners as in the last instanced scholarship, in December.

There are two further Duncan prizes of 5*l.*, in books, for Sixth Book, one for reading aloud and one for an English historical essay.

There are also prizes (formerly given by Bishop Maltby, and at present continued by the college) for 1, Greek iambics; 2, Latin or English verse; 3, Latin or English prose (these for Sixth Book); 4, Latin verse, for all the boys below Sixth Book; 5, 6, for recitation.

There are also prizes in each class, given by Lord Saye and Sele. These are given to the two boys in each class who obtain the greatest aggregate of marks in the whole half year.

Of these examinations, that for the Goddard Scholarship is usually altogether beyond the range of the school lessons of the year. The subjects appointed for it in December 1861 were Herodotus, book 1; Virgil, Eclogues and Georgics; St. Mark's Gospel; the History of the Jews from the death of Moses to the death of David; the History of England from Henry VII. to the death of Elizabeth.

14. Every boy below the Sixth Book is under the charge of a tutor in respect of his composition. The scholars, besides their boy tutors, have the assistance of the Rev. E. H. L. Willes; and the commoners of the head master's house have two tutors, Messrs. Harrison and Dickins, of New College. The commoners in the tutors' houses are assisted in their composition by the tutors of the houses.

For the last three years I have endeavoured to introduce private tutors for such of the boys in the Sixth Book as might be permitted by their friends to incur the expense (5*l.*, by the half year). This is a thing which I have much at heart, believing that besides the class work a great deal of good may be done by the intimate and friendly superintendence in reading of a young man fresh from the examinations and distinctions of the university. But I am doubtful how far the authorities of the college might be disposed to allow of the growth of a system which might ultimately come to render so great an additional expense (practically, though not designedly or formally) necessary to the parents of the scholars.

The private tutor's duty is to give at least two hours instruction to each pupil in the week, not on the books that are done in the school, but in composition and all kinds of collateral reading.

15. No.

16. It is nearly impracticable to answer this question.

ANSWERS.
WINCHESTER.
Rev. G. Moberly.

Except the upper portion of Sixth Book, which (except in mathematics) is wholly taught by the head master, all the other classes are under more masters and tutors than one. Moreover, we are at this moment introducing another master to hear classes in school, so that any answer which I could give would be inapplicable to the state of things which we are immediately instituting. On this question, as on various others, I may take the liberty of saying that if the Commissioners think proper to interrogate me orally I can furnish them with much more exact and particular information, than by attempting to reply on paper to inquiries which are not framed with any direct reference to our constitution or usages at Winchester College.

17. This question is inapplicable to Winchester.

18. Our system of education is uniform and single; we have no separate departments. In special cases we should not disallow of a boy's paying particular attention to a particular subject, with such assistance as our own staff or the city of Winchester might furnish; and in very special cases we might commute some part of the classical work for mathematical or other work duly testified; but our school is not large enough to break up into subordinate schools, nor do we contemplate instituting any systematic departure from our uniform course of instruction.

19. I conceive that if a boy of good ability used to the full extent the opportunities of learning which are offered to him at Winchester, he would be well prepared in the subjects here taught, for such a successful career.

20. This is a question which very forcibly exhibits the difficulty I have in replying on paper to inquiries not framed with any direct reference to this school.

The scholars are selected by competition; the commoners are not.

The best and forwardest commoners are constantly elected to be scholars.

Now and then, superannuated scholars become commoners.

Within the 10 years included in the scope of the question, commoners have become eligible to scholarships of New College.

Again, the Commissioners ask for returns of distinctions won by "open competition." But the scholarships of New College take off almost all our best scholars, (there have been 14 elected in the last three years) whether foundation scholars or commoners.

Thus, the whole school is so completely *one* (and that one so closely bound up with New College) that any discrimination of the successes in open competition as gained by the scholars and commoners could only be misleading.*

21. We have a good library in the college for the prefects, to which the commoner prefects also have access. There is a smaller one belonging to the commoner prefects only. We have no such collections or apparatus as are referred to in the latter part of this question.

22. We have no such provision in respect of music. Occasionally one or two boys take lessons from teachers of music in the town. We have a drawing master, who has usually about 20 pupils.

23. I find myself so utterly perplexed in the attempt to render such an answer to this question as may at once give the desired information and do justice to the school, that I can only hope that the Commissioners will be contented with the particulars that I have stated in a pamphlet which I have had the honour of sending to each of them, and with such further information as they may desire to receive from me orally.

24. (1.) The late Warden of the College instituted the practice of preaching sermons in the chapel, and undertook the duty himself. He was in the habit of asking the head master, often, to assist him; and occasionally, the second master, or one of the fellows.

The present Warden continues the practice, with occasional assistance from masters, fellows, or tutors.

Sometimes the sermons are more specially addressed to the boys, and sometimes they are more general.

(2.) The preparation for confirmation has been for the last 15 years in the hands of the head master. The tutors will, however, prepare their own boarding pupils, as far as private preparation is concerned.

(3.) The boys go to chapel for a short service every morning. They have full evening service on Saturday at 5 p.m. On Sundays they go to prayers in chapel at 8 a.m.; to the Cathedral for litany, communion prayers, and sermon at half past 10; and to the chapel for sermon and prayers at 5. The Holy Communion is celebrated about once in five weeks; all confirmed boys are invited to attend, and generally do so.

(4.) Besides the church services, there is school on Sundays from 4 till a quarter to 5.

(5.) Besides the Sunday lessons, the head master hears the catechism and explains it to all the unconfirmed boys every Monday morning. He also, with his own classes (amounting to nearly 80 boys), construes and explains the Greek Testament every school morning. There are no examinations except such as are already spoken of in answer to Question 13.

25. We have no such uniform system. Boys are occasionally flogged, by the two chief masters only. Other punishments are literary impositions, confinement, standing up in school, and the like.

26. All offences of extreme gravity go before the head master, or (in the case of scholars) the Warden. Any of the other masters or tutors would lay them before him.

In minor cases, the under masters would deal with them themselves; but all corporal chastisement is inflicted only by the head and second masters.

27. The ten senior college prefects have authority over all the scholars; the eight next have authority in the sleeping chambers. The twelve commoner prefects have authority over all the commoners. Five of the College prefects, who are called "officers," have special departments of authority entrusted to them.

28. I consider the authority thus entrusted to the boys as of the most vital importance to the school, as giving us the most searching, real, and penetrating system of government that can be devised; as offering the best and most trustworthy security against oppression and tyranny; and as furnishing a most invaluable training of the boys to whom the authority is intrusted.

29. The prefects have the power of commanding the services of the inferior boys, as at games. I do not think that this power operates in any way injuriously; on the contrary, it causes many a timid and shrinking boy to become more manly and like his neighbours than he would be without it. But it must be watched.

30. I have known occasional instances where the authority of prefects has been oppressively used, yet I am quite sure that the cases are incalculably more numerous in which the legitimate authority of prefects has saved boys from being oppressively treated by stronger boys without such legitimate authority.

I do not think that all such cases are likely to come to the knowledge of the masters.

31. From 37 to 38.

32. The scholars have six weeks and a day or two in July and August, five weeks and a day or two in December and January, and 16 days at Easter. The commoners, returning in August and January three days later than the scholars, have nearly a week more in the year.

33. Our system in this respect is very peculiar. Holidays, properly so called, we have very few, indeed only Saints' days, and one occasionally given.

In each week, however, of *common time* (which extends over the whole short half-year, and the first ten weeks of the long one) we have three *half remedies* in every week, on Tuesday, Thursday, and Friday. On these, the classical masters and the mathematical masters do not go into school. The boys go to St. Catherine's Hill between 2 and half past 3, and from 4 till a quarter before 6 are bound to be occupied (under the superintendence of the prefects) in some literary ways, as in composing their tasks, learning lessons for the next day, or the like. During these times French and German classes are always going on. In the remaining weeks of the long half-year, Tuesday is a whole remedy with a like space of time for work (we call it "books chambers") in the forenoon.

34. Till the present half-year the rule has been to meet in morning chapel at 6 between Lady Day and Michaelmas, and at a quarter before 7 during the rest of the half-year.

In this half-year we have shifted the time to 7 and half past 7, and I think it probable that we may continue this or some such arrangement of hours.

The prefects are allowed to sit up till 10. The other boys are expected to be in bed at 9.

35. On Mondays and Wednesdays the only play time is from 12 till 1, with half an hour's break of school from half past 4 till 5. On Saturdays, besides the hour from 12 till 1, the boys do not go into school till 3, where they stay till the bells begin to ring for chapel at a quarter before 5.

36. The College meadow is, I apprehend, about four acres. This is where the chief games are played, but the College boys are allowed to go out daily into the neighbouring country, and on every remedy afternoon go to St. Catherine's Hill.

The commoners have a small field and yard at home, of about an acre of ground. The head master rents a field about a quarter of a mile off where they play upon about

* [See list (subsequently furnished) appended to these answers.]

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Rev. G. Moberly.

four acres; and they, too, have daily leave to walk about in the country.

37. The ground is open grass meadow.

38. The college mead is surrounded by open ground, water meadows and downs, except on the western side, where it is bounded by the houses of Kingsgate Street.

39. Cricket in the summer, football in the winter, and various games,—as quoits, leaping, &c., in the spring. Fives at all times of the year.

40. At hill-times and leave-out times the boys have free range over the open country south and east of Winchester. They are forbidden to go into the town.

41. None.

42. Sometimes these things are found together, sometimes they are disjoined. I should only mislead the Commissioners if I were to attempt to reply more definitely to this question.

43. I reply to the first clause of this question by saying that, as far as I can judge of the results in after-life of the education afforded at Winchester College, I consider those results eminently satisfactory. I can point to hundreds of men, who as clergymen, as lawyers, as merchants, as soldiers, as members of Parliament, &c., are discharging their respective duties in such a manner as to reflect the highest credit on the school in which they were bred. I consider that while each of the chief public schools impresses upon its pupils a certain stamp of character more or less peculiar to itself, the characteristic stamp of a Winchester man is one of a very distinct and singularly valuable kind. It is marked by a self-reliance, a modesty, and a freeness of behaviour towards other people which fit men, eminently well, for the actual work of life.

To the second clause of this question I should reply that while the education given at Winchester would, if all parts of it were taken full advantage of by an able and diligent boy, set him forward towards any line of life in which he might be afterwards placed, yet that it is not laid out with such particular reference to any one or other profession, as to supersede the necessity of more special training after it is over. An able and industrious boy may prepare himself with good hope of success at Winchester for any of the public competitive examinations instituted in England; but the majority of the boys leave school possessed of a certain amount of general cultivation, rather than with that special knowledge which is required at those examinations.

44. I do not think that if it were my duty to construct a system and course of education *de novo* for a public school, it would be identical with that which is established at Winchester College. In the detail of our weekly work, in the arrangement of our leisure times, in the division of work among the masters, and certain other things, I could suggest, in a new institution, plans which would seem to me superior than those which we have inherited from former times.

But I have no such changes to propose to the Commissioners for Winchester. It is a very ancient and peculiar institution, having a large body of former pupils, now busy in various departments of active life. It would be injurious to the school in many ways that the old usages should be needlessly departed from, and the traditional feelings of Wykehamists rudely interfered with, for the sake of the problematical and probably slight benefits to be obtained by any considerable changes. Slight alterations and amendments, such as are within the competency of the local authorities, and are consistent with the main traditional principles and practices of the school, may continually be made with advantage, and are continually making. But I do not think we need to call in Her Majesty's Commissioners to give them the weight of their recommendation.

GEORGE MOBERLY, D.C.L.,
Head Master of Winchester College.

Winchester, Dec. 20, 1861.

Supplemental Answer to Question 20. Part III.

[The subjoined list of distinctions gained during ten years by boys educated at Winchester was subsequently furnished by the Head Master. The letter S. indicates that the boy was a Scholar; the letter C. that he was a Commoner.

OXFORD.

Honours gained in Final Schools.	Moderation Honours.
1851.	
(S.) Furneaux, C.C.C. - 1st Classics.	
(C.) Gardiner, Ch. Ch. - 1st Cl.	
(S.) Ridding, Ball. - 1st Cl. 2nd Math.	
(C.) Leigh, Trin. - 2nd Cl.	
(S.) Adams, New - 3rd Cl. 4th Math.	
(C.) Legard, Univ. - 3rd Cl. 4th Math.	
1852.	
(S.) Faber, New C. - 1st Cl.	(C.) DuBoulay 1st Cl.
(S.) Freeling, Mert. - 3rd Cl.	(S.) Brodie - 1st Cl.
(C.) Michell, New C. - 4th Cl.	(S.) White - 1st Cl.
(S.) Blackstone, do. - 4th Cl.	(S.) Willes - 2nd Cl.
(S.) Martin, do. - 4th Cl.	(C.) Bramston 2nd Cl.
(S.) Tuckwell, do. - 4th Cl.	(S.) Egerton - 2nd Cl.
1853.	
(S.) Willes, Queen's - 2nd Cl. 4th Law & Mod. His.	(S.) Wingfield, 1st Cl. 2nd Math.
(C.) Bramston, Ball. - 3rd Cl. 2nd Law & Mod. His.	(C.) Briley - 2nd Cl.
(S.) Hill, New - 4th Cl. 4th Law & Mod. His.	(S.) Short - 2nd Cl.
(S.) Price, do. - 4th Cl. 4th Law & Mod. His.	(C.) Upton - 2nd Cl.
	(C.) Whigham 2nd Cl.
	(S.) Bennett - 2nd Cl.
	(S.) Gordon - 2nd Cl.
	(S.) Price - 2nd Cl.
	(S.) A. Short - 2nd Cl.
1854.	
(S.) White, New - 1st Cl.	(S.) Dunbar - 1st Cl.
(S.) Wingfield, New - 1st Cl. 2nd Math.	(S.) Fisher - 1st Cl.
(S.) Brodie, Trin. - 3rd Cl.	(S.) Wickham - 1st Cl.
(S.) Barter, Ball. - 3rd Cl.	(S.) Grant - 2nd Cl.
(C.) Du Boulay, Ex. - 4th Cl.	(C.) Bramston - 2nd Cl.
(C.) Paul, Ch. Ch. - 4th Cl.	(C.) Briley - 3rd Cl.
1855.	
(S.) Short, New - 2nd Cl.	(S.) Gepp - 3rd Cl.
(S.) Dunbar, do. - 2nd Cl.	(S.) Morshead 3rd Cl.
(S.) Gordon, do. - 2nd Cl.	(C.) Awdry - 3rd Cl.
(C.) Blunt, Ch. Ch. - 2nd Law & Mod. His.	
(S.) Bennett, New - 3rd Cl.	
(C.) Bramston, Ball. - 3rd Cl. 2nd Law & Mod. His.	
(S.) Short, A. New - 3rd Cl.	
(C.) Upton, J. R., Ex. - 4th Cl.	
1856.	
(S.) Lee, New - 1st Law & Mod. His.	(C.) Blake - 1st Cl.
(S.) Wickham, New - 2nd Cl.	(S.) Moberly - 1st Cl.
(S.) Fisher, C.C.C. - 3rd Cl.	(C.) Freshfield 2nd Cl.
(C.) Briley, Ball. - 3rd Law & Mod. His.	(S.) Harrison 2nd Cl.
	(S.) Pilkington 3rd Cl.
	(S.) Wickham 3rd Cl.
1857.	
(C.) Blake, Ex. - 1st Law & Mod. Hist.	(C.) Hichens 2nd Cl.
(C.) Freshfield, Ball. - 3rd Cl.	(C.) Evans - 2nd Cl.
(S.) Morshead, New - 4th Cl.	(S.) Phillpotts 2nd Cl.
	(C.) Warry - 3rd Cl.
1858.	
(S.) Pilkington, New - 3rd Cl. 2nd Math.	(S.) George, 1st Cl. 1st Math.
(S.) Moberly, C.C.C. - 3rd Cl. 2nd Law & Mod. His.	(C.) Merriman 2nd Cl.
	(S.) Wickham 2nd Cl.
	(S.) Adams - 2nd Cl.
	(S.) Deane, 2nd Math.
	(S.) Mayo - 3rd Cl.
	(S.) Sewell - 3rd Cl.
1859.	
(C.) Hichens, Univ. - 1st Cl.	(S.) Dickins - 2nd Cl.
(S.) Genge, New - 2nd Cl. 2nd Math.	(C.) Palmer - 2nd Cl.
(S.) Phillpotts, do. - 4th Cl.	(S.) Robinson 2nd Cl.
	(S.) Bourchier 3rd Cl.
	(S.) Rumsey - 3rd Cl.
1860.	
(S.) Deane, St. John's - 1st Math.	(S.) Phillpotts 1st Cl.
(S.) Adams, New - 2nd Math.	(C.) Harrison - 2nd Cl.
(S.) Wickham, do. 4th Law & Mod. Hist.	(C.) Hussey - 2nd Cl.
	(C.) Furneaux 2nd Cl.
1861.	
(S.) Dickins, New - 2nd Law & Mod. His.	(S.) Fearon - 1st Cl. 1st Math.
(C.) Hussey, Ch. Ch. - 2nd Law & Mod. His.	(S.) Garnier - 1st Cl.
(C.) Palmer, Ball. - 3rd Cl.	(S.) Harrison - 2nd Cl.
(S.) Rumsey, New - 3rd Cl.	(S.) Jacobson 2nd Cl.
	(S.) Martin - 2nd Cl.
	(S.) Copleston 3rd Cl.
	(S.) Lipscomb 3rd Cl.

Prizes.

1853. (S.) Ridding, Fellow of Exeter - Latin Essay.
1855. (S.) White, Fellow of New - - Latin Essay.
1857. (S.) Wickham, Fellow of New - Latin Essay.
1856. (S.) Wickham, Fellow of New - Latin Verse.
1860. (S.) Moberly, Scholar of C.C.C. - Ellerton Prize.
1861. (S.) Moberly, Scholar of C.C.C. - Arnold Prize.
1858. (S.) Moberly, Scholar of C.C.C. - Stanhope Prize.
1859. (S.) Phillpotts, Scholar of New - Stanhope Prize.

Scholarships and Exhibitions.

University College - (C.) Legard. (C.) Hichens.
Merton - - (S.) Freeling. (S.) Tyssen. (S.) Crompton Exh.
Exeter - - (C.) Du Boulay. (S.) Pode. (C.) Pyke.
Queen's - - (S.) Willes.
New College - (S.) 43 Scholars since 1851, inclusive.
Magdalene - - (S.) Miller. (S.) Michell.
C.C.C. - - (S.) Furneaux. (S.) Fisher. (S.) Moberly. (S.) Strong. (C.) Evans, Exhs.
Ch. Ch. - - (C.) Hussey. (S.) Jacobson, Exh.
Trinity - - (C.) Leigh. (S.) Brodie.
St. John's - - (S.) Deane.
Pembroke - - (S.) Crompton.

Fellowships.

Merton - - (S.) Freeling.
Exeter - - (C.) Tozer. (S.) Ridding. (C.) Du Boulay.
C.C.C. - - (C.) Fort. (C.) Sclater. (S.) Furneaux.
Trinity - - (C.) Leigh.
St. John's - - (S.) Deane.

University Scholarships.

Craven - - (S.) Ridding.
Taylor - - (S.) Gepp.

The Head Master adds:—

"I have no record of successes in other competitions, "and, therefore, may probably be omitting some. I "recollect that (C.) *Creek* was first into Sandhurst a few "years since, and first for a commission from Sandhurst; "and (C.) *Helme* third."]

Answer of the Rev. F. Wickham, Second Master of Winchester College.

II.

18. Expenses of the 70 Foundation Scholars of Winchester College as by Bills sent to their Parents during the year 1860.

Copied from the Second Master's Books.

—	July.			December.		
	£ s. d.			£ s. d.		
Bookseller - -	207 17 3	-	-	194 12 5	-	—
Carpenter - -	11 6 6	-	-	10 17 0	-	—
Glover, &c. -	19 0 11	-	-	8 9 4	-	—
Hairdresser, &c. -	7 15 6	-	-	8 11 0	-	—
Hatter - -	53 0 0	-	-	26 0 6	-	—
Laundress -	243 12 0	-	-	165 13 6	-	—
Letters and parcels -	35 11 2	-	-	14 12 11	-	—
Shoemaker - -	87 15 6	-	-	72 1 0	-	—
Smith - - -	3 13 6	-	-	1 15 3	-	—
Medical attendance -	73 10 0	-	-	78 15 0	-	—
Tailor - - -	235 14 7	-	-	219 2 2	-	—
Dentist - - -	2 0 6	-	-	—	-	—
Wine merchant - -	2 4 0	-	-	2 11 6	-	—
French master - -	52 10 0	-	-	52 10 0	-	—
German master - -	25 4 0	-	-	26 5 0	-	—
Prefect tutor - -	54 12 0	-	-	43 1 0*	-	—
Private tutor - -	25 0 0	-	-	15 0 0†	-	—
Money advanced.						
Weekly allowance -	72 6 0	£203	1	52 8 0	£123	9
Journey money - -	130 15 0			71 1 0		
	1,343 8 5	-	-	1,063 6 7	-	—
Deduct money advanced	203 1 0	-	-	123 9 0	-	—
	1,140 7 5	-	-	939 17 7	-	—
Expenses of 70 Foundation scholars, 1860		-		2,080 5 0	-	—
The average of a Foundation scholar per annum (say) - - - - - -		-		30 0 0	-	—

Nothing ordered by a foundation scholar is executed by the tradesmen without the signature of the second master, and very frequently not till reference has been made for the parent's approval also. Weekly books are kept and sent in to the second master on every Monday forenoon.

All these charges and expenses apply to the 70 *Foundation boys*, and even with *them* there is a trifling difference as a body; for instance, the fee to the prefect tutor is confined to the 52 inferiors, there being 18 senior boys "prefects." These 18 seniors were especially appointed by the founder to assist and teach them, and from time immemorial the fee of one guinea per half year has been most usefully paid by the parent. I may add that in several instances where I have found the prefect tutor neglecting his trust the money has not been allowed to him, and also that an extra tutor has been provided by the college to preside over this department for the last 23 years.

Frederic Wickham,
Second Master of Winchester College.
December 23, 1861.

Answers. — Winchester. — *Rev. F. Wickham.*

Statements respecting Profits of Boarding-houses.

Rev. H. J. Wickham, M.A., Assistant Master.

Rev. H. J. Wickham.

I beg to forward an account of my receipts and expenditure as near as I can ascertain them; but I have only had 2½ years' experience, during which time the gradual increase in my numbers has made it no very easy matter to be at all accurate.

May 1, 1862. H. J. Wickham.

	£	s.	d.	£	s.	d.
Receipts.						
23 boys at 105*l.* per annum - -				2,415	0	0
Expenses.						
School dues *i. e.*, payments to Masters in school for 23 boys at 26*l.* 9*s.* 6*d.* (including French) - - -	608	18	6			
Medical attendance at 2*l.* 2*s.* -	48	6	0			
Admission fees (average 4 in year) at 6*l.* 11*s.* - - -	26	4	0			
Board and washing at 35*l.* a boy	805	0	0			
House rent, taxes, repairs, insurance, &c., about - -	200	0	0			
Servants food and wages, about	200	0	0			
				1,888	8	6
Probable profits				£526	11	6

Rev. H. E. Moberly, M.A., Assistant Master.

Rev. H. E. Moberly.

I am unable to make a satisfactory return for several reasons, partly because I have not had a house long enough to make an accurate calculation; partly because I have reason to believe that the payments made by me to the Head Master on account of my boarders are not finally settled, indeed, are likely to be altered after the approaching summer holidays.

Mr. Wickham has shown me a statement sent by him to you, which in some respects is a criterion, but would not entirely suit my case. My charge is the same as his, 105*l.*, but my payments to the Head Master rather less; *e. gr.*:—

	£	s.	d.
Entrance fee - - -	5	10	0
Yearly payment for each boy -	22	5	6

The difference arises from my saving *to myself* a payment which the Head Master makes to me for every Commoner.

	£	s.	d.
Entrance fee - - -	1	1	0
Yearly payment - - -	4	4	0

Now, I am not sure how long this arrangement is to last, but the recent appointment of an additional assistant master makes it likely that my receipts will be affected.

Were I to adopt Mr. Wickham's calculation, my statement would stand as in the accompanying sheet,* but no

	£	s.	d.	£	s.	d.
* 20 boys at 105*l.* - - - -				2,100	0	0
Entrance fee, say 4 yearly, at 5*l.* 10*s.* - -	22	0	0			
Yearly payment for 20 boys, at 22*l.* 5*s.* 6*d.* -	445	10	0			
House rent, repairs, taxes, and insurance -	170	0	0			
Food, &c. for 20 boys, at 35*l.* - - - -	700	0	0			
Servants' food and wages - - - -	200	0	0			
Medical attendance, at 2*l.* 2*s.* - - - -	42	0	0			
				1,579	10	0
Supposed profits; balance - - - - - -				520	10	0
				£2,100	0	0

* Obligatory. † Optional. *Extra.*

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WINCHESTER.
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reckoning would then have been made of outlay in adapting my house, partly just made and partly to be made, which at the present moment I am unable to ascertain. My calculation, moreover, is made on the present number of my boarders, which I did not reach until I had had a house for a year and a half. As I am making a return, I regret that I am not able to make one with which I could be better satisfied.

May 22, 1862.

QUESTIONS, &c.

1. State generally the various kinds of property held by or in trust for the School, and the various kinds of revenue which it possesses, mentioning any special trusts to which such property and revenues or either of them are subject.

2. Be so good as to specify in detail the several properties and sources of revenue possessed by or held in trust for the School. For the sake of clearness it is recommended that the statement should be in a form corresponding as nearly as may be with the accompanying specimen (A).

3. State the system adopted for the management and receipt of the rents or other produce of the property and endowments of the School, and for the audit or examination of the accounts.

4. Have any material changes been made in the system of letting and management since the foundation of the School, and, in particular, within the last 50 years? Are any portions of the property now let at rackrent upon which fines or any payments of that nature were formerly taken, or *vice versâ?*

5. If it is or has been the practice to take fines, or any payment of that nature, on renewal of leases of property belonging to the School, can you state when this practice was introduced, and on what principle fines are set?

6. Can you furnish any information showing the alterations in value of the property or any part of the property of the School since its foundation, and particularly within the last 50 years, and the rates of any increase or decrease that may have taken place?

7. Be so good as to furnish the following statements:—

(1.) A statement showing the total amount received by or on account of the School for the year 1860, including rents, fines, heriots, the produce of timber, and all other receipts of every kind, and also a detailed statement or account of the application of the money so received, pointing out any particulars in which such latter statement would not fairly represent your ordinary practice, and likewise pointing out how far and in what respects you consider such application to be directed or authorized by your statutes or regulations, by usage, or on other grounds.

(2.) A statement showing the average receipts under different heads during the last seven years.

8. Do the statutes or regulations contain any directions respecting the application of surplus revenue? Have those directions always been followed, and are they considered to be now in force? If not, will you state the grounds upon which they are or have at any time been departed from?

9. Please to furnish a statement of the ecclesiastical benefices in the gift of or otherwise attached to the foundation, with the actual value of each, specifying which of them are now held by persons who are or have been Fellows of the foundation, or connected with the School as masters or assistant masters or otherwise. Is there any rule, usage, or practice regulating the exercise of the ecclesiastical patronage belonging or attached to the foundation?

II.

1. When and by whom was the School founded? What is the nature of the foundation, and how is it constituted? and in what relation does it stand to any corporate body, ecclesiastical or civil, with which it is connected?

2. Be so good as to state the original and the present constitution of the foundation; the powers, duties, privileges, and emoluments (by statute or usage) of its head; the number, privileges, emoluments, and duties of the Fellows, or other members of it (not being scholars); the statutory qualifications for and the mode of election or appointment to the headship or to a fellowship or other place on the foundation (not being a scholar's place), and any statutory restrictions to which the head or any of the other members are subject. Has the original number of members been increased or diminished; and if so, by what authority? and does any power now exist of increasing or diminishing the number? Do you conceive that any such increase or diminution would now be beneficial to the foundation?*

3. In what person or body of persons is the government of the School vested, and what are the powers considered to belong to such person or persons?

4. Is the School governed by statutes? If not, are there any rules or regulations by which it is governed?

5. Have the original statutes or regulations made for the government of the school been altered; and if so, when and by what authority? Have they in any, and what respects ceased to be observed? If so, will you state any reasons by which you consider the non-observance of them to be justified?

6. Will you furnish the Commissioners with a copy of the original statutes or regulations, of any others which may have been subsequently made, and of any ordinances and dispensations which may have been made or granted by authority in relation to the school? And can you state where the originals now are, or give the Commissioners any information on the subject?

7. Is there any power of altering or amending the statutes or regulations, or of granting dispensations from the observance of them, and if so, in whom does it reside?

8. Has the School any visitor or visitors? If so, is the visitor's authority defined by the statutes, or does it depend solely on the general law affecting visitors and visitorial powers? Is it subject to any special limitations? Are there periodical visitations? If not, will you mention any cases in which the visitor's authority has been exercised during the last 50 years? Has it ever been exercised to relieve from the observance of statutes, or to make new statutes?

9. Are there any charters or instruments of foundation or endowment relating to the School? If, so can you furnish the Commissioners with copies of them, or of any of them, and can you state where the originals now are, or can you give the Commissioners any information on this subject?

10. What were originally, and what are now, the nature and amount of the emoluments of the head master, and other masters and assistant masters? State particularly the sources of these emoluments, and the average amount derived from each source. If stipends are paid to them, or any of them, out of the revenues of the foundation, what proportion did those stipends originally bear, and what proportion do they now bear, to the emoluments of the Fellows or other members of the foundation? Is the income of the head master chargeable with any outgoings not bringing back any direct personal emolument to him, such as partial or entire payments of the salaries of assistant masters or other persons on the School establishment, or any similar expenses? If so, state the amount of such outgoings.

11. What was the original number of masters, and what is now the number of masters, and assistant masters? Can you state at what times the increase has taken place, and what additions, if any, have been made to the number, and when, during the last 50 years? Is there any authoritative rule or any custom regularly observed as to any proportion between the number of masters and the number of boys? If so, when was the rule introduced, and with whom does it rest to see that it is adhered to?

* This question is not meant to extend to the head or members of the Chapter of any Cathedral or Collegiate Church, except as to any powers, duties, privileges, or emoluments which they may possess in relation to or connexion with the school.

12. What are the specific duties and powers, and what is the authority in the School, of the head master and of each of the masters and assistant masters (including all persons engaged in any way in the work of teaching)? How and by whom are they appointed? Are they, or any of them, customarily, or by rule, taken from any particular profession, place of education, class, or body of persons, and are there any conditions of eligibility established by rule or custom? Is there any power of removing them, and, if so, how and by whom is it exercised? Is there any rule or usage respecting superannuation, or any provision for it?

13. What are the privileges or advantages given by the original statutes or regulations to scholars on the foundation? and what, according to the statutes or usage of the School, constitutes a foundation scholar? What privileges or advantages do such scholars now actually enjoy? If there is any difference between their original and their actual condition as to such privileges or advantages, can you explain how and when it arose? Are there any advantages common to the other boys from which they are excluded? Do you consider the position of a foundation scholar to be as advantageous (either positively or relatively to that of a Fellow, or to that of boys not on the foundation) as it was originally, or to be more or less so, and to what causes do you attribute the change? Can you represent the amount of it in money? Is any money paid by a foundation scholar on account of board, lodging, instruction, or general school charges, over and above what is provided for him out of the foundation? If so, state the average amount and the nature of the charges.

14. Is the number of foundation scholars fixed by the statutes or regulations? Do they provide for or authorize, or do they expressly or implicitly prohibit, an increase or diminution of the number? Mention any portions of them which in your opinion bear upon this subject. Can you state whether the actual has ever fallen below the statutory number, and when, to what extent, from what length of time, and from what causes?

15. What are the qualifications for election or admission as a foundation scholar, and how and by whom are such scholars elected or admitted? Have there been any and what changes in these respects within the last fifty years?

16. Besides foundation scholars (or if Westminster has no such scholars), do the statutes or regulations give special advantages to any particular class of boys having a local or other qualification? If so, are the statutes or regulations observed in this respect, or when and how did they cease be so?

17. Is the admission of boys, not being foundation scholars, and having no local or other special qualifications, provided for or contemplated in the statutes or regulations? Is there any limit to the number of boys who may be so admitted, and to what extent are they entitled to share in the advantages of the School? Are they entitled to be taught gratuitously or at fixed charges? Are the statutes or regulations observed in this respect, or when and how did they cease to be so observed?

18. Be so good as to state particularly the ordinary charges and expenses of a boy at Westminster (that is to say, all such charges and expenses as are usually included in the bills sent to parents), their average amount, and the limits within which they usually range, distinguishing those which are variable from those which are uniform, and such as are only usual from such as are obligatory. Are these charges and expenses bounded by any definite limit or subject to any supervision or control? What charges are made, under what heads, and in what manner, for instruction or tuition in or out of School, to whom are such charges respectively paid, and are any, and which of them, considered as "extras"? Does your statement of charges and expenses apply equally to all the boys, and, if not, what are the differences or exemptions, nominal or real?

19. Please to state the total amount of the sums received from boys or their parents or guardians during the year 1860, for instruction or tuition.

20. Are there any boys participating in the general instruction of the School who lodge and board either with their parents or in other houses not recognized as boarding houses by the authorities of the School? If so, what are the payments obligatory in such cases for each boy, and are such boys, as regards instruction and the use of playgrounds, and in all other respects, on an equal footing with the other boys, or what differences are there?

21. What is the amount of accommodation afforded for boarders, whether in the School itself or in boarding houses? What rules or regulations (if any) are there, and how are they established and enforced, respecting the persons authorized to keep boarding houses, the *maximum* number in each house, and the general management of such houses as regards the health, comfort, and good order of the inmates?

22. Is there one uniform kind of domiciliary accommodation furnished to all the boys of the School? if so, what is its nature? if not, what are the varieties, and do these depend on the boarding house in which the boy boards or on the part of the School to which he belongs, or on the option of the parents and guardians of the boy, or on rank? Is there a varying rate of charge for lodging correspondent in each case with the varying nature of such domiciliary accommodation? To what extent, and subject to what distinctions, do the boys prepare their school work, and generally prosecute their studies in such domiciles, and to what extent elsewhere? if to any extent elsewhere, in what place, and under what conditions as to privacy or otherwise?

23. Is there one uniform scale of diet supplied to all the boys? If so, what is the number, what the hours, and generally what the description of such meals? If not, what are the varieties? and do they depend on age or position in the School, or on the varying practices of different boarding houses, or on the option of parents and guardians, or on the rank of the boys? and is there in all cases a varying rate of charge for board correspondent with the varying quality and number of such meals?

24. Does the rate of charge, for either board or lodging, depend at all upon the social or scholastic status of the person keeping the boarding house? Does it depend at all upon the rank or the scholastic status of the boys lodged and boarded?

25. Is any part of the profits derived from the charges for board and lodging regarded as an indirect payment (total or supplementary) for other services to the School, whether instructional or disciplinary; such as teaching, tuition, moral superintendence, preaching to the boys, or any similar service?

26. Is the resort by the boys to pastry-cooks' shops, inns, or other houses of entertainment a recognized or a customary method of obtaining either meals or any considerable portion of their food?

27. What is the system upon which furniture is provided for the boys' rooms, and what charges are made in respect of it?

28. With whom does the selection of the boarding house in which a boy lodges rest? Is a recommendation commonly given by any school authorities?

29. How many of the classical, mathematical, and other masters and assistant masters keep boarding houses? Is it a privilege which any of them are unable to obtain? How many boarding houses (if any) are kept by persons taking no part in the work of teaching?

30. Have the authorities of the School any, and what, power to limit the number of boarding houses within certain bounds? If so, can boarding houses be kept, and are any kept, without their permission, beyond those bounds?

31. What is the average period for which boys remain at the School? Is there any difference in this respect between boys on the foundation and boys not on the foundation?

32. Please to state,—

1. The total number of boys now at the School.
2. The greatest number in each year during the last 20 years.
3. The number of boys now in each form, class, or division.
4. The number of boys now in each boarding house.

III.

1. What is the earliest age, and what is the latest age, at which a boy may be admitted into the School?

2. Is any preliminary knowledge (proved by examination or otherwise) in spelling, writing, and arithmetic, or in any other subject, required of a boy on admission into the School?

3. Is there any limit to the age at which a boy may be originally placed in any of the lower forms, or beyond which he can *remain* in any of the lower forms?

4. What is the highest form in which a boy can be placed on admission into the School?

5. What is the latest age at which a boy may remain in the School?

6. Be so good as to furnish, with respect to each form class, or division of the School, tabular statements corresponding respectively with the accompanying forms B., C., and D.; and with respect to the private pupils of each master and assistant master, a tabular statement corresponding with the form E. Add an explanation of the character of the books read or used, when not sufficiently indicated by the title.

7. Has the head master any power to modify the system and course of study, or to change from time to time the books or editions of books used in the School? If not, in whom are such powers vested?

8. Have the assistant masters any voice, consultative or other, in the direction of the studies of the School?

9. On what system, and whether by seniority or proficiency, or both, does a boy rise in the School; and in determining the rate of his rise, what relative weight, as nearly as can be stated, is assigned to proficiency in the under-mentioned subjects respectively:—classical scholarship; modern languages and literature, including English; English composition; history and geography, ancient and modern; arithmetic; mathematics; physical science? In what manner is such proficiency ascertained, and in what manner is such weight assigned? Are the classes or divisions of the mathematical and of the modern language departments of the School coincident with those of the classical; so that Class N. (say) in classics consists of the same boys as Class N. in French, German, or mathematics?

10. What provision is made for the teaching of each of these subjects, and for promoting the study of them? Can you furnish any information showing to what extent they are severally studied, and with what success? Which of them do, and which do not, form a necessary part of the regular course of study?

11. Is any extra fee exacted for instruction in modern languages, mathematics, or physical science, and if so, what is the amount of such extra fee or fees? Do you consider that the progress of the boys in these studies is in proportion to their progress in Greek and Latin; and if not, to what do you attribute the comparative deficiency?

12. What periodical examinations are held at the School, and in what subjects? By whom are they conducted, and do they extend to the whole School, or to some and what part of it?

13. What scholarships, exhibitions, prizes, or other rewards are established in the School, or in connexion with it, and by whom and on what principles are they severally awarded, and to proficiency in what subjects? State clearly how far the examinations for any such rewards turn upon the regular work of the boys, whether in School or with their tutors; and, in the case of such examinations ranging beyond the limits of such work, point out what the extent of such range is, and how far and in what way boys aiming at those rewards are enabled and assisted to apply to that pursuit, whether in the way of reading or composition, any of the time which they have at their disposal beyond what is required for their school work.

14. Is it compulsory, formally or practically, on every boy to have, in addition to the master attached to his form or class, a tutor or tutors (whether called a private tutor or not), or is it usual, without being compulsory, or permitted (in any and in what cases) without being usual? Are boys (if any) without such tutor at a clear disadvantage, as compared with others, in respect of their studies? What are the tutor's duties? Describe fully the system of instruction or tuition, so far as regards the relation in which each boy stands to the masters and tutors with whom he has to do; state how long it has existed, and what you conceive to be its advantages and disadvantages.

15. Is it the custom in any and in what forms for the boys to construe their lessons to a tutor, either public or private, before they construe them in School to the master? If so, how much time, in proportion to the regular lesson in School, is usually spent in such previous construing?

16. Is the number of boys under the charge or teaching of each master or tutor limited, and if so, how and what is the limit? What is the average number of boys under each master or tutor?

17. Is it the custom for the parent or guardian of a boy sent to the School to select, or for the head master to nominate or recommend, his tutor?

18. Is it practicable, and usual, to any and what extent, to pay attention to individual character, capacity, and mental bias, and to give boys particular facilities for or encouragement in the pursuit of studies for which they may show a special aptitude? Are particular facilities given for the pursuit of studies of a professional character for which special examinations have to be passed, and in which, therefore, special preparation must sooner or later be gone through? If so, please to point out distinctly to what extent, and in what manner, such facilities, if granted in particular cases are adapted and subordinated to the general principles of the education of the School.

19. Do you conceive that the instruction given by the master in the course of the ordinary work would be sufficient, without supplementary aid, to prepare a boy of good ability for a successful career at the Universities, or for success in the competitive examinations established in connexion with the civil, military, or East India services? If not, would it in your opinion be possible so to improve the ordinary teaching as to make it sufficient for these purposes?

20. Can you furnish the Commissioners with any information showing what scholarships at the Universities, or other distinctions (there or elsewhere), open to general competition, have in each of the last ten years, or during any longer period, been gained by foundation scholars and by boys not on the foundation respectively?

21. Has the School any library to which the boys have access? and if so under what conditions are they permitted to use it? Has the School any collection of natural history, or any apparatus for experiments in natural philosophy?

22. Is provision made for systematic instruction, elementary or advanced, in music or drawing, or both? if so, what time is allotted for the prosecution of such studies, what is the general course of such instruction in each, up to the highest point at which it is cultivated? what was the number of boys during the last six months of 1860 availing themselves of such provision, and how long had each then been cultivating it at School; are these studies successfully prosecuted?

23. State what means are adopted to promote the religious and moral training of the boys, and to enforce order and good conduct, by the presence and personal influence of masters or tutors, by the help of monitors or prefects, or the co-operation in any other way of the boys themselves, by rewards and punishments, or otherwise.

24. State accurately what, if any, regulations are in force by law or usage on the following points relating to the religious teaching or training of the boys:—

(1.) The system of preaching in the college, chapel, or church attended by the boys. Are the sermons specially addressed to the boys? To whom is the duty of preaching intrusted or confined.

(2.) The confirmation of the boys.

(3.) Their attendance at the church services, and especially at the Holy Communion.

(4.) The observance of Sunday.

(5.) Their religious instruction at the hands of their tutors and in public work in School? State particularly how their religious knowledge is tested and ascertained by their tutors or in any of the public examinations.

25. Are the same offences uniformly visited with the same punishment? If so, give some account of the system, specifying the punishments, and the offences to which they are awarded respectively.

26. Do all offences come before the head master? If not, do any? In the latter case, state what they are, and state in either case, through what channel they are brought before him. Does he inquire into the nature and gravity of the offences which come before him, and does he require evidence of their having been committed? Does he in all cases award, and in any cases inflict, the punishment? Are these duties, or either of them, performed, in any and what cases, by other masters or assistant masters?

27. What powers and duties in maintaining the discipline of the School are assigned to any of the boys themselves? What portion of the School has such powers and duties? and over what portion of the School are they exercised?

28. Do you consider such powers essential or useful to the effective maintenance of school discipline? State the grounds of your opinion. Do theo oh the whole tend to produce, or to suppress, tyranny of the stronger boys over weaker, and how?

29. What powers and privileges are given to any portion of the School over any other portion of it, either to enforce attendance at games, or to exact personal services of any description? What portion of the Schoohl as such powers? Over what portion are they exercised? Are such powers and privileges *generally* in any way detrimental either to health, to the reasonable enjoyment of liberty, or to the opportunities of bodily or mental recreation or study on the part of the lesser boys? Please to assign the reasons for your opinion.

30. Have you known instances of the abuse of the before-mentioned disciplinary powers and privileges? And

do you consider that such instances, where they exist, are likely to come to the knowledge of the masters?

31. During how many weeks in the year are the boys at School?

32. How often, and when, and for how many weeks each time, do the boys go home for the holidays?

33. While the boys are at School, what are the usual holidays or half-holidays during the week?

34. At what hours in winter and summer respectively are the boys required to be dressed in the morning, and to go to bed at night?

35. On regular School days, what is the time allowed for play?

36. What is the acreage of the ground allotted to the boys for their out-door amusements and games?

37. What is the nature of such ground, viz., whether (1) covered or entirely open; (2) paved or field; (3) grass or bare?

38. What is the nature of the ground immediately surrounding such playground, and especially is it occupied by inhabited buildings, or by factories, or is it open?

39. What are the common games or other bodily exercises of the boys?

40. What range is practically (whether by express permission or by customary connivance) allowed to boys over the ground lying beyond the precincts of the School and playground, and to what extent, and for what purposes, do the boys commonly avail themselves of it?

41. What athletic exercises are taught as part of the education, and of these which are extra and which compulsory, either absolutely or with reference to some particular purpose (as swimming in order to have liberty to go in boats)? Are any special teachers appointed to superintend such exercises?

42. Is it, or is it not, the general habit of boys most distinguished for their progress in intellectual studies to distinguish themselves also, or to partake with interest, in the manly games of the School, or is any difference in the tendencies of different intellectual studies in this respect discernible?

43. So far as you can judge of the results in after-life of the education afforded at Westminster, do you consider those results satisfactory? Or is it your opinion that the system in any respects falls short of what a great public School might accomplish in preparing boys for the various lines of life, professions, and employments in which they may engage? If so, will you state what the deficiencies are; whence in your judgment they arise; and how far you think them remediable?

44. Does any alteration in the system and course of education at Westminster appear to you desirable? Will you be good enough to lay before the Commissioners any suggestions on this head which you may think expedient?

WESTMINSTER.

ANSWERS of the Very Rev. R. C. TRENCH, D.D., Dean, and the Chapter of Westminster.

I.

THE questions proposed in paper No. 1 of the Public Schools Commission do not appear to apply to Westminster School. The Dean and Chapter of Westminster therefore, in compliance with the request contained in the letter of the Secretary of this Commission, beg to state the following as the grounds on which the questions are conceived to be inapplicable, viz.:—

Westminster School is not a separate foundation endowed with any special properties or estates of its own by the royal founder.

It is a school similar to others in many of our Cathedral establishments, attached to the collegiate church of Westminster, with certain statutable allowances for the stipend of the two masters and for the commons in hall; as well as similar allowances for the commons and livery of the 40 scholars charged upon the revenues of the Dean and Chapter by the royal founder of the collegiate church.

Questions therefore, as "to the various kinds of property "(1)," as to the "several properties and sources of "revenue (2)," "the system of management (3)," "charges on the same (4)," "taking of fines and renewal "of leases (5)," "alterations in the value of the property "6," "total amount received in 1860, and average "receipts during last 7 years,* (7)," "application of sur- "plus revenue (8)," and "ecclesiastical benefices (9)," are inapplicable to the condition of Westminster School.

In addition to this statement, the Dean and Chapter beg leave to represent that the foundation of Westminster is a collegiate church, and that in their character as an ecclesiastical corporation, they have, on several recent occasions, shown their readiness to supply information on the above points, and have made full returns, in regard to such matters, to the Ecclesiastical Commissioners, and also to the Cathedral Commission, and that such returns will be found printed in their reports.

II.

1. In the year 1560, by Queen Elizabeth. It is a grammar school, for the free education of 40 scholars in the usual course of grammar school instruction, including Hebrew, with an allowance of a small sum for commons in hall throughout the year; and also for supplying these 40 scholars with livery or gowns. In addition the masters were allowed to educate with them other boys to the amount of 80, so that the entire school should not exceed 120 boys. Of these other boys some were admitted as pensioners (pensionarii), that is they were permitted to have commons in the hall with the 40 scholars, upon payment for the same being guaranteed to the college by a tutor who, it appears, must have been formerly either the Dean, or one of the prebendaries, or the masters. Each of the 40 scholars on the foundation was also compelled to provide himself with a tutor, who would be responsible to the college for his share of any excess in the expense of the scholars' commons, beyond the allowance granted by the statutes. The foundation was originally intended for the preference to be given to boys whose parents were tenants of the Dean and Chapter of Westminster, and the presentation of the same was vested in the members of the college.

2.

3. The government, so far as relates to the discipline, instruction, and ordinary school regulations, rests with the masters, subject to the approval and sanction of the Dean and Chapter as it concerns the 40 scholars on the foundation. In regard to corrections and expulsion of any scholar for majora crimina, such as gross immorality, the discipline to be exercised on the scholar is in the hands of the Dean and Chapter (*see* Statutes, last chapter but one); for the other boys it rests with the head master solely.

4. There are certain specific directions given for the government of the school in the body of the statutes of this collegiate church.

5. The original regulations have been adhered to so far as the change of circumstances would admit. The difference of the manners and customs of society in more modern times have rendered certain modifications and adaptations to meet them necessary; for instance, the scholars on the foundation no longer perform themselves the menial offices connected with their dormitory and the lavatory, &c. They are now supplied dinner commons free of all expense, and are further provided with all their other meals, bedding, &c., by the Dean and Chapter from their capitular revenues, all of which is in excess of what was originally ordered by the statutes of the royal founder.

6. A copy of the statutes of the collegiate church of Westminster, in which are embodied the regulations for the school, is sent herewith. The original are in the possession of the Dean and Chapter.

7. It appears that such a power is vested in the Dean and Chapter with the sanction and approval of the Crown.

8. The Queen is visitor. The power of visitation was retained in the statutes for herself and her successors by Queen Elizabeth as founder of the collegiate church of Westminster.

The visitor's authority has been exercised within the last 50 years, as appears from the following extract, from the minutes of a chapter held on the 22nd January 1846.

"In obedience to a command from Her Majesty as visitor, communicated to the Dean through Sir James Graham, the Secretary of State for the Home Department, and requiring the Dean and Chapter to investigate immediately sundry grave complaints, brought before Her Majesty as visitor by the father of a Queen's scholar, in a letter to Sir Robert Peel, the Prime Minister, dated 12th January 1846, alleging repeated acts of gross tyranny and immorality to have been committed by 3 of the Queen's Scholars, the Dean and Chapter proceeded to investigate the complaint referred to."

9. There are no charters or instruments of foundation peculiar to the school in the possession of the Dean and Chapter, beyond the regulations contained in the body of the statutes, of which a copy accompanies these answers.

* But see next page—"Tabulated statements framed from accounts subsequently furnished," and App. J.

ANSWERS.

WESTMINSTER.

The Dean and Chapter.

TABULATED STATEMENTS framed from ACCOUNTS subsequently furnished by the RECEIVER-GENERAL of the DEAN and CHAPTER of WESTMINSTER (6th May 1862).

I. ABSTRACT of the ACCOUNTS of INCOME and EXPENDITURE of the Collegiate Church of ST. PETER, Westminster, for the SEVEN YEARS from 1855 to 1861, both inclusive. (The year is reckoned from Michaelmas to Michaelmas.)

INCOME.

	1855.	1856.	1857.	1858.	1859.	1860.	1861.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Balance of last year's account brought forward.	3,986 15 10	6,199 9 1¼	5,388 9 4	3,220 8 10	4,354 14 6	5,033 6 1	3,251 6 1
Cash per the Receiver-General for rents and arrears.	10,466 13 9½	11,219 9 1½	11,487 4 2	11,906 7 1½	12,132 5 9¾	11,716 9 2	12,002 7 0
Land tax redeemed - - - -	915 7 11½	903 14 2½	854 6 3	774 6 5	789 18 0½	791 5 2½	778 19 5
Profits of Copyhold Courts - - -	2,390 7 2	3,361 13 8	1,337 10 6	1,465 11 11	3,128 11 2	1,883 7 10	1,592 10 11
Dividends on Stocks - - - -	1,496 6 8	1,519 13 3	1,559 19 5	2,417 14 10	3,293 6 2	2,985 3 1	3,356 16 8
Leasehold fines - - - - -	17,742 7 4	18,855 12 2	17,701 17 4	30,293 17 2	23,927 12 6	25,361 18 1	38,467 2 5
Fees on nomination of Knights of the Bath -	39 17 8	—	—	—	—	—	—
Profits of the office of High Bailiff of Westminster.	8 6 4	18 11 6	20 13 4	35 16 0	—	105 4 1	35 13 6
Miscellaneous receipts - - - -	522 14 1	366 18 6	864 4 9	2,158 1 11	445 12 9	888 16 0	1,420 16 3
Income tax deducted on part of the stipends of the choir.	66 3 0½	88 2 8	73 8 11½	34 7 3½	26 8 10	51 15 7	49 5 10
Total - - - £	37,634 19 10½	42,533 3 8½	39,287 14 0½	52,306 11 6	48,098 9 9¼	48,817 5 1½	60,894 18 1

EXPENDITURE.

	1855.	1856.	1857.	1858.	1859.	1860.	1861.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Land tax, &c. allowed lessees - - -	56 1 5	66 7 2½	59 7 2½	59 7 2½	63 1 4½	59 7 2½	59 7 2½
Property tax do. - - -	504 14 8	721 19 7¾	747 10 10½	474 14 5½	288 14 7½	431 4 11¼	460 18 11
Arrears of rents and land tax - - -	123 5 5½	82 0 11	164 7 4	82 9 9	91 16 7	59 2 2	75 15 5½
Amount of (*a*) Steward's account for school* and (*b*) other customary payments in respect of the College - - - -	2,039 15 10½	(*a*) 1,473 1 3½ (*b*) 615 1 11¾	1,419 0 10¾ 656 9 8½	1,447 19 10½ 630 8 7½	1,418 11 8½ 671 4 1	1,361 11 7¾ 615 11 7	1,514 11 2½ 662 0 0
Payment to the Dean, Canons, and suspended and charged Deanery and Canonries of their statutable stipends.†	752 5 0	712 7 4	712 7 4	712 7 4	712 7 4	712 7 4	712 7 4
Do. to Minor Canons, officers, choir, servants, almsmen, and others, their statutable and customary payments.	3,708 18 5	3,727 9 8	3,751 2 2	3,747 3 10	3,767 6 10	3,795 11 4	3,779 17 4
Expenses of Copyhold Courts, law, taxes and rates, insurances, and surveys.	496 7 6	631 7 4	719 17 7¼	823 17 10½	890 13 3	772 6 6	810 4 10
Distribution of Dame Gething's charity -	3 0 0	3 0 0	3 0 0	3 0 0	3 0 0	3 0 0	3 0 0
Annual subscriptions - - - -	46 0 0	48 2 0	48 2 0	42 17 0	51 5 0	48 2 0	48 2 0
Donations to churches, schools, &c. - -	415 0 0	800 0 0	550 0 0	525 0 0	1,180 0 0	933 3 0	470 0 0
Bailiffs, stipends, wages, and allowances -	83 11 6	111 19 0	87 13 0	87 13 3	113 8 3	98 19 2	91 19 10
Customary payments, and augmentations to Vicars and Curates.	780 2 9	795 15 8	781 9 6	720 2 5	753 11 9	746 19 1	1,010 11 8
Property tax on leasehold fines - -	1,064 7 6	1,216 8 6	1,216 8 6	548 4 2	391 11 8	704 16 10	783 3 2
Do. copyhold fines - - -	104 16 10	123 5 2	100 6 2	51 13 3	35 2 2	62 8 7½	81 1 6
Miscellaneous payments - - -	1,183 17 10½	658 3 7	594 11 4½	1,246 16 9	1,636 14 7	2,265 8 5½	1,831 3 11½
Dividends to the Dean, Canons, and suspended and charged Deanery and Canonries and Fabric.	20,073 5 11	25,358 5 1	24,455 11 6	36,748 1 3	30,996 14 6	32,895 19 2	44,041 18 10
Balance carried to next year's account -	6,199 9 1¼	5,388 9 4	3,220 8 10	4,354 14 6	5,033 6 1	3,251 6 1	4,458 14 10
Total, including balance carried forward £	37,634 19 10½	42,533 3 8½	39,287 14 0½	52,306 11 6	48,098 9 9¼	48,817 5 1½	60,894 18 1

* For the particulars of this account for 1861, and a general abstract of it for the preceding six years, see next page. The amount of the Steward's school account for 1855 is not stated as a separate sum, but it appears to be 1,446*l.* 13*s.* 1½*d.* The "customary payments in respect of the college" do not relate to the school, except as to one item, "wine for election dinner," which was 38*l.* 0*s.* 9*d.* in 1856.

† For the year 1855 there is added to this item, "and the Dean's customary allowances, and also the fees on investiture of Knights of the Bath, funerals, and monuments."

II. Details showing { A. The STATUTABLE STIPENDS paid to the DEAN and CANONS and suspended and charged DEANERY and CANONRIES for 1861, referred to in the above account of expenditure.
B. The STATUTABLE and CUSTOMARY PAYMENTS to the MINOR CANONS, OFFICERS, CHOIR, SERVANTS, ALMSMEN, and others for 1861, referred to in the same account.

A.

	£ s. d.
The Deanery	373 7 4
Twelve stalls, at 28*l.* 5*s.* each	339 0 0
	£712 7 4

B.

	£	s.	d.	£	s.	d.
MINOR CANONS :—						
The 1st, or Precentor	202	0	0			
„ 2nd	113	12	4			
„ 3rd	150	5	0			
„ 4th	150	0	0			
„ 5th	175	0	0			
„ 6th	156	5	0			
				947	2	4
OFFICERS :—						
Subdean	4	11	6			
Treasurer	5	11	6			
Steward	5	11	6			
Archdeacon	4	0	0			
Term Lecturer	20	0	0			
High Steward	5	0	0			
High Bailiff	6	13	4			
Auditor	16	0	0			
Steward of Manorial Courts	10	0	0			
Receiver-General	218	0	0			
Chapter Clerk	168	13	4			
				464	1	2
CHOIR :—						
The 1st Singing-man	118	4	0			
„ 2nd „	115	0	0			
„ 3rd „	126	16	0			
„ 4th „	126	5	0			
„ 5th „	123	15	0			
	610	0	0	1,411	3	6

	£	s.	d.	£	s.	d.
CHOIR—*continued.*						
	610	0	0	1,411	3	6
The 6th Singing-man	122	19	0			
„ 7th „	122	3	0			
„ 8th „	111	15	0			
„ 9th „	116	15	0			
„ 10th „	113	0	0			
„ 11th „	105	0	0			
„ 12th „	105	0	0			
				1,406	12	0
Deputies on Sundays				30	0	0
Organist and Master of Choristers				250	15	0
Twelve Choristers				135	12	0
Organ Blowers				10	0	0
Organ Tuner				12	12	0
SERVANTS of the CHURCH :—	£	s.	d.			
Surveyor of the Fabric	10	0	0			
First Sacrist	78	13	4			
Second do. and Library Keeper	100	13	4			
First Verger	45	8	4			
Second do.	72	0	0			
First Bellringer	11	0	4			
Second, third, and fourth do., each 8*l.* 6*s.* 4*d.*	24	19	0			
Special ringing	6	2	0			
Abbey Constable	3	2	6			
Winding Abbey clocks	16	16	0			
				368	14	10
The ALMSMEN :—						
Twelve, at 12*l.* 17*s.* 4*d.* each				154	8	0
				£3,779	17	4

III. AMOUNT and PARTICULARS of the PAYMENTS on account of the SCHOOL for the Year ending Michaelmas 1861.

	£	s.	d.	£	s.	d.
The Head Master's statutable stipend and customary allowances				39	6	8
The Second Master's statutable stipend				15	0	0
The statutable stipends and customary allowances to the College Servants, viz. :—	£	s.	d.			
The Scholars' Butler and Brewer	125	5	0			
„ Cook and Scullion	114	14	0			
„ Laundress	13	11	0			
The Verger, for attending Scholars at early service on first Sundays in the month	2	0	0			
The College Porter for the like service	2	0	0			
Attendant on the apparatus for warming school and dormitory	24	16	0			
				282	6	0
Bills for Election dinners				113	17	11
Expenses at Election (the Electors and their assistants)				34	0	0
Tradesmen's bills, viz. :—	£	s.	d.			
Meat	364	12	7½			
Butter	100	4	2			
Cheese	18	5	11			
Vegetables	25	10	6			
Bread	102	6	3			
Grocery	43	18	2			
Milk	29	6	8			
Beer	64	16	0			
Ingredients used in commons	52	12	9			
Coals	47	7	0			
Coke	7	16	0			
Charcoal	2	4	0			
Wood	7	1	6			
Gas	10	19	9			
Turnery, &c.	12	8	4			
				889	9	7½
				£1,374	0	2½

	£	s.	d.	£	s.	d.
Miscellaneous Payments, viz.,—						
Scholars' gowns	60	0	0	1,374	0	2½
One year's water-rate for sick house to Lady Day 1861	3	0	0			
One year's water-rate for College Butler's apartments, to Lady Day 1861	2	0	0			
Half a year's water-rate for school urinals to Lady Day 1861	2	10	0			
One year's property tax for sick house to Lady Day 1861	1	0	11			
One year's assessed taxes for sick house to Lady Day 1861	0	18	10			
Sweeping chimneys	2	6	6			
Postage of Queen's Scholars' bills	1	6	8			
The matron, for bills and sundries paid by her for necessaries required in the sick house; a year to Midsummer 1861	40	19	7			
Painting bedsteads and furniture in sick house	8	12	3			
Table-cloths for the College hall	4	2	3			
Bill for purifying bed furniture in sick house after fever	3	18	0			
Bill for gas regulating and purifying apparatus, &c., in dormitory and cloister gallery	9	16	0			
				140	11	0
Total of Steward's account for the school				1,514	11	2½
Amount of repairs, &c. paid from the Fabric fund				1,074	8	7
Total				£2,588	19	9½

IV. ABSTRACT of PAYMENTS on account of the SCHOOL in each Year from 1855 to 1860, both inclusive.

	1855.			1856.			1857.			1858.			1859.			1860.		
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Head Master's stipend and allowances	39	6	8	39	6	8	39	6	8	39	6	8	39	6	8	39	6	8
Second Master's stipend	15	0	0	15	0	0	15	0	0	15	0	0	15	0	0	15	0	0
Stipends and allowances to College Servants	279	19	6	279	16	6	280	14	0	282	6	0	283	18	0	281	10	0
Bills for Election dinners	124	12	3½	126	3	7	106	7	0½	106	12	3	107	17	10	107	2	0½
Expenses at Elections	9	0	0	9	0	0	29	0	0	34	0	0	34	0	0	34	0	0
Tradesmen's bills	880	1	9¾	864	15	4½	822	5	3¼	870	0	11¼	818	17	7	785	4	6¼
Miscellaneous payments	98	12	10	138	19	2	126	7	11	100	14	0	119	11	7½	99	8	5
Total Steward's account for School	1,446	13	1¼	1,473	1	8½	1,419	0	10¾	1,447	19	10¼	1,418	11	8½	1,361	11	7¾
Amount of repairs, &c., paid from the Fabric fund	92	4	6½	102	19	4	234	19	0	295	15	5	172	7	3½	604	10	2½
Total £	1,538	17	7¾	1,576	0	7½	1,653	19	10¾	1,743	15	3¼	1,590	19	0	1,966	1	10¼

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ANSWERS of the Rev. C. B. SCOTT, B.D., Head Master.

II.

10. The statutes contemplate only two masters, styled respectively Archididascalus and Hypodidascalus. These masters had originally their maintenance in hall, in common with other members of the foundation, their place being at the second table.

The head master had by the statutes annually—
For stipend, xii lib.
For livery, xxx sol.
For commons, vi lib. xx d.

The under master in like manner—
For stipend, vii lib. vi sol. viij d.
For livery, xxiij sol. iv d.
For commons, vi lib. xx d.

From the absence of any clause in the statutes prohibiting the acceptance of fees (such as exists in the Winchester and Eton statutes) it may be inferred that there must also have been some payment from the first on account of boys not on the foundation, but of the amount of this I am not aware that any record exists.

The head master now receives a stipend of 20*l.* a year and an allowance of 19*l.* 6*s.* 8*d.* "board wages," seemingly a commutation at some period for his meals in hall. He pays a small rent (6*s.* 2*d.* yearly) for part of his house; in all other respects the fabric is maintained rent free by the chapter, as is that of the under master's, who has a stipend of 15*l.* a year, but no board wages. Both have a daily allowance of bread from the college baker during school times. They have further a share of the tuition fees paid by parents, annually and at the entrance of boys, which have been divided according to various schemes at different times. To these will henceforth be added certain fees from a recent grant of the Chapter, for each Queen's scholar, as explained in Answer 13.

The head and under master have also, by old custom, received fees from certain boys in the Sixth Form on their leaving the school.

Taking the average of the last five years, during my own tenure of office, the salaries stand thus:—

	Tuition Fees.	Leaving Fees.	Stipend and Allowances.
Head master	£1,054	80	39
Under master	580	33	15
First assistant	275		
Second assistant	240	Church ushership, 50*l.*	
Third assistant	210		
Mathematical assistant	250		
Arithmetical assistant	277		
French assistant	132		

These sums are net, certain school expenses being paid in addition out of the total.

I have no means of giving information as to the original emoluments of the Dean and Canons; their present incomes are fixed by Act of Parliament.

11. In addition to the two masters of the statutable foundation there are now three classical assistants, two mathematical, and one for French; another assistant may probably be added after Christmas. The arithmetical and French masters, however, have only given certain hours of their time in the week.

From the records of a dispute in the year 1657 between Dr. Busby and Dr. Bagshawe, the then under master (and a very quarrelsome personage), it seems that Busby appointed an assistant to himself, possibly then for the first time. Bagshawe avers that if the school were limited to the statutable number of 132, the two masters could perfectly well teach the whole. We find also from some accounts that have been preserved (printed in page 218 of the Census Alumnorum), that in 1682, Busby and Knipe being masters, there was one usher besides. The number of the school increased under Friend (1711–33), and probably another usher may then have been added.

There is evidence in Peck's Desiderata Curiosa, B. XIII., No. 16, that there was a third master at least as early as the year 1600. In 1656 the numbers varied from 241 to 203.

A French "extra" master was first added in 1826.

The French and mathematical masters were placed on the staff by my predecessor in 1846.

The rule of late years has been to limit the number of boys under one master's charge to 30 in the school generally, the highest and lowest divisions not exceeding 20. This we find in practice to be fully as much work as can honestly be done. The regulation of such matters rests with the head master, or in the under school with the under master.

12. The head master has the Sixth Form in his own hands, and the under master the under school. Other masters have each his own division. The head master has the duty of generally superintending the upper school; the under master has the immediate charge of the college.

The disciplinary powers of each are fully explained in the answers to Part III.

The head master appoints and can dismiss all the assistants for the upper school. The classical and mathematical assistants are, as a matter of course, persons who have taken honours at Oxford or Cambridge; they are usually in holy orders, but not invariably.

I am told that the appointment of *all* assistants has by custom rested with the head master.

There is no rule respecting superannuation, nor any provision for it, such as the Eton fellowships supply. It would be most desirable if there were.

13. The scholars on the foundation are admitted by the Dean on the presentation of the head master. Further particulars are given under Question 15.

The statutes by which the foundation is governed are supposed never to have received the royal assent. Still there can be no doubt that they represent a condition of things which actually existed, or at least was intended to exist, in the reign of the foundress; and under these the scholars were supplied with their lodging, beds, and meals in hall. The system of hall was, that the steward managed the table and balanced the account quarterly with the treasurer. Each scholar had a tutor who was responsible for him. If the cost to each exceeded his allowance for commons, he would pay the difference; if it were less, he would receive the surplus; and the amount was no doubt adequate originally, as well as that for livery. Each scholar has by statute—

For livery, xiij s. iv d.
For commons, lx s. x d.

Extra allowances were given to meet the expenses of the table on festivals and holidays. The masters having their own allowances and stipends were doubtless considered to be provided for, so that the scholars would receive their instruction free of charge. And it may perhaps be concluded from the provisions made by Bishop Williams in 1623 for his additional scholars, mentioned in answer 16, that such was the usage at that time. However, we find that in 1689, under Busby, the Queen's scholars paid him each four guineas a year, with a present of half a guinea yearly to the under master. This appears from the accounts of an old Queen's scholar, printed at page 218 of the Census Alumnorum, referred to above. The amount was gradually increased, by what stages or at what times I cannot learn.

In later times, before the year 1846, the Queen's scholars were each attached to some boarding house, where they obtained great part of their meals, paying for this 24 guineas a year; they also paid 17 guineas tuition fees, and 10 guineas for corrections, a sort of private tuition.

The Dean and Chapter have since that time undertaken the entire maintenance of the Queen's scholars, and within the last year have granted, (with the consent of the Ecclesiastical Commissioners, to whom at present everything is required to be submitted,) an annual sum of seven guineas for each Queen's scholar, in augmentation of the inadequate tuition fees paid by parents. The items charged to parents are annually as follows:—

	£	s.
Tuition fees	17	17
Matron and servants in sanitarium	4	4
Daily medical attendance	1	1
Servants in college	4	4
Fire and lights	2	2
Washing	5	5
In all	34	13

For special private instruction in classics or mathematics, drawing, singing, or fencing, the same rates are to be added to this as for other boys. See below, in Part III.

The Queen's scholars alone under the statutes possessed the privilege of election to the studentships of Christ Church and scholarships of Trinity, and this, in the altered shape of these endowments, they still retain. The chief authority in the school as monitors, &c., is vested in them (see Ans. 27, Part III. p. 17), and there are no privileges or advantages common to the other boys from which they are excluded.

It is not difficult to account for the diminished value of the Queen's scholars' position in modern times. The rapid and unforeseen fall in the exchangeable value of money rendered the old allowances, which necessarily were kept at the same (or nearly the same) nominal rate, wholly insufficient for their purpose. The statutes direct the reserved rents, from which the monthly outgoings and expenses of the body corporate were to be supplied, to be kept at their existing rate; this provision became practically inoperative. The alteration of habits led to the disuse of the common

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meals in hall, from which the scholars suffered, the surplus provision for the high table being part of their supply. The school had no share in dividends, so that anything spent upon it was so much deducted from the private incomes of those who decided upon the expenditure. And, although I gratefully acknowledge the liberal spirit in which the present Chapter have dealt with the school of late, I cannot avoid stating my conviction that it is most important for the welfare of the school, that, in any readjustment of property, these mistakes should not be repeated. No basis can be a right one which does not contain within itself some power of adaptation to the changes which time may bring.

14. The number of foundation scholars is fixed by the statutes at 40. The actual number was below the statutable limit from 1841 to 1847; there were five unfilled vacancies in 1841, a much larger number in 1846, so large that my predecessor refrained from filling them all up in 1847, and the number was not made complete until 1848; since that time there have always been candidates enough to fill up vacancies, unless occasionally for short periods before election.

15. The statute runs thus:—

"Neminem in collegium nostrum qui in dicta schola nostra annum integrum ante tempus electionis educatus non fuerit, nec plures uno ex eodem comitatu in unâ electione eligi aut admitti volumus.

"Præterea nullus qui hæres jam sit, aut qui futurus sit patre mortuo hæres, cujus hæreditas summam decem librarum excesserit, in hunc numerum co-optetur. Electi autem quam primum loca vacua fuerint suo ordine flexis genibus à decano vel eo absente prodecano publicè in aulâ . . . admittantur."

The provision as to age is this:—

"Nec ante octavum annum quisquam admittatur in discipulum, nec post decimum octavum annum in schola nostra permaneat."

A candidate is now required to produce his certificate of baptism, and to have been a year previously in the school. He must also, as he is to leave after four years in college, be under 15 years of age on the 1st of January in the year of election. This limit was fixed under the advice of the present Solicitor General, in place of an irregular mode of reckoning from the date of baptism, which had formerly been in use. The other provisions have never been enforced, nor would there be any advantage in enforcing them. The last is so far important that it shows that the advantages of the foundation were not intended for the possessors or heirs of any considerable estates, but rather for those of limited means.

The candidates for admission are, under the statute, to be examined by the electors, *i.e.*, the Dean of Westminster, the Dean of Christ Church, and the Master of Trinity College, with their assessors, and the head master, at their annual visitation of the school; and this is still the case in form, that is, they come up before the examiners, and are briefly tested in some author. But the real examination is one conducted by the head master, and called the challenges, in which the boys put questions to each other and take places, the head master acting as moderator. They are usually prepared by some of the elder boys in college, called 'helps,' who are likewise present at each challenge as witnesses and advocates for the candidates. This is probably she only living relic of the old disputations. The contest is governed by rules, occasionally modified, and I have added to it a paper of Latin prose, and one of elementary mathematics. The places being thus fixed, the candidates are presented by the head master to the Dean, and admitted by him, so far as vacancies exist; the residue are placed on the indentures as præelecti, and from these any vacancies which may occur during the year are supplied. I imagine that no material change has occurred during the last fifty years.

16. There are four boys on the foundation of Bishop Williams (Lord Keeper in James the First's reign) whom he appears to have intended to add to the foundation, but never provided funds for carrying his purpose into effect. The matter was investigated in the Court of Exchequer, which made a final order in the case, April 13, 1836. The Master entrusted with the inquiry found that the original deed of foundation, if ever executed, was lost or not to be discovered; but that certain provisions which it had contained or was meant to contain were recited in a deed conveying a rentcharge for the benefit of the foundation. The boys were to have gowns furnished to them, their meals in hall like the Queen's scholars, and to occupy the chambers which the Bishop had provided for them. Further directions are given for their election and promotion to St. John's College, Cambridge; this last benefaction is now wholly lost to the school. For trouble concerning them the Dean is to receive 10*s.*, the treasurer 5*s.*, and the head master 5*s.* yearly. The charity had been wholly neglected or improperly administered until the suit in the Court of Exchequer; the order then made directs election to be made from boys born in Wales and in the diocese of Lincoln alternately, and, in default of these, from Westminster. Vacancies to be advertised. The boys were to have blue gowns provided for them, and to receive the rest of their dividend in books. At this time, I believe, they paid no tuition fees, for which exemption no ground, except custom, can have existed. The income of the foundation is about 72*l.* yearly in all, for the four boys; it will not increase, being in fixed payments.

My predecessor altered the system, abolishing the blue gown, which was a mere source of annoyance to the wearer, and offered to parents to remit all tuition fees on condition of receiving the dividends, about 17 guineas each yearly. This is the present usage.

17. The statutes contemplate the admission of pensioners, town boys, and others, to the number of 80, in addition to the Queen's scholars and choristers. The words are:—

"Pensionarii ut studiorum socii in collegium recipiantur sed ita ut nec moribus honestis nec studiis desint, eisdem legibus teneantur quibus discipuli, eadem ab his requirantur, eandem obedientiam præstent: sed ut neque numero nec imperitia obsint, provideatur ut neque decano plures quam sex, neque singulis præbendariis plures duobus, neque ludimagistro plures quatuor, neque hypodidascalo plures duobus pensionariis sint. Et ut hi solum in collegium admittantur qui prodecani unius præbendarii et ludimagistri judicio ad minimum octo orationis partes memoriter probe didicerint, et qui scribere saltem mediocriter noverint, et de quorum indole, honestis moribus, et in literis felici progressu bonam spem conceperint. . . . Eundem modum in oppidanis peregrinis et aliis in scholam nostram recipiendis et admittendis observari volumus. Et ne nimio scholarium numero præceptores onerentur, statuimus ne ex omni genere scholarium plures centum viginti, præter choristas, unquam in scholam admittantur, aut in eadem esse permittantur."

Other provisions follow, defining the relations of the pupils to their tutors, who were responsible for them to the college or body corporate. Every boy admitted into the college, that is, every Queen's scholar or pensioner, was required to provide himself with a tutor within 15 days, on pain of expulsion.

The "oppidans, strangers, and others" who were only admitted to the school did not require a tutor. It is manifest, however, that they were to share in the instruction and general advantages of the school; and from their ranks mainly the foundation was to be recruited. It does not seem that they were intended to be taught gratuitously; I presume the head master or the Dean fixed the terms.

18. The charges for boys on the foundation have been already specified. In reference to the boarding houses, I annex the reply of my senior assistant:

"The necessary expenses of a boarder at Westminster are—

School fees	-	£26	5	0
Board, &c.	-	68	5	0
		£94	10	0 annually.

"There is also a small general subscription for cricket and football, so small that it is paid as a matter of course. Last year it was 11*s.* 3*d.*

"No other expense is incurred without the parents' knowledge and previous consent. With that consent 1*s.* a week is given during the boating season for every boy who goes on the water, and 2*s.* 6*d.* more weekly for members of an eight or eleven.

"It is usual, for the convenience of parents, to advance 1*s.* a week for allowance; also, when it is desired, travelling expenses are paid, and cab money to take boys to their destination when they have leave out on the Saturday and Sunday. As to these amounts, there is very little discretion in the master's hands. Besides his natural wish to enforce economy among boys, he has a direct interest in curtailing these expenses; for the providing the sums in the form required, and keeping account of them, is a serious tax upon the matron, and the total amount is of course so much addition to the capital necessary for maintaining the house.

"With regard to tradesmen's bills, the rule is that nothing can be supplied to any boy below the remove without an order from home or from a master. I never give an order without satisfying myself that the parent wishes the article to be supplied. In the case of boys in the remove or sixth form, parents can please themselves whether orders shall continue to be given or not. In addition to the guarantee just mentioned, at the end of each half year, every tradesman's bill is examined by the master before it is sent to the parent. If any extravagance is detected the boy is spoken to, and means used to prevent a repetition.

"It is impossible to fix any definite limit of expense; practically, as will be seen, it is a very moderate one. Some boys come from distant homes, and supply almost all their annual wants at school. Others live near, and get scarcely

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anything but books. Sometimes also, in the case of wards, it is a very great convenience to the guardian that as much as possible of his ward's total expenses should be included in the school bills; and I have grounds for thinking that in the case of boys whose parents are living the same thing is sometimes desired for family reasons.

"I enclose herewith the highest bill that was sent in for the last half year, and also the lowest. Further details shall be furnished, if desired, at the close of the year.*

"The charges for private tuition, drawing, singing, and fencing are uniform for the school."

All charges for a boarder or half boarder, that is a boy sleeping at home, but having his breakfast and dinner at the school, are paid to the boarding house master.

The charges for tuition of home boarders are paid to the under master. In either case such charges are returned to the head master, and brought into the general account.

19. The amount was 2,926*l.* 1*s.*

20. A certain number of the boys live at their own homes, or, in rare cases, with friends to whose care the parents have committed them. Such boys pay the same tuition fees as the rest, viz., 10 guineas at entrance, and 25 guineas a year, and share equally in the instruction, use of playgrounds, &c. They are apt, however, if they live at any distance, to go straight from school to their own homes, and take no part in the games; also, if the case require special watching or attention, there is, of course by no means the same opportunity for it as exists with those wholly under our charge. Some boys also are half boarders, as above mentioned, but this has never been a large class.

21. Besides the 40 Queen's scholars accommodated in the dormitory and rooms below, there are two boarding houses, of which one has contained at one time 42, the other 35 boys. The general control of these is in the hands of the head master, and I some years back laid down 35 as the limit of numbers in either house, since which time this has never been exceeded. The management of each house is in charge of the master to whom it belongs, and the matron, who assists him, and is fully described in Sect. III.

22. The Queen's scholars sleep in the dormitory, which is now divided by partitions about 7 feet high, into separate apartments, across the front of which curtains are drawn. Two large chambers below are used as sitting rooms for study and general purposes (meals are in hall), in one of which are 8 studies or "boxes" for the senior boys, generally each occupied by two boys. In the boarding houses the sleeping rooms usually contain from 2 to 5 beds; some of the elder boys have small single rooms.

The sitting rooms in which they study of an evening are assigned according to the discretion of the master; for the most part boys in the same form are together. There is no library or other place for study at the school except the school room and class-rooms themselves.

23. The Queen's scholars' meals are supplied by the Chapter. In the boarding houses there is breakfast at 9, dinner at 2, and tea at 7. All the food supplied is of the best kind, and ample in quantity.

24. Not in any way. The rates are uniform.

25. The boarding houses are kept at the private risk of the masters to whom they belong. Any profits thence derivable I consider a due remuneration for the responsibility undertaken by the master, and the care and moral superintendence which he bestows upon the inmates; probably without boarding houses the services of efficient masters might have been difficult or not possible to secure. Before 1846 the boarding houses were all kept by dames, with a resident master in charge of each; at which period the fees for "corrections" made the position of an assistant master far more profitable than it is now.

26. Boys will and do resort to such shops, but I believe it to be wholly unnecessary, and we discourage it by every means in our power.

27. The master of the house provides furniture for the rooms, and no charge is made for it.

28. The selection of a boarding house rests with the parent. I have always, on principle, abstained from giving a recommendation of one house in preference to another.

29. Two classical masters keep boarding houses; there are no others. If there were boys for another house, and one could be obtained in a fitting situation, I should at once authorize another master to open it. But one of the most serious difficulties of our position arises from the fact that it is almost hopeless at present to obtain any additional boarding-house accommodation.

30. The head master could so strongly discourage parents from sending their sons to any boarding house not sanctioned by him, that I should think no one would desire to make the venture under such conditions.

31. From 4 to 5 years. Boys on the foundation rather longer. A large proportion of these look forward to a career at the University; and when boys leave young they are generally intended for some different line of life.

32. (1) and (3). The number of boys now (November 1861) in each form is—

Sixth form 18, Upper Shell, 15.
Remove, 14, Under Shell, 13.
Upper 5th, 14, Upper 4th, 14.
Under 5th, 16, Under 4th, 12.
Under School, 20.

Forming six divisions. Total number, 136.

(2.) No lists of the school were ever printed, so far as I can learn, until 1851; and for the numbers in previous years I am indebted to a return supplied by the kindness of the Rev. T. W. Weare. From that year onward the printed lists are followed, and I believe the numbers given to be the maximum for each year.*

1842	85	1844	85
1843	77	1845	85

* Highest.

WESTMINSTER.—January to Whitsuntide 1861.

School Expenses.

	£	s.	d.
School fees	13	2	6
Board, &c.	34	2	6
	47	5	0

Private Expenses.

	£	s.	d.
Drawing master	1	15	0
Fencing master		—	
Singing master		—	
Library subscription, 5*s.*; fields, ; water, ; football,	0	5	0
Allowance, 14*s.*; travelling and cab money, 4*l.* 1*s.*	4	15	0
Extra washing, 2*s.* 6*d.*; postage	0	2	6
Mischief		—	
Bookseller	2	13	10
Tailor	0	8	0
Shoemaker	3	8	6
Hatter	0	1	0
Glover		—	
Hair dresser	0	8	10
Carpenter	0	1	6
	£13	19	2

School expenses	47	5	0
Private expenses	13	19	2
Total	£61	4	2

Lowest.

WESTMINSTER.—January to Whitsuntide 1861.

School Expenses.

	£	s.	d.
School fees	13	2	6
Board, &c.	34	2	6
	47	5	0

Private Expenses.

	£	s.	d.
Drawing master		—	
Fencing master		—	
Singing master		—	
Library subscription, ; fields, ; water, ; football,		—	
Allowance, 14*s.*; travelling and cab money	0	14	0
Extra washing, ; postage,		—	
Mischief		—	
Bookseller	1	12	0
Tailor	0	2	6
Shoemaker		—	
Hatter		—	
Glover		—	
Hair dresser		—	
	£2	8	6

School expenses	47	5	0
Private expenses	2	8	6
Total	£49	13	6

* The subjoined additional lists were afterwards furnished to the Commissioners by the Rev. T. W. Weare.

Year	Number of Boys. Queen's Scholars.	Other Boarders.	Home Boarders.	Total.	Entrances. Boarders (including Queen's Scholars.)	Home Boarders.	Total.
1846	36	17	26	79	25	6	31
1847	38	50	16	104	38	3	41
1848	40	66	18	124	34	7	41
1849	40	75	22	137	26	8	34
1850	40	78	18	136	36	2	38
1851	40	77	20	137	25	6	31
1852	40	81	20	141	21	10	31
1853	40	78	23	141	26	8	34
1854	40	78	23	141	30	5	35
1855	40	78	19	137	17	4	21
1856	40	65	24	129	19	8	27
1857	40	65	25	130	24	10	34
1858	40	74	28	142	30	5	35
1859	40	66	25	131	16	6	22
1860	40	54	26	120	11	4	15

Summary of entrances by Decades from 1821 to 1860.

Decade.	Boarders.	Home Boarders.	Total.
1821 to 1830 incl.	426	142	568
1831 „ 1840	147	69	216
1841 „ 1850	231	61	292
1851 „ 1860 (June 13)	219	66	285

1846 - -	95	1854 - -	141
1847 - -	104	1855 - -	133
1848 - -	124	1856 - -	125
1849 - -	137	1857 - -	129
1850 - -	136	1858 - -	140
1851 - -	132	1859 - -	131
1852 - -	138	1860 - -	123
1853 - -	137	1861 - -	136

(4.) In the senior assistant's house are 31 boarders, 1 half boarder. In the second assistant's, 26 boarders, 2 half boarders.

III.

1. We have no precise rule. Boys are not brought to us earlier than at 9 years of age; and in the case of a boy above 14, a certificate of good conduct from his previous teacher is indispensable.

2. Every boy is examined by the head and under master on his admission to the school. In case of such deficiency in the art of writing as would disable a boy from doing the work of his form, he would be sent back to his parents to learn this. The ordinary subjects of examination are the elements of Latin and Greek, and arithmetic.

3. We do not allow any boy to remain in the under school after 12 years of age, if we can avoid it; nor in the fourth form after 14. Where difficulty arises in carrying out this rule, the fault lies in the parents' previous neglect.

4. I have once or twice placed a boy, coming with a good character and high attainments, as high as the upper shell, but this is very rare.

5. About 19 years of age; there is no fixed rule.

6. The tables are sent herewith.

7. The head master has power to regulate generally the course of study and books used; subject in the case of the Queen's scholars to his general subordination to the Dean.

8. I have been uniformly accustomed to consult such of my assistant masters as possessed sufficient experience to guide them in respect of the studies of the school.

9. Removes are given mainly according to proficiency. Seniority is only recognized so far as this, that in order to meet the evils which arise from keeping boys of advanced age too long in junior forms, a boy is promoted at the end of a year, in any but the most flagrant cases of ignorance and idleness. The removes given by seniority average about one in eight. Proficiency is estimated partly by the weekly marks for lessons and exercises, and partly by examination. Twice a year, at Christmas and Whitsuntide, trials take place, in which the boys are required to translate on paper passages from Greek and Latin into English, and from English into Latin prose and verse, all new to them at the time. Marks are given for this, and likewise examinations, *vivâ voce* and on paper, are conducted by the masters, by which all the work of the half year is tested, no master examining his own form. There is also an examination in August, but no "trials." The marks for examination are then combined, in certain proportions, with those for form work, and the places are fixed by the result.

In estimating the relative value of different subjects, I should say that classics reckoned as fully two-thirds of the whole, the remaining third being Greek Testament and scriptural subjects, history, geography, and English, so far as answers to historical and other questions, on paper, may be considered English composition.

The mathematical divisions of the school are generally coincident with the classical, chiefly from the great practical difficulties of arrangement under any other system. If however a boy is so far advanced beyond his classmates as to make this a real injustice to him, his case is treated as an exception. But the members of a mathematical class need not be, nor are they in fact, working at the same subject, though they are with the master at the same time.

In French the two highest forms are thrown together, and divided anew to form the French classes; the same is done with the youngest. The intermediate classes are at present coincident with the forms. I hope, however, to alter this by obtaining the services of another French master, so soon as I have a class-room for him to teach in, which hitherto has never been the case.*

10. Our French master, M. Dupont, comes to us for eleven hours in the week at present. He has 7 classes, of whom 4 come for 2 hours a week, and 3 for one hour. The young boys who are learning French Grammar for the first time, are taught by one of the assistant masters. I have had an examination annually of late years, in the autumn, and given books as prizes for progress made.

French and mathematics form a part of our regular work, as a matter of course, without extra fees. We do not attempt to teach any other modern language, nor have we any appliances for the study of physical science.

Mathematics are fairly studied, and with some success by such boys as have a taste for this branch of knowledge; the more advanced have usually read trigonometry, conic sections, mechanics, and occasionally the differential calculus, before leaving school.

11. We have no such extra fees.

I consider that when the different capacities of boys are taken into account, their progress in mathematics is not very different from their progress in Greek and Latin; the management of a form is, however, in some ways more difficult for the mathematical masters, and the marks for mathematics have not hitherto told directly upon the removes; this, however, will be altered in future.

In cases of marked proficiency, mathematics are admitted as giving a claim to promotion; and they enter materially into the final examination for studentships, exhibitions, &c. French has never done so; I think it might with advantage, if the examination took place some months before, so as to avoid increasing the mass of work required to be brought up at once, which is already quite sufficient.

At present a few boys, who have learnt French in their childhood, or have the prospect of travelling abroad, keep

* SCHEME OF EXAMINATION, WHITSUNTIDE, 1861.

—	Remove.	Upper Shell.	Under Shell.	Upper V.	Under V.	Upper IV.	Under IV.
Monday 10 a.m.	Arithmetic and Algebra.	Arithmetic and Algebra.	Arithmetic and Algebra.	—	—	—	—
„ - 3 p.m.	Euclid.	Euclid.	Euclid.	—	M. Greek Testament and Ovid.	—	—
Tuesday 10 a.m.	S. Œd. Colon.	J. Medea.	History Paper.	A. Cæsar.	M. Greek Testament and Bible Paper.	B. Epigrams.	Bible Paper.
„ - 3 p.m.	History Paper.	History Paper.	M. Xenophon.	B. Greek Testament and Bible.	S. Homer.	Bible Paper.	A. Greek Delectus.
Wed. - 10 p.m.	J. Greek Testament and Bible Paper.	J. Greek Testament and Bible Paper.	S. Homer.	History Paper.	B. Cæsar.	M. Nepos.	A. Nepos.
Thurs. - 10 a.m.	J. Herodotus.	A. Herodotus.	B. Greek Testament and Bible Paper.	M. Xenophon.	S. Xenophon.	B. Greek Testament.	M. Ovid (12.2 p.m.)
„ - 3 p.m.	A. Horace.	Syntax Questions.	S. Cæsar.	M. Homer.	B. Virgil.	Geography or History Paper.	J. Catechism and Sinclair's Exposition.
Friday - 10 a.m.	S. Cicero (pro Mil.).	J. Cicero.	M. Virgil.	A. Virgil.	History Paper.	B. Ovid.	History Paper and Geography.
„ - 3 p.m.	Syntax Questions.	—	—	—	—	—	—

The initials denote the masters who took the various subjects. The papers were in like manner distributed among them according to the time which they could command.
In the mornings at 8 a.m. work is prepared. On Friday afternoon, epigrams, composed by the boys, are read in school before the head master.
This scheme does not apply to the Sixth Form, who are in the hands of the university examiners. The arithmetic examination of the four lower forms was taken on the Friday preceding. "Trials" a fortnight earlier.

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up and improve their knowledge. The rest neglect the subject, and appear blind to the advantages of the study. The difficulty of working a French class efficiently is greatly enhanced by the fact that it is on many grounds desirable that the master should be French by birth; and that if so, he is sure to find it a hard task to manage English boys. They constantly misunderstand each other, and neither the instruction nor the discipline is what it is at other times. Still the promise of a tangible reward, as above suggested, might, I hope, produce a good effect; and the junior classes might probably work better in the hands of one of the regular masters, than of a professed French teacher.

12. The school examinations, which embrace every subject done in school, mathematics and arithmetic included, are described in answer 9. There are other papers in mathematics and arithmetic from time to time; and the head master examines orally, about once a month, every form in the upper school, in some one of the subjects which they have been doing. For the 6th form, there is the annual examination conducted by two examiners appointed severally by the Dean of Christ Church and the Master of Trinity, who themselves are present at the *vivâ voce* on the last day, the Monday after Rogation Sunday. The examination begins on the preceding Monday, thus comprising seven days of work.

The papers of two years are enclosed as specimens, and represent what the candidates ought to have known; but the answers sent in I did not see, and cannot supply.

13. There is a fund of 1,133*l.* 10*s.* 7*d.*, Reduced 3 per Cents., given by Miss Grace A. Slade; another, value now about 5*l.* annually, from a Mr. Burton; and another of 514*l.* 14*s.*, Consols, the gift of Dean Ireland. The proceeds of these funds are applicable to provide prizes in books for Latin verse composition, Greek verse, and Latin essay, as well as prizes for the various forms at the half yearly examinations. The present Dean of Westminster (Dr. Trench) has also, since his appointment, generously offered the sum of ten guineas yearly in prizes to encourage the study of the Greek Testament. The head master is usually judge of the merits of the candidates. The Dean has also himself examined the candidates for his Greek Testament prize; and the Latin and Greek compositions are first looked over by the head master, and the best then submitted to some independent judge. The form prizes are given for merit in examination and regular work, account being also taken of the report of the form master. Mathematical prizes are given at the same time, according to the attainments of the boys, in proportion to their age.

The studentships, exhibitions, &c. open to competition for boys proceeding to the Universities are as follows, *annually*:—

(1.) Three junior studentships of Christ Church, Oxford, tenable for seven years. These are augmented by certain benefactions, and the total annual value is at present about 100*l.*, and is to rise to 120*l.*, when the new system is in full operation.

An additional benefaction, from the gift of the late Dr. Carey, Bishop of St. Asaph, has just fallen in. This provides 600*l.* a year, to be distributed by the Dean and Canons of Christ Church, at their annual audit, in sums of not less than 50*l.*, and not more than 100*l.*, to such of these Westminster students as shall appear most to need such assistance by reason of poverty, or to deserve it by reason of industry and diligence.

(2.) Three exhibitions at Trinity College, Cambridge, of the annual value of 40*l.*; and tenable until the holder be of standing for his B.A. degree. These can be combined with a foundation scholarship of the college, if the candidate succeed in the competition.

In the first year there is an augmentation from the Samwaie's benefaction, about 72*l.*, divided amongst those elected.

The above benefactions are only open to the competition of the Queen's scholars. If the advantages offered to parents in college were increased, such a restriction might with advantage be abolished; but not as things now stand.

(3.) There are in addition various sums of small amount from gifts and legacies, in all making up about 87*l.* annually, which are divided at election amongst the successful candidates from the foundation, in proportion to their need or merit.

Other exhibitions, *open to the whole school*, except such Queen's scholars as are elected to the Christ Church studentships, are these, annually:—

(4.) Two exhibitions from the bequest of Dr. Triplett, value 50*l.* for three years, tenable at any college of the Universities of Oxford or Cambridge, conditionally on certificates of residence and good conduct from the head and tutor of the college.

There is a surplus accumulating to form more exhibitions, and out of which gratuities may be awarded in cases of special merit.

(5.) Lastly, there is one exhibition provided from the interest of money given by the late Dr. Thomas, Bishop of Rochester. It is tenable on the same conditions as the Triplett exhibitions, and is of about 40*l.* annual value, for two years.

The studentships, &c., just enumerated, are awarded according to the report of the examiners at the annual election, just before Ascension Day. At this ttme also the masters give a special prize for mathematics.

All the examinations for these rewards, without exception, turn upon the regular work of the school. For the *vivâ voce* portion of the sixth form examination, six books of the Iliad and six of Virgil (or the Bucolics and Georgics) varying each year, are brought up. This is prepared by the boys themselves out of school, the head master from time to time testing the knowledge of the candidates.

14. Formerly, a general system of private tuition existed here, which appears to me to have been akin to the Eton system. My predecessor, Dr. Liddell, altered this, and the practice of private tuition had been in great measure discontinued, until this year, when I have in a few instances introduced it again, finding that it was scarcely possible for some boys to do the work of the form in which from their age they had to be placed, without special assistance and supervision. This is a rare exception, and not the rule. A few boys also who are more advanced in mathematics than the others, or require to make up lost ground, have lately become pupils of the mathematical master.

The tutor's duty is to help his pupil to do his school-work more efficiently, and he must work in concert with the master of the form. His pupils come to him ordinarily about three hours a week.

The disadvantages of private tuition are, in my opinion, its tendency to become general, and then merely to be employed as a substitute for teaching which ought to be given in form,—increasing expense to the parent without just ground, and leading to considerable waste of time and labour. Its advantages, where there are a number of private tutors, may be real and important, provided the school teaching be efficient. If this point is carefully watched, the private tuition stimulates an honourable emulation between the tutors themselves as well as among their pupils, thus promoting industry and active exertion. Moreover the connexion between the tutor and his pupils, from its intimacy and permanence, is one peculiarly favourable to personal influence; favourable also to the development of any special tastes or faculties which the pupil may happen to possess. Of course, I presume the tutor to be a man of ability and discernment, and capable of acquiring and exercising influence. Where this is not the case, the pupils under his charge are obviously placed at a serious disadvantage, in comparison with others who may be more fortunate.

15. No.

16. The highest and lowest divisions are limited to 20, the intermediate about 30. This is the present average, but it is rather too large. The master who takes private pupils in classics has now 10, and the mathematical master 7 pupils. The number of these is limited by the time which school leaves disposable.

17. Only these two masters take private pupils at present.

18. Owing to our narrow limits of space and small numbers, it is very difficult to deal with exceptional cases of special bias or endowment, where they may exist. At the same time, I must say distinctly that my own observation, for more than 15 years, has led me to the conclusion that such cases are rare, much more rare than theorists are apt to take for granted. Usually the powers which a boy possesses are generally available, at all events either for language or mathematical study. In the case of boys intended for the Army or Navy, we have sometimes allowed Euclid or Algebra to be done instead of the Greek lessons of the form, where there seemed little prospect that enough Greek would be ever learnt to be of any service. Such boys are also encouraged to join the drawing class. Allowance would be made for lost marks of lessons, in estimating the claims of such a boy to his remove at the end of the half-year.

19. I conceive that the instruction given would suffice in the case of a boy of good ability.

The competitive examinations for the Army are those which affect us most. Boys are taken away and sent to special training establishments, to prepare them for the trial. In some ways, such a change offers, for the time, a real stimulus to industry, from the keen rivalry amongst the candidates, all aiming at one object, and the incessant supervision of a master. If a boy is only submitted to this hot-house process for a short time, it may not do him

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any permanent injury; but the committee who superintend the examinations wrote last year to me, and no doubt to other head masters also, regretting the extent to which boys were withdrawn from the public schools to prepare for these examinations, and asking whether some means could not be devised of offering such opportunities at the schools themselves as to retain the candidates.

The examiners for the Army have expressed their dissatisfaction with the results of the existing examinations.

The object is, or ought to be, to ascertain the capacity and fitness of the candidates for their future work, by what they have already done. Now, for this object, the getting up of knowledge by rote is doubtless better than nothing, but it is not the best thing. In order to test the real mastery of a subject, the questions ought to be mainly such as cannot be answered merely by rote. If language or mathematics be the subjects of examination, this is easily secured; but when historical or geographical summaries are made important subjects, the work is necessarily prepared by rote; the pupils of the same teacher will be found, and are found, to stand close together in the lists; and the test is one, not so much of the candidates' powers as of the teacher's ability to outwit the examiners. If he be qualified for his task he will probably succeed, for he has every advantage. He can compare the papers of previous years, write his own answers to the questions, and give them to the pupils to learn. Answers to the most general questions can be prepared in this way; nevertheless, such questions are not likely to be so much studied. But such definite and simple questions as many people appear to consider the only suitable questions to ask, are merely delusive in many cases.

Still, on the whole, the difficulty does not arise from the examination papers. Except for the more scientific departments in the army, boys can be adequately prepared at Westminster as it is. Unfortunately, candidates for the army are usually among the most idle boys at a public school; and the spirit of indolence is confirmed by the persuasion common among them, that a few months work with a "crammer" is not only requisite, but sufficient to make up for all lost time. We have neither numbers nor space for working two systems at once; and the general teacher must be at a disadvantage compared with one who can devote all his energies to one special object.

20. A table of honours obtained is appended at the end of these answers.

21. The school has a library, containing a large number of old classical and mathematical volumes, mostly of little interest or value now. A few—such, for instance, as Walton's Polyglot—are still valuable. There is besides a small library of English books, not however of very recent date, about 300 volumes, which is maintained by a payment of 5*s.* yearly from each Queen's scholar. This library is under the charge of certain Queen's scholars, and books can be taken out at pleasure. They are kept in the principal class room, adjoining the school, which is used by the Sixth Form, and at certain hours of the week by the drawing classes. The boys may sit in this room to read whenever it is unoccupied; but being filled with forms and desks, and liable to constant disturbance, it is very ill adapted to encourage the use of the library. If a proper room could be found for this purpose, and assigned to the school, it would be a very great advantage, as may easily be supposed.

In the senior assistant's boarding house there is a library of above 600 volumes, carefully selected, in almost all classes of literature. It is supported at the master's expense by a payment of 10*s.* per annum for each boarder. The access to it is unrestricted, and any good book for which a desire is expressed is added.

At the second boarding house the library is managed on the same principles; but not having been so many years in existence, it numbers fewer volumes.

The school has no other collections or apparatus of its own. In case of means for the study of natural history, geology, or similar sciences being required, advantage would be taken of the national collections.

22. A singing class is formed, from time to time, under the instruction of Mr. Turle, the organist of the Abbey. In the autumn of 1860 it numbered 14 members.

A drawing master (Mr. W. W. Fenn) attends for three periods of two months each in the course of the year, and sometimes more, if required. Each pupil has ordinarily been with him for two periods of an hour and a half each in the week, and a class has comprised 12 or 14 members. Recently he has formed a select class of 8, who have one hour and a half per week only with him, receiving more individual attention, and at other times work by themselves. This class draw entirely from models and natural objects.

In the autumn of 1860 Mr. Fenn had 28 pupils, some of whom were then commencing with him; 9 had been learning two years, and about an equal number for one year or fifteen months. The class, on the whole, succeeds satisfactorily. Most of those, however, who get on best, possessed, as might be expected, some knowledge and skill before they came to us.

The course of instruction embraces drawing in pencil, sepia, and water-colours, first from copies, and afterwards from models and various objects, including, in the summer, the architecture of the Abbey and its precincts.

23. I have requested my colleagues to furnish me with answers to this question, which I give in their own words.

Mr. Ingram, the under-master, writes as follows:—

"The under-master is specially charged with the moral and spiritual superintendence of the 40 Queen's scholars, as to their behaviour in college, at hall, and in the Abbey. His house adjoins the College, and he is in the habit of assembling the Queen's scholars in college every evening at 10 o'clock for family prayers. He also attends very frequently the college hall dinner to hear the scholars say their Latin grace; he visits the scholars in sickness, and generally takes cognizance of their behaviour when they are not in school. Four times a year he specially prepares all who have been confirmed, for the reception of the Holy Communion, and at those times all such Queen's scholars are expected to communicate.

"With respect to the general order and good conduct of the Queen's scholars in college, the under-master trusts not only to his own supervision of the boys, but to the captain and three monitors, who are held responsible for keeping order and for seeing that the rules and regulations affecting the Queen's scholars in college are carried out. The three monitors take each their turn week by week to be what is called monitor of chamber, and this officer is charged with the duty of enforcing the preparation of school lessons over night by the two junior elections. He is required to be present in the under-election room every evening from 8 p.m. to 9.30, to see that the junior Queen's scholars are preparing their school work.

"The captain and monitors are empowered to punish disobedience to the rules and regulations of the college in the case of any of the two junior elections, but the under-master alone takes cognizance of offences in the case of the two upper elections.

"The under-master has no fixed rule concerning his going into college at other times. He has only very recently been appointed to his office, and has not yet been able to establish any other regular modes of influencing the boys by personal intercourse beyond those which he has already mentioned."

It ought perhaps to be explained that the set of boys, averaging ten in number, who enter college in one year, are called an "election."

My senior assistant sends me the following report:—

"I see every boy in my house at least four times in the day, viz., at prayers in the morning, and breakfast immediately afterwards, at dinner, at tea, and at evening prayers at 9 p.m. I also take care that the younger boys are in bed at 9.30, and the elder at 10.30. The first charge which I give to every new boy, is, not to neglect his own private prayers night and morning. I seldom go round the rooms without seeing boys on their knees. The meals are all taken in common, and the rules of a gentleman's table observed. My conversation with the senior boys at such times gives me an opportunity of urging many points of principle and conduct, in the character of a friend rather than that of a master.

"The arrangement of the meals, and the sufficient provision by means of domestic servants for all legitimate wants, leave no temptation to boys to exact objectionable services from one another. My practice also of superintending the work of the younger boys for an hour in the evening, though directly intended to encourage industry in them, is indirectly a great security against any encroachment upon their time or comfort being made by the senior boys. It would, however, be a great injustice to the latter to suspect them of any desire to make such encroachment."

"In the moral management of the boys I trust very much to the number of opportunities which I have of intercourse with them. It is easy to see at once when a bad spirit comes over a boy, and in such cases I have no difficulty in finding means to speak to him privately; on rare and important occasions I address the boys collectively. Experience has convinced me that too frequent repetition entirely destroys the effect of such appeals. I endeavour, habitually, to put the boys' duty on the ground of obedience to God: and especially in the case of a delinquent, to show him what his sin really is, and where he must seek for pardon."

"The matron of the house is a lady, and the boys are required to treat her with due respect and consideration. I consider that no system of management of boys can pretend to completeness which does not take advantage of the influence of a right-minded woman."

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The management of the second boarding house is similar to this, and one description may serve. It should be added that the head boy is specially charged with the duty of enforcing order and discipline at all times when the master is not present.

24. (1.) The ordinary sermons in the Abbey are preached by the Canon in residence, or the Dean, and the boys form only a small portion of the Sunday congregation. On saints' day mornings, when these fall in school time, a service is now usually held (by permission of the Dean) at which the masters officiate, and the head master (or occasionally the under-master) preaches; the sermon being of course addressed to the boys.

The school is peculiarly situated in many ways from its connexion with the Abbey. The constant services there, now four times every Sunday for half the year, and three times for the rest, (excepting the first Sunday in the month, when the mid-day celebration of the Holy Communion makes a slight difference) seldom leave the building vacant for any school purposes. However, the whole conditions of the question are so changed by the system of leave, explained below in section 4, that the boys cannot be under the master's sole charge in the same way that they would be in a country school, where the whole body is of necessity resident. The chief need is that the masters should constantly assume their position as ministers of the Gospel and pastors of their charge; and should have the opportunity to press school duties from time to time, and to speak upon points which may arise, and incidents which may occur, in the course of a school time,—and this, the present system affords.

(2.) There is an annual confirmation, in the end of June or beginning of July, at which some bishop, requested by the Dean, officiates. This duty has been frequently discharged by the Bishop of Oxford of late years. The candidates are always prepared by the head master, and average from 14 to 20 in number, always including the boys on the foundation who have just entered upon their third year in college.

(3.) The boys, as a portion of the collegiate foundation, have always (according to statute) attended the Abbey services on Sundays twice (if resident), and Saints' days, and Saturday afternoons during school times. In Passion week they attend daily, and there is a school service on Good Friday. On Saints' days, if there has been a morning school service, they do not of course attend the 10 a.m. service afterwards.

It has been always the custom for the two senior elections of boys on the foundation to attend the Holy Communion on the first Sunday when it is celebrated at noon in each school time, and on Easter Day, four times therefore in the year. They are joined by the other candidates after the confirmation, and at other times by such town boys as may be present at the school and willing to attend. The preceding week is a season of preparation, as has been already said, and the boys always remain in college instead of going out on leave at these times.

(4.) From the narrow space to which the school is confined, and its town situation, it would be impossible to keep all the boys on the spot during the Sundays without serious evil. The home boarders, who only come for the day's schooling, return for the Sunday to their own homes, and are not under our charge. But further, with respect to the Queen's scholars and boarders, a system of leave, to their parents, if in the neighbourhood, or to relatives and friends with the parent's sanction, has always existed; and although this indulgence was formerly somewhat restricted in the case of the Queen's scholars, it has now for many years past been extended as freely to them as to others. This leave embraces the Saturday afternoon and Sunday, and is given when requested, unless some reason exist for refusing it in the particular case. Many of the parents who entrust their boys to us appear to value the power of having them thus at home for the Sunday very highly; and it has been more than once stated to me as a reason for selecting Westminster in preference to another school for a boy. The immediate effect of narrowing it would be felt, I have no doubt, in the diminished numbers of the school. Whatever drawbacks it may have, it doubtless serves to maintain unbroken the tie with home. The result to us here is, that ordinarily not more than from 12 to 18 or 20 in college, and from 20 to 30 in the two boarding houses taken together, remain behind in the winter time; in the spring and summer, still fewer; while those who remain vary from Sunday to Sunday, and are of all ages and positions in the school, so that they cannot be treated as a class, and are not numerous enough for a congregation of themselves. They of course form part of the Abbey congregation, attending two services there, which frequently last upwards of four hours; and this alone would render it unwise to demand much more from young minds. They have always in the evening their Greek Testament and other Scriptural subjects to prepare for the following morning's work; and the day closes with prayers in college and in the boarding houses.

(5.) The Monday's work for the entire forenoon is always Scriptural or on kindred subjects. Different portions of the Bible are taken in different parts of the school, so that in passing through the school a boy may have become familiar with most of the Old Testament and of the Gospels. The Greek Testament is studied in all the higher forms; the gospel or epistle for the day, or occasionally the Church catechism, is usually repeated by heart in the lower; the little ones learn an explanation of the catechism. In the Sixth Form the subject is generally one of St. Paul's Epistles, and afterwards a portion of the Acts in the Greek, the Epistle being always said by heart. At the same time some other book is carried on, Butler's Analogy for instance, Paley's Horæ Paulinæ, or, at present, Davison's Discourses on Prophecy. These two, the Greek Testament, and Davison, form part of the subjects which are being prepared for the scrutiny of the university examiners at Whitsuntide. The Scriptural work of every form is one of the points tested whenever examinations are held, in addition to which almost every boy passes, in due time, through the head master's class for confirmation.

In the summer the Greek Testament work of the Sixth Form is directed to preparation for the present Dean's examination, mentioned above in answer 13.

25. The punishments in use are the rod, impositions, and confinement to Dean's Yard, or refusal of leave. None but the head and under masters ever use the rod. Other punishments are inflicted by any master for idleness, disorder, or misconduct of any kind. In some cases a boy is "sent up" to be punished by the master in school, the rod being used upon the back of the hand which is held out. Graver offences, such as wilful falsehood, bullying, intemperance, profane or indecent language or acts, or rebellion against authority, are punished, if necessary, by flogging. This does not take place in open school as was formerly the custom, but in a class-room. In very aggravated cases the head master would direct the removal of a boy from the school, or even publicly expel him. In the case of a Queen's scholar being the culprit, this would be done by the authority of the Dean.

If a boy brings his work ill prepared, he is ordinarily not allowed to commute it for an imposition, but is kept up school to do the task which he has neglected. All the masters, the head master not excepted, now take the duty of superintending this in turn, a serious burden in addition to their other work, which nothing but a conviction that it was necessary would have induced them to undertake. Irregularity in attendance, I generally let the offender redeem by coming to me at half-past seven in the morning.

26. All serious offences are, as a matter of course, brought before the head master (or in the under school before the under-master) by the master who has been cognizant of them. By serious offences I mean grave moral delinquencies, such as were mentioned above as punished by flogging or expulsion; inveterate idleness or insubordination would in like manner be reported to him. Some offences might come under his own notice; otherwise he would invariably be informed of the nature and circumstances of the offence, and would not punish unless he had proof of guilt. If, however, by evidence, is meant evidence of the boy's school fellows, I never ask for such evidence, if by any means I can avoid it. In any case that had been brought before the head master, he would award the puishment, and inflict it if corporal punishment were necessary. The under-master would deal similarly with the under school; it has been said above that they alone use the rod.

27. The four head boys on the foundation, called the captain and monitors, are formally entrusted with authority by the head master in presence of the school. They are specially charged with the maintenance of discipline, generally, and in respect of Queen's scholars particularly. The head town boy has a somewnat similar authority in respect of the town boys, not however received in any public or formal way. The town boys in the 6th form have all a certain authority and responsibility, especially in the boarding houses to which they may belong. The head boys are bound to see that rules of discipline are observed; they are responsible for the lists of absentees when leave is given, for instance; and are charged with the duty of seeing that station is kept. The meaning of this is, that in play hours it is incumbent upon the boys to be in the playground unless some reason has been allowed for absenting themselves. This in the winter is checked by the head boys themselves; in the summer the assistant masters take it in turn to go down at varying hours to Vincent Square, and ascertain that the boys are there.

The head boys have comparatively little authority, as may be supposed, over boys nearly of their own standing;

about one-third of the whole number would fall under this head.

The captain and monitors have a recognized and limited power of punishing breaches of discipline or offences, such as falsehood or bullying in college and generally. The sixth form town boys have the same authority in reference to the junior town boys. Aggravated cases which their own power was inadequate to deal with, they would be bound to report to the head master.

28. I consider some such powers highly conducive to discipline, as enlisting the elder boys in support of law and order. The trust reposed in them has of itself a tendency to excite an honourable ambition to show themselves not unworthy of it. I have seen marked examples of this. In various points a more efficient control can be thus provided, than by desiring any but very grave offences to be reported to the master, which, in practice, would not be done; and the master cannot be present everywhere.

I do not think, however, that such powers can safely be entrusted to many hands. The fewer there are who possess the right of inflicting punishment (provided there are enough to secure its efficient exercise) the less is the chance of its being used in a moment of irritation or to gratify private pique.

If it be supposed that the danger of such abuse could be obviated by a right of appeal to the head master, such as, I am told, exists at Rugby, it seems to me that it would be difficult to give real effect to this in a long-established system, where it did not already exist.

I am convinced that unless there be some such recognized authority, in a system which leaves any free scope and liberty to the boys, there will be an unrecognized one of mere brute force. The worst bullies are never found amongst the eldest or most advanced boys; and the only method by which such pests of a school can be deprived of their power of mischief is by having a legitimate authority to control them.

29. The right of "fagging" belongs only to such Queen's scholars (being of the senior or third election), and town boys as may be in the sixth form or remove. Junior Queen's scholars do not fag for town boys. Town boys in the shell are exempt. No boy in the fifth form is liable to be called upon to attend the fives court.

The fagging in the boarding houses is no grievance in any way, nor is the occasional duty of going messages or attending players at their games at all onerous.

In college the small number of junior boys of necessity makes the duties of each more constant and burdensome; these, however, last only for the first year, and are not in practice much complained of.

30. I have, though very rarely, known of powers usurped by boys not entitled to them, and likewise of punishment too harshly or improperly inflicted. In every case to which I refer, the matter was brought before me at the time it occurred. I cannot say that instances may not have happened which were concealed from me; still I think that any master who was on proper terms of intimacy with his pupils, would learn such things afterwards, if not at the moment.

31. The boys are commonly at school for 38 weeks in the year.

32. The holidays embrace 3 weeks at Whitsuntide, 7 in August and September, and 4 at Christmas.

33. Wednesdays and Saturdays are half-holidays. Saints' days are holidays with one hour's school, unless they fall on Monday, when the Sunday's leave extends to Monday evening. There are a few other holidays (5 or 6 in all) in the course of the year.

34. School now begins for those on the spot at 8 a.m., all the year round. In the evenings, in college, prayers are at 10, and the juniors go to bed immediately afterwards; the seniors are required to be in bed by 11. In the boarding houses prayers are at 9; and the younger boys are in bed by 9.30, and the elder by 10.30 p.m.

35. From 12.30 to 2, and after dinner from 2.30 to 3.30 p.m. in winter. In summer afternoon school is from 3 to 5 p.m., and the evening hours until 8, or some earlier hour according to the season, are also play hours.

36, 37. In Little Dean's Yard, a racket court and a fives court have been formed by flagging the surface of the yard at the foot of the dormitory wall, and that separating the yard from the college garden beyond. This is very inadequate to the requirements of the school in winter time; and if additional courts could be provided, so situated as to be under control and safe from trespassers, it would be a very great advantage to the school.

There is besides the enclosure of Great Dean's Yard, 4,518 square yards (nearly an acre), and of Vincent Square, 47,827 square yards (nearly 10 acres), both measured within the railings. These are grass.

For a covered playground the boys formerly had the cloisters. The use of these has been forbidden for many years; and in lieu of it the Dean and Chapter have just constructed for the school a covered playground (a very great boon) comprising four bays of the crypt beneath the school-room, about 28 feet square, with a massive central pillar; a room about 32 × 16 feet, by 12 feet in height; and another new room, about 43 × 25 feet, height 19 feet 6 inches to the wall plate, the roof rising higher in the centre. All these open into each other.

38. The playgrounds are all surrounded by buildings.

39. Boating and cricket in summer; football in autumn and winter; leaping, running, quoits, &c. in spring; with rackets and bat-fives. Some use the boxing gloves and singlestick. The boys have also recently had foot races, hurdle races, throwing the cricket ball, &c., for prizes which they got up among themselves. Drilling was tried as an experiment, but it failed from the impossibility of combining it with rifle practice, owing to our position in London.

40. The way to or from Vincent Square, and by College Street to the boats, is of course within bounds at the time of resort to the one or the other. The Houses of Parliament are also included within permitted limits. Otherwise, except for access to a few shops lying close at hand, or to the baths in Great Peter Street, the boys have no business beyond Dean's Yard.

41. Fencing is taught as an extra. Swimming is learnt at the baths, and a boy is required to know how to swim before he has leave to go on the water. The fencing master is Mr. Angelo.

42. Boys distinguished for their progress in intellectual studies usually partake with interest in the manly games of the school, and sometimes with considerable success. I have never myself noticed any difference in the zest with which games were pursued, traceable to the character of the study which engaged the boys' attention. But I should say that few were gifted with sufficient physical and nervous energy to undergo at the same time great bodily and mental fatigue. If a boy is over exerting himself in play hours, he cannot study to much purpose afterwards; so that few shine as cricketers or oarsmen, and win high literary distinction as well.

43. I believe that upon the whole we have fair grounds for satisfaction with the results of education at Westminster. In saying this I have regard not merely to such attainments as would be tested in competitive examinations, but also to results in after life, and to the importance of training the character. The discipline obtained by the association of boys together under the system of a public school, secures this result in a way and to a degree which no other method, whatever advantages it may offer, has been found to equal.

It is not to be supposed, however, that under any system a large variety of subjects can be studied in boyhood with advantage, or that you can hope (in any but very rare instances), within 4, or 6, or even 8 years, to store a young mind with manifold and accurate information. Too frequent change fosters desultory habits of mind, and most of the boys who are idle under present conditions are idle from causes independent of the subjects taught; and, though they might be amused and attracted for a time by the novelty of a fresh subject, especially if it involved experiments, would still, as soon as any real mental exertion was required of them, recoil from it just as they now do. Not much of the work done in boyhood is sufficiently accurate to be trusted afterwards; most of it is sure to be forgotten. The teacher's object should be to provide such a training as may best discipline the powers for their future task, whatever it be. And for this purpose no system appears to me likely to be so effective as one which, taking as its groundwork the grammatical and logical study of the languages and literature of ancient Greece and Rome, should add to this mathematics, and a fair amount of history, geography, and modern languages.

A good system of private tuition is the best supplement to such a scheme, and affords full opportunity of adaptation to special cases where they present themselves. The chief reason why this has not been introduced at Westminster is the additional expense to parents which it would involve; our school hours accordingly are not arranged with a view to it. There have been also difficulties in conducting the teaching properly from the want of space, and particularly of class rooms, now to some extent supplied by the grant of the Chapter. *Further improvements are still urgently needed,* and may, I trust, when carried out, give scope and facilities for a yet more efficient education of those entrusted to our charge.

44. I am not prepared to recommend, or to introduce, any radical alteration in the system and course of education which we pursue. Our relations with the universities and the ancient traditions of the school, alike point to the preservation of Westminster as a nursery of classical learning;

ANSWERS.
WESTMINTER.
Rev. C. B. Scott.

and nothing but great and proved advantages could justify the sacrifices involved in the subversion of a fabric raised upon the experience of so many generations.

C. B. SCOTT.

Table referred to in Answer 20, Part III.

HONOURS gained at Oxford and Cambridge from 1841 to 1861 by Westminster Men. Only those are reckoned who went from school direct to the university. All are Queen's scholars, except where the letters *T.B.* (Town Boy) are added. This is the Table referred to in Answer 20, Part III.

1.—OXFORD GRADUATES.

—	—	Lit. Hum.	Mathematics.
Left school in 1838	Butler	2	—
„ „	Richards	-	4
„ 1839	Farrer	2	—
„ „	Swabey	3	—
Rev. J. Marshall. „ 1840	Richards	-	2
„ 1841	Cramer	4	—
„ „	Osborn, *T.B.*	4	—
„ 1842	Prout	3	—
„ 1843	Milman	3	—
„ 1845	Randolph	3	—
„ „	Karslake, *T.B*	1	—
„ „	Turle, *T.B.*	4	—
„ 1848	Williams	2	—

In subsequent years the class in Moderations is the chief test of classical proficiency.

—	—	Moderations.		Final Schools.	
		Classics.	Mathematics.	Classics.	Mathematics, &c.
1851	Andrews	2	—	—	—
1852	Armitstead	2	—	—	—
„	Joyce	1	-	2	—
1853	Twiss	-	-	3	—
„	Oliver	2	-	3	—
„	Dodgson	3	—	—	—
„	Southey, *T.B.*	-	-	-	1*
1854	Lavie	1	-	Hon. 4	4
„	Hewitt	2	-	3	—
1855	Dickson	1	—	—	—
„	Wodehouse	1	-	2	—
„	Salwey	3	-	-	2†
„	Harrison	2	1	Hon. 4‡	—
„	Freeman	3	1	Hon. 4	—
1856	Follett	1	-	3	—
„	V. Williams'	-	-	-	2§
1857	Williamson	2	—	—	—
„	Robinson	-	-	-	2*
„	Tomlinson	-	2	-	2
1858	Thompson	1	—	—	—
„	Waters	2	—	—	—
„	Whitaker	3	—	—	—
„	Pope, *T.B.*	1‖	—	—	—
1859	Shadwell	1	—	—	—

* Natural Science.
† Hebrew Scholar.
‡ Mathematical Student of Christ Church.
§ Law.
‖ Student of Christ Church.

1857 is the last year the candidates of which are of standing for the final schools.

Hewitt, Harrison, and Goodeve have gained appointments in the Indian Civil Service.

2.—CAMBRIDGE GRADUATES.

—	—	Classics.	Mathematics.
Left school in 1838	Allen	-	2
„ 1843	Ingram	3	1
„ 1844	Williams	3	3
„ 1847	West, *T.B.*	-	1
„ 1854	Gilbert	3	1*
„ „	Vincent	3	—
„ 1855	Roe	3	—
„ 1856	Cowell	2	2
„ „	Heale	3	—
„ 1857	Ingham	2	—

* Fellow of Trinity.

ADDITIONAL ANSWERS respecting PROFITS of BOARDING HOUSES.

LETTER from the Rev. JAMES MARSHALL, M.A., SENIOR ASSISTANT MASTER, to the SECRETARY.

DEAR SIR,

IN reply to your last letter I beg leave to state, for the information of the Commissioners, that I estimate the pecuniary advantage derived from my house for the year 1861, at about two hundred and sixty pounds.

In the portion of the year ending at Whitsuntide, there were in the house—

27 boys for a half-year.
3 „ a quarter.
1 „ one quarter as boarder, one as half-boarder.
1 „ one sixth of a year (under peculiar circumstances).

In the second portion of the year—

24 boys for a half-year.
7 „ a third.
1 „ a half-year as half boarder.

I remain, &c.

May 19, 1862. J. MARSHALL.

Rev. B. F. JAMES, M.A., SECOND ASSISTANT MASTER, to the SECRETARY.

DEAR SIR,

IN reply to the request of the Public Schools Commissioners, that Masters of boarding-houses should furnish a statement of the profits realized by them, I beg to inform you that the net profit of this house for the year 1861 amounted to 270*l.*

It is right, perhaps, that I should add that in forming this estimate I make no allowance for the advantage I derive of free board and lodging for myself *during the school time.* If account be made of this, the profit may of course be rated higher; but all strictly personal expenses incurred independently of the boys are kept distinct.

I should state also that the amount of profit to be obtained at Westminster fluctuates, perhaps, more than at other public schools, from the smallness of our numbers, and from the fact that the two boarding-houses act as feeders to College, so that a house is sometimes rapidly reduced to a number which scarcely pays for its expenses. This has happened to me before, and will probably be the case now, since of the 29 boys who were with me at the commencement of the term, three leave me in the ordinary course, seven are admitted into College, and I know of but one recruit to join me in the coming term.

I am, &c.

May 27, 1862. B. F. JAMES.

QUESTIONS, &c.

I.

1. State generally the various kinds of property held by or in trust for the School, and the various kinds of revenue which it possesses, mentioning any special trusts to which such property and revenues or either of them are subject.

2. Be so good as to specify in detail the several properties and sources of revenue possessed by or held in trust for the School. For the sake of clearness it is recommended that the statement should be in a form corresponding as nearly as may be with the accompanying specimen (A).

3. State the system adopted for the management and receipt of the rents or other produce of the property and endowments of the School, and for the audit or examination of the accounts.

4. Have any material changes been made in the system of letting and management since the foundation of the School, and, in particular, within the last 50 years? Are any portions of the property now let at rackrent upon which fines or any payments of that nature were formerly taken, or *vice versâ*?

5. If it is or has been the practice to take fines, or any payment of that nature, on renewal of leases of property belonging to the School, can you state when this practice was introduced, and on what principle fines are set?

6. Can you furnish any information showing the alterations in value of the property or any part of the property of the School since its foundation, and particularly within the last 50 years, and the rates of any increase or decrease that may have taken place?

7. Be so good as to furnish the following statements:—

(1.) A statement showing the total amount received by or on account of the School for the year 1860, including rents, fines, heriots, the produce of timber, and all other receipts of every kind, and also a detailed statement or account of the application of the money so received, pointing out any particulars in which such latter statement would not fairly represent your ordinary practice, and likewise pointing out how far and in what respects you consider such application to be directed or authorized by your statutes or regulations, by usage, or on other grounds.

(2.) A statement showing the average receipts under different heads during the last seven years.

8. Do the statutes or regulations contain any directions respecting the application of surplus revenue? Have those directions always been followed, and are they considered to be now in force? If not, will you state the grounds upon which they are or have at any time been departed from?

9. Please to furnish a statement of the ecclesiastical benefices in the gift of or otherwise attached to the foundation, with the actual value of each, specifying which of them are now held by persons who are or have been Fellows of the foundation, or connected with the School as masters or assistant masters or otherwise. Is there any rule, usage, or practice regulating the exercise of the ecclesiastical patronage belonging or attached to the foundation?

II.

1. When and by whom was the School founded? What is the nature of the foundation, and how is it constituted? and in what relation does it stand to any corporate body, ecclesiastical or civil, with which it is connected?

2. Be so good as to state the original and the present constitution of the foundation; the powers, duties, privileges, and emoluments (by statute or usage) of its head; the number, privileges, emoluments, and duties of the Fellows, or other members of it (not being scholars); the statutory qualifications for and the mode of election or appointment to the headship or to a fellowship or other place on the foundation (not being a scholar's place), and any statutory restrictions to which the head or any of the other members are subject. Has the original number of members been increased or diminished; and if so, by what authority? and does any power now exist of increasing or diminishing the number? Do you conceive that any such increase or diminution would now be beneficial to the foundation?

3. In what person or body of persons is the government of the School vested, and what are the powers considered to belong to such person or persons?

4. Is the School governed by statutes? If not, are there any rules or regulations by which it is governed?

5. Have the original statutes or regulations made for the government of the School been altered; and if so, when and by what authority? Have they in any, and what respects ceased to be observed? If so, will you state any reasons by which you consider the non-observance of them to be justified?

6. Will you furnish the Commissioners with a copy of the original statutes or regulations, of any others which may have been subsequently made, and of any ordinances and dispensations which may have been made or granted by authority in relation to the School? And can you state where the originals now are, or give the Commissioners any information on the subject?

7. Is there any power of altering or amending the statutes or regulations, or of granting dispensations from the observance of them, and if so, in whom does it reside?

8. Has the School any visitor or visitors? If so, is the visitor's authority defined by the statutes, or does it depend solely on the general law affecting visitors and visitorial powers? Is it subject to any special limitations? Are there periodical visitations? If not, will you mention any cases in which the visitor's authority has been exercised during the last 50 years? Has it ever been exercised to relieve from the observance of statutes, or to make new statutes?

9. Are there any charters or instruments of foundation or endowment relating to the School? If so, can you furnish the Commissioners with copies of them, or of any of them, and can you state where the originals now are, or can you give the Commissioners any information on this subject?

10. What were originally, and what are now, the nature and amount of the emoluments of the head master, and other masters and assistant masters? State particularly the sources of these emoluments, and the average amount derived from each source. If stipends are paid to them, or any of them, out of the revenues of the foundation, what proportion did those stipends originally bear, and what proportion do they now bear, to the emoluments of the Fellows or other members of the foundation? Is the income of the head master chargeable with any outgoings not bringing back any direct personal emolument to him, such as partial or entire payments of the salaries of assistant masters or other persons on the School establishment, or any similar expenses? If so, state the amount of such outgoings.

11. What was the original number of masters, and what is now the number of masters, and assistant masters? Can you state at what times the increase has taken place, and what additions, if any, have been made to the number, and when, during the last 50 years? Is there any authoritative rule or any custom regularly observed as to any proportion between the number of masters and the number of boys? If so, when was the rule introduced, and with whom does it rest to see that it is adhered to?

12. What are the specific duties and powers, and what is the authority in the School, of the head master and of each of the masters and assistant masters (including all persons engaged in any way in the work of teaching)? How and by whom are they appointed? Are they, or any of them, customarily, or by rule, taken from any particular profession, place of education, class, or body of persons, and are there any conditions of eligibility established by rule or custom? Is there any power of removing them, and, if so, how and by whom is it exercised? Is there any rule or usage respecting superannuation, or any provision for it?

13. What are the privileges or advantages given by the original statutes or regulations to scholars on the foundation? and what, according to the statutes or usage of the School, constitutes a foundation scholar? What privileges or advantages do such scholars now actually enjoy? If there is any difference between their original and their actual condition as to such privileges or advantages, can you explain how and when it arose? Are there any advantages common to the other boys from which they are excluded? Do you consider the position of a foundation scholar to be as advantageous (either positively or relatively to that of a Fellow, or to that of boys not on the foundation) as it was originally, or to be more or less so, and to what causes do you attribute the change? Can you represent the amount of it in money? Is any money paid by a foundation scholar on account of board, lodging, instruction, or general school charges, over and above what is provided for him out of the foundation? If so, state the average amount and the nature of the charges.

14. Is the number of foundation scholars fixed by the statutes or regulations? Do they provide for or authorize, or do they expressly or implicitly prohibit, an increase or diminution of the number? Mention any portions of them which in your opinion bear upon this subject. Can you state whether the actual has ever fallen below the statutory number, and when, to what extent, from what length of time, and from what causes?

15. What are the qualifications for election or admission as a foundation scholar, and how and by whom are such scholars elected or admitted? Have there been any and what changes in these respects within the last 50 years?

16. Besides foundation scholars (or if Charterhouse has no such scholars), do the statutes or regulations give special advantages to any particular class of boys having a local or other qualification? If so, are the statutes or regulations observed in this respect, or when and how did they cease to be so?

17. Is the admission of boys, not being foundation scholars, and having no local or other special qualifications, provided for or contemplated in the statutes or regulations? Is there any limit to the number of boys who may be so admitted, and to what extent are they entitled to share in the advantages of the School? Are they entitled to be taught gratuitously or at fixed charges? Are the statutes or regulations observed in this respect, or when and how did they cease to be so observed?

18. Be so good as to state particularly the ordinary charges and expenses of a boy at Charterhouse (that is to say, all such charges and expenses as are usually included in the bills sent to parents), their average amount, and the limits within which they usually range, distinguishing those which are variable from those which are uniform, and such as are only usual from such as are obligatory. Are these charges and expenses bounded by any definite limit or subject to any supervision or control? What charges are made, under what heads, and in what manner, for instruction or tuition in or out of School, to whom are such charges respectively paid, and are any, and which of them, considered as "extras"? Does your statement of charges and expenses apply equally to all the boys, and, if not, what are the differences or exemptions, nominal or real?

19. Please to state the total amount of the sums received from boys or their parents or guardians during the year 1860, for instruction or tuition.

20. Are there any boys participating in the general instruction of the School who lodge and board either with their parents or in other houses not recognized as boarding houses by the authorities of the School? If so, what are the payments obligatory in such cases for each boy, and are such boys, as regards instruction and the use of playgrounds, and in all other respects, on an equal footing with the other boys, or what differences are there?

21. What is the amount of accommodation afforded for boarders, whether in the School itself or in boarding houses? What rules or regulations (if any) are there, and how are they established and enforced, respecting the persons authorized to keep boarding houses, the *maximum* number in each house, and the general management of such houses as regards the health, comfort, and good order of the inmates?

22. Is there one uniform kind of domiciliary accommodation furnished to all the boys of the School? if so, what is its nature? if not, what are the varieties, and do these depend on the boarding house in which the boy boards or on the part of the School to which he belongs, or on the option of the parents and guardians of the boy, or on rank? Is there a varying rate of charge for lodging correspondent in each case with the varying nature of such domiciliary accommodation? To what extent, and subject to what distinctions, do the boys prepare their school work, and generally prosecute their studies in such domiciles, and to what extent elsewhere? if to any extent elsewhere, in what place, and under what conditions as to privacy or otherwise?

23. Is there one uniform scale of diet supplied to all the boys? If so, what is the number, what the hours, and generally what the description of such meals? If not, what are the varieties? and do they depend on age or position in the School, or on the varying practices of different boarding houses, or on the option of parents and guardians, or on the rank of the boys? and is there in all cases a varying rate of charge for board correspondent with the varying quality and number of such meals?

24. Does the rate of charge, for either board or lodging, depend at all upon the social or scholastic status of the person keeping the boarding house? Does it depend at all upon the rank or the scholastic status of the boys lodged and boarded?

25. Is any part of the profits derived from the charges for board and lodging regarded as an indirect payment (total or supplementary) for other services to the School, whether instructional or disciplinary; such as teaching, tuition, moral superintendence, preaching to the boys, or any similar service?

26. Is the resort by the boys to pastry-cooks' shops, inns, or other houses of entertainment a recognized or a customary method of obtaining either meals or any considerable portion of their food?

27. What is the system upon which furniture is provided for the boys' rooms, and what charges are made in respect of it?

28. With whom does the selection of the boarding house in which a boy lodges rest? Is a recommendation commonly given by any school authorities?

29. How many of the classical, mathematical, and other masters and assistant masters keep boarding houses? Is it a privilege which any of them are unable to obtain? How many boarding houses (if any) are kept by persons taking no part in the work of teaching?

30. Have the authorities of the School any, and what, power to limit the number of boarding houses within certain bounds? If so, can boarding houses be kept, and are any kept, without their permission, beyond those bounds?

31. What is the average period for which boys remain at the School? Is there any difference in this respect between boys on the foundation and boys not on the foundation?

32. Please to state,—

1. The total number of boys now at the School.
2. The greatest number in each year during the last 20 years.
3. The number of boys now in each form, class, or division.
4. The number of boys now in each boarding house.

III.

1. What is the earliest age, and what is the latest age, at which a boy may be admitted into the School?

2. Is any preliminary knowledge (proved by examination or otherwise) in spelling, writing, and arithmetic, or in any other subject, required of a boy on admission into the School?

3. Is there any limit to the age at which a boy may be originally placed in any of the lower forms, or beyond which he can *remain* in any of the lower forms?

4. What is the highest form in which a boy can be placed on admission into the School?

5. What is the latest age at which a boy may remain in the School?

6. Be so good as to furnish, with respect to each form, class, or division of the School, tabular statements corresponding respectively with the accompanying forms B., C., and D.; and with respect to the private pupils of each master and assistant master, a tabular statement corresponding with the form E. Add an explanation of the character of the books read or used, when not sufficiently indicated by the title.

7. Has the head master any power to modify the system and course of study, or to change from time to time the books or editions of books used in the School? If not, in whom are such powers vested?

8. Have the assistant masters any voice, consultative or other, in the direction of the studies of the School?

9. On what system, and whether by seniority or proficiency, or both, does a boy rise in the School; and in determining the rate of his rise, what relative weight, as nearly as can be stated, is assigned to proficiency in the under-mentioned subjects respectively:—classical scholarship; modern languages and literature, including English; English composition; history and geography, ancient and modern; arithmetic; mathematics; physical science? In what manner is such proficiency ascertained, and in what manner is such weight assigned? Are the classes or divisions of the mathematical and of the modern language departments of the School coincident with those of the classical; so that Class N. (say) in classics consists of the same boys as Class N. in French, German, or mathematics?

10. What provision is made for the teaching of each of these subjects, and for promoting the study of them? Can you furnish any information showing to what extent they are severally studied, and with what success? Which of them do, and which do not, form a necessary part of the regular course of study?

11. Is any extra fee exacted for instruction in modern languages, mathematics, or physical science, and if so, what is the amount of such extra fee or fees? Do you consider that the progress of the boys in these studies is in proportion to their progress in Greek and Latin; and if not, to what do you attribute the comparative deficiency?

12. What periodical examinations are held at the School, and in what subjects? By whom are they conducted, and do they extend to the whole School, or to some and what part of it?

13. What scholarships, exhibitions, prizes, or other rewards are established in the School, or in connexion with it, and by whom and on what principles are they severally awarded, and to proficiency in what subjects? State clearly how far the examinations for any such rewards turn upon the regular work of the boys, whether in School or with their tutors; and, in the case of such examinations ranging beyond the limits of such work, point out what the extent of such range is, and how far and in what way boys aiming at those rewards are enabled and assisted to apply to that pursuit, whether in the way of reading or composition, any of the time which they have at their disposal beyond what is required for their school work.

14. Is it compulsory, formally or practically, on every boy to have, in addition to the master attached to his form or class, a tutor or tutors (whether called a private tutor or not), or is it usual, without being compulsory, or permitted (in any and in what cases) without being usual? Are boys (if any) without such tutor at a clear disadvantage, as compared with others, in respect of their studies? What are the tutor's duties? Describe fully the system of instruction or tuition, so far as regards the relation in which each boy stands to the masters and tutors with whom he has to do; state how long it has existed, and what you conceive to be its advantages and disadvantages.

15. Is it the custom in any and in what forms for the boys to construe their lessons to a tutor, either public or private, before they construe them in School to the master? If so, how much time, in proportion to the regular lesson in School, is usually spent in such previous construing?

16. Is the number of boys under the charge or teaching of each master or tutor limited, and if so, how and what is the limit? What is the average number of boys under each master or tutor?

17. Is it the custom for the parent or guardian of a boy sent to the School to select, or for the head master to nominate or recommend, his tutor?

18. Is it practicable, and usual, to any and what extent, to pay attention to individual character, capacity, and mental bias, and to give boys particular facilities for or encouragement in the pursuit of studies for which they may show a special aptitude? Are particular facilities given for the pursuit of studies of a professional character for which special examinations have to be passed, and in which, therefore, special preparation must sooner or later be gone through? If so, please to point out distinctly to what extent, and in what manner, such facilities, if granted in particular cases, are adapted and subordinated to the general principles of the education of the School.

19. Do you conceive that the instruction given by the master in the course of the ordinary work would be sufficient, without supplementary aid, to prepare a boy of good ability for a successful career at the Universities, or for success in the competitive examinations established in connexion with the civil, military, or East India services? If not, would it in your opinion be possible so to improve the ordinary teaching as to make it sufficient for these purposes?

20. Can you furnish the Commissioners with any information showing what scholarships at the Universities, or other distinctions (there or elsewhere), open to general competition, have in each of the last ten years, or during any longer period, been gained by foundation scholars and by boys not on the foundation respectively?

21. Has the School any library to which the boys have access? and if so, under what conditions are they permitted to use it? Has the School any collection of natural history, or any apparatus for experiments in natural philosophy?

22. Is provision made for systematic instruction, elementary or advanced, in music or drawing, or both; if so, what time is allotted for the prosecution of such studies, what is the general course of such instruction in each, up to the highest point at which it is cultivated; what was the number of boys during the last six months of 1860 availing themselves of such provision, and how long had each then been cultivating it at School; are these studies successfully prosecuted?

23. State what means are adopted to promote the religious and moral training of the boys, and to enforce order and good conduct, by the presence and personal influence of masters or tutors, by the help of monitors or prefects, or the co-operation in any other way of the boys themselves, by rewards and punishments, or otherwise.

24. State accurately what, if any, regulations are in force by law or usage on the following points relating to the religious teaching or training of the boys:—

(1.) The system of preaching in the college, chapel, or church attended by the boys. Are the sermons specially addressed to the boys? To whom is the duty of preaching intrusted or confined?

(2.) The confirmation of the boys.

(3.) Their attendance at the church services, and especially at the Holy Communion.

(4.) The observance of Sunday.

(5.) Their religious instruction at the hands of their tutors and in public work in School? State particularly how their religious knowledge is tested and ascertained by their tutors or in any of the public examinations.

25. Are the same offences uniformly visited with the same punishment? If so, give some account of the system, specifying the punishments, and the offences to which they are awarded respectively.

26. Do all offences come before the head master? If not, do any? In the latter case, state what they are, and state in either case, through what channel they are brought before him. Does he inquire into the nature and gravity of the offences which come before him, and does he require evidence of their having been committed? Does he in all cases award, and in any cases inflict, the punishment? Are these duties, or either of them, performed, in any and what cases, by other masters or assistant masters?

27. What powers and duties in maintaining the discipline of the School are assigned to any of the boys themselves? What portion of the School has such powers and duties? and over what portion of the School are they exercised?

28. Do you consider such powers essential or useful to the effective maintenance of school discipline? State the grounds of your opinion. Do they on the whole tend to produce, or to suppress, tyranny of the stronger boys over weaker, and how?

29. What powers and privileges are given to any portion of the School over any other portion of it, either to enforce attendance at games, or to exact personal services of any description? What portion of the school has such powers? Over what portion are they exercised? Are such powers and privileges *generally* in any way detrimental either to health, to the reasonable enjoyment of liberty, or to the opportunities of bodily or mental recreation or study on the part of the lesser boys? Please to assign the reasons for your opinion.

30. Have you known instances of the abuse of the before-mentioned disciplinary powers and privileges? And

do you consider that such instances, where they exist, are likely to come to the knowledge of the masters?

31. During how many weeks in the year are the boys at School?

32. How often, and when, and for how many weeks each time, do the boys go home for the holidays?

33. While the boys are at School, what are the usual holidays or half-holidays during the week?

34. At what hours in winter and summer respectively are the boys required to be dressed in the morning, and to go to bed at night?

35. On regular School days, what is the time allowed for play?

36. What is the acreage of the ground allotted to the boys for their out-door amusements and games?

37. What is the nature of such ground, viz., whether (1) covered or entirely open; (2) paved or field; (3) grass or bare?

38. What is the nature of the ground immediately surrounding such playground, and especially is it occupied by inhabited buildings, or by factories, or is it open?

39. What are the common games or other bodily exercises of the boys?

40. What range is practically (whether by express permission or by customary connivance) allowed to boys over the ground lying beyond the precincts of the School and playground, and to what extent, and for what purposes, do the boys commonly avail themselves of it?

41. What athletic exercises are taught as part of the education, and of these which are extra and which compulsory, either absolutely or with reference to some particular purpose (as swimming in order to have liberty to go in boats)? Are any special teachers appointed to superintend such exercises?

42. Is it, or is it not, the general habit of boys most distinguished for their progress in intellectual studies to distinguish themselves also, or to partake with interest, in the manly games of the School, or is any difference in the tendencies of different intellectual studies in this respect discernible?

43. So far as you can judge of the results in after-life of the education afforded at Charterhouse, do you consider those results satisfactory? Or is it your opinion that the system in any respects falls short of what a great public School might accomplish in preparing boys for the various lines of life, professions, and employments in which they may engage? If so, will you state what the deficiencies are; whence in your judgment they arise; and how far you think them remediable?

44. Does any alteration in the system and course of education at Charterhouse appear to you desirable? Will you be good enough to lay before the Commissioners any suggestions on this head which you may think expedient?

CHARTERHOUSE.

ANSWERS of the Ven. W. H. HALE, M.A., Master of Sutton's Hospital in Charterhouse.

I.

1. No part of the property originally granted to the Governors of the Hospital of King James founded in Charterhouse is held in trust especially for the school, but the hospital for poor men and the school for poor scholars are one foundation, supported by a common fund. It must therefore be borne in mind, that the revenues, of which the account is given in answer to this and the following questions, are not the revenues of a school, but of an institution, of which the school forms only a part, and of which the schoolmaster and usher are members in common with others.

The kinds of property held in trust by the Governors consist of houses and buildings in London, 16 houses in Sutton Place, Hackney, farms, tithe rents, manorial profits, and quit rents, timber, interest of monies, principally in the hands of the Accountant-General and of the Trustees for charitable funds and interest on funds held on special trust for the benefit of the school, detailed particulars of which will be found in pages 38 to 41 of the report* accompanying this return.

2. See Statement A. hereto annexed.

3. The farms are under the continual inspection of local surveyors, who survey every farm once in three or four years, and annually make their reports to the Registrar, who submits them to the Governors.

The leases, which are for 12 years, are granted by the Governors at an assembly upon a report from the surveyor as to rent and terms. The Governors give orders from time to time upon estimates laid before them for repairs and improvements. The Registrar is also Receiver; the rents are paid or remitted to him at Charterhouse. His account is made up annually to 25th March; copies of it are sent to each Governor previous to the annual assembly for the examination of the accounts, at which a certificate by an official auditor is produced that the accounts have been examined by him and vouched; he has always access to the books. The Receiver also certifies annually that his sureties (for 10,000*l.*) are living.

4, 5, 6. No material changes have been made in the system of letting and management. The landed estates and houses have always been let at rackrents, and land let on building leases at annual ground rents. No fines have ever been taken.

The only material addition to the revenues has arisen from the falling in of the Clerkenwell estate (in 1859), which had been let on a building lease for 99 years.

This property has been re-let (with a few exceptions of building leases) on repairing leases for 21 years, at rackrents, and now produces an increased income of 6,000*l.*

A portion of this increased income is required to meet the increased ordinary expenditure of the hospital occasioned by the change of times, and habits of society, and the increased price of provisions. A part of it (1,000*l.* per annum) is set apart, under the advice of Mr. Hardwick, to meet the probable diminution of the rental on the falling in of the present repairing leases, many of the houses being nearly worn out, and the sites hereafter lettable only on building leases. The buildings of the hospital also require a considerable sum for their support or rebuilding. 800*l.* per annum has been already added to the stipends of the poor brothers (80 in number), and an addition will be made to the number of scholars as soon as new buildings and improvements, now in progress for their accommodation, are completed.

7. See Statement A[1] hereto annexed.

8. It will be found on reference to page 18 of the Charter, that surplus revenues are to be applied in the same way as the original revenues. The surplus revenue has always been thus employed.

9. Subjoined is a statement of the ecclesiastical benefices in the patronage of the Governors. The incumbents are and always have been scholars on the foundation, and elected under the clause at page 30 of the Charter.

Parishes.	Incumbents.	Value.
CAMBRIDGESHIRE:		
Balsham - -	Rev. C. R. Dicken -	Between 1,100*l.* and 1,200*l.*, as certified by the Ecclesiastical Commissioners on last presentation (1861). There are about 1,000 acres of land.
		£ A. R. P.
Castle Camps -	Rev. J. E. Bode -	630—Glebe, 71 2 34
Horseheath - -	Rev. W. Battiscombe	464*l.* 14*s.* 6*d.*— Glebe, 15 0 0
ESSEX:		
Great Stambridge -	Rev. H. E. Penny -	700—Glebe, 24 0 33
Southminster -	Rev. G. C. Berkeley -	422—Glebe, 8 2 27
Cold Norton -	Rev. W. Holland -	385—Glebe, 42 3 25
Little Hallingbury	Rev. Stanley Pemberton.	465—Glebe, 29 3 6
Little Wigborow -	Rev. F. E. T. Drake -	220—Glebe, 21 2 7
LINCOLNSHIRE:		
Dunsby - -	Rev. G. W. Keightley	180—Glebe, about 6 acres.
Buslingthorpe -	Rev. J. Samson -	229*l.* 8*s.*

The above incumbents are all rectors, except at Southminster; that is a vicarage, and the Governors are lay rectors.

By an Order in Council, dated 3 February 1858, the rectory of Buslingthorpe was united with the rectory of Faldingworth in the patronage of the Hon. Charles Henry Cust, the value of which is about 300*l.* per annum. Out of each five turns Mr. Cust is to present to the 1st, 3rd, and 5th, and the Governors to the 2nd and 4th.

The values above stated are taken from the tithe commutations, except as to Dunsby, where the 180*l.* is paid under an Act for inclosing the commons there, in 1751; and also as to Balsham, where land, then valued at about 850*l.* per annum, was allotted to the rector in 1801, under an Act passed for inclosing the commons there.

* The report here referred to is the report, dated 30th Dec. 1854, of Mr. Walter Skirrow, one of the Inspectors to the Charity Commissioners.

ANSWERS.

CHARTERHOUSE.

Ven. W. H. Hale.

STATEMENT A, referred to in Answer to Question 2.

Freehold Property.

Tenants' Names.*	Acreage. A.	R.	P.	Yearly Rents. £	s.	d.	Term.	When expiring.
MIDDLESEX.								
CHARTERHOUSE SQUARE, &c.,								
A. C. Rippon	-	-	-	90	0	0	21 years	Michaelmas, 1879.
Mrs. Cocker's Executors	-	-	-	72	0	0	21 do.	Do. 1877.
Mrs. Fanny Richards	-	-	-	95	0	0	21 do.	Midsummer, 1877.
H. J. Houghton	-	-	-	88	0	0	21 do.	Do. 1877.
Thomas Stowers	-	-	-	88	0	0	21 do.	Do. 1877.
E. T. Complin	-	-	-	67	0	0	21 do.	Lady Day, 1864.
Henry Taylor	-	-	-	65	0	0	21 do.	Michaelmas, 1878.
Robert Warwick	-	-	-	60	0	0	21 do.	Lady Day, 1873.
J. M. Dempsey, M.D.	-	-	-	80	0	0	21 do.	Michaelmas, 1880.
William Brass	-	-	-	56	0	0	21 do.	Lady Day, 1879.
Michael Samuel	-	-	-	60	0	0	21 do.	Michaelmas, 1875.
John MacGregor	-	-	-	86	0	0	21 do.	Do. 1878.
John Julian	-	-	-	60	0	0	21 do.	Christmas, 1877.
Henry P. Gurner	-	-	-	45	0	0	21 do.	Michaelmas, 1877.
Rev. Dr. Russell	-	-	-	30	0	0	80 do.	Do. 1905.
J. S. Sweeting	-	-	-	20	0	0	21 do.	Christmas, 1879.
Sundry persons for Easements	-	-	-	7	0	8	Year to year.	
CLERKENWELL,—								
Houses, Warehouses, &c. in Wilderness Row, Great Sutton Street, Allen Street, Goswell Street, and St. John Street, and smaller Streets adjacent:—								
John Erwood	-	-	-	100	0	0	All let on leases for 21 years, ending Michaelmas 1880, except where other terms of years are mentioned.	
Charles Brotherton	-	-	-	135	0	0		
J. Gashion	-	-	-	110	0	0	61 years	Michaelmas, 1920, as to part.
J. Wenborn	-	-	-	120	0	0	61 do.	Do. 1920, as to part.
Palmer and Co.	-	-	-	340	0	0		
Palmer and Starey	-	-	-	110	0	0		
H. and W. Gardner	-	-	-	375	0	0		
Charles Clarke	-	-	-	400	0	0		
John Yates	-	-	-	210	0	0		
J. and W. Frost	-	-	-	130	0	0	31 years	Michaelmas, 1890.
Bailey and Holden	-	-	-	110	0	0	28 do.	Do. 1887.
							61 do.	Do. 1920.
J. H. Florence	-	-	-	540	0	0	31 do.	Do. 1890, as to part.
J. Ferris	-	-	-	430	0	0	61 do.	Do. 1920, as to part.
Thomas Pace	-	-	-	176	15	0	31 do.	Do. 1890, as to part.
Ninety-one other Tenants at Rents less than 100*l.* each.	-	-	-	3,538	5	0	Eighty-one let on leases for a like term of 21 years, two for 31 years, one for 28 years, and the remainder for terms for upwards of 50 years.	
CARTHUSIAN STREET,—								
William Hales	-	-	-	17	0	0	60 years	Christmas, 1881.
Richard Thorburn	-	-	-	19	18	0	60 do.	Do. 1880.
H. P. Gurner	-	-	-	34	10	0	60 do.	Do. 1880.
							61 do.	Do. 1880.
Mary Parsson	-	-	-	16	12	0	60 do.	Do. 1880.
Thomas Matts	-	-	-	12	2	0	60 do.	Do. 1880.
HACKNEY,—								
Paul F. Bonna	-	-	-	13	6	8	59 do.	Midsummer, 1867.
Henry Collins	-	-	-	66	13	4	59 do.	Do. 1867.
							58 do.	Do. 1867.
ESSEX.								
SOUTHMINSTER,—								
Wm. Page and Wm. Page, jun.	866	2	18	900	0	0	12 do.	Michaelmas, 1865.
Thomas Clarke	814	0	14	913	0	0	12 do.	Do. 1867.
Charles Page	378	2	2	450	0	0	12 do.	Do. 1867.
H. J. Robinson	287	1	34	300	0	0	12 do.	Do. 1868.
John Kemp	-	-	-	0	2	6	Year to year.	
COLD NORTON,—								
William Clarke	635	3	25	250	0	0	12 years	Michaelmas, 1864.
GREAT STAMBRIDGE,—								
W. H. Rankin	318	1	16	480	0	0	12 do.	Michaelmas, 1865.
James Bowyer	5	0	25	5	5	0	Year to year.	
LITTLE HALLINGBURY,—								
John Brown	398	0	27	460	0	0	12 years	Michaelmas, 1870.
William Griggs	280	0	37	220	0	0	12 do.	Do. 1866.
Timber and Underwood.								
LITTLE WIGBOROW,—								
Challis and Chas. J. Carter	724	0	12	350	0	0	12 do.	Michaelmas, 1863.
ELMSTEAD,—								
A. Stannard	339	0	37	370	0	0	12 do.	Michaelmas, 1871.
N. Wendon	0	3	0	1	10	0	Year to year.	
Timber and Underwood.	-	-	-					
Purleigh Ann and Henry and Wm. Clarke	289	1	11	250	0	0	12 years	Michaelmas, 1867.

* The properties are houses or business premises where situated in London and its neighbourhood, and farms or land where situated in other counties than Middlesex. All the property is legally vested in the Governors, unless otherwise described.

Tenants' Names.	Acreage.	Yearly Rents.	Term.	When expiring.
	A. R. P.	£ s. d.		
CAMBRIDGESHIRE.				
CASTLE CAMPS,—				
The Exrs. of Thos. Symonds	283 3 39	260 0 0	12 years	Michaelmas, 1864.
Wm. M. Collier	616 1 17	415 15 0	12 do.	Do. 1863.
Charles Leonard	371 2 20	400 0 0	12 do.	Do. 1870.
Thomas Tannar	169 1 22	140 0 0	12 do.	Do. 1867.
John and Charles Andrews	- - -	11 4 0	12 do.	Do. 1863.
Poor Labourers	19 1 18	32 5 0	Year to year.	
Timber and Underwood	- - -	- - -		
BALSHAM,—				
Sarah and Robert Symonds	303 3 1	490 0 0	12 years	Michaelmas, 1860.
John Symonds	733 2 34	475 0 0	12 do.	Do. 1860.
W. H. Chapman	A house with 5 0 11	37 10 0	Year to year.	
Tenants of Cottages	- - -	5 3 8	Do.	
Poor Labourers	21 2 0	36 5 0	Do.	
Timber and Underwood	- - -	- - -	Sarah and Robt. Symonds held for 12 years, ending Michaelmas 1860, at 461*l.* 5*s.*; Robert Symonds now holds for 12 years, ending Michaelmas, 1872, at 515*l.*, the wood stubbed up being added to the farm; John Symonds held for 12 years, ending Michaelmas 1860, at 470*l.*, now holds for 12 years, ending Michaelmas 1872, at 480*l.* rent.	
LINCOLNSHIRE.				
BUSLINGTHORPE,—				
William Odling	427 3 20	425 0 0	12 years	Lady Day, 1861.
Stephen Lowther	269 2 10	185 0 0	12 do.	Do. 1862.
Thomas and Edw. Odling	304 0 18	190 0 0	12 do.	Do. 1872.
Christopher Bean	72 3 1	61 10 0	Year to year.	
J. Spinley	Cottage.	1 0 0	Do.	
Timber and Underwood	- - -	- - -		
DUNSBY,—				
J. C. Lawrance	515 2 28	688 10 0	12 years	Lady Day, 1865.
W. M. Lawrance	353 0 29	521 0 0	12 do.	Do. 1865.
Wm. and Thos. Morley	253 2 30	450 0 0	Year to year.	
John Wadsley	304 1 0	498 17 0	12 years	Do. 1866.
John Carter	199 3 14	301 3 6	Year to year.	
Thomas Casswell	436 0 36	745 0 0	12 years	Do. 1870.
G. W. Keightley	12 3 27	16 10 0	Year to year.	
Tenants of Cottages	107 0 15	206 14 0	Do.	
Tithes	- - -	- - -		
Timber and Underwood	- - -	- - -		
WILTSHIRE.				
ELCOMBE,—				
Duke of Wellington	Road - -	0 10 0	21 years	Michaelmas, 1877
Mary Pavy	450 2 32	545 0 0	12 do.	Lady Day, 1871.
John Butler	286 3 3	436 0 0	12 do.	Do. 1870.
James Beaven	221 0 34	301 12 6	12 do.	Do. 1861.
Richd. D. King	363 3 33	426 5 0	10 do.	Do. 1868.
Wm. Chamberlen	233 3 23	418 0 0	12 do.	Do. 1867.
Amelia Spackman	240 1 6	262 0 0	12 do.	Do. 1870.
Richard Strange	272 1 5¼	425 0 0	12 do.	Do. 1871.
Edward Plummer	178 2 19¼	291 0 0	12 do.	Do. 1870.
John Edmonds	226 3 22	360 0 0	12 do.	Do. 1861.
J. W. Brown	381 2 36	350 0 0	12 do.	Do. 1868.
Joseph Barnes	- - -	0 2 6	Year to year.	
Tenants of Cottages	- - -	23 16 0	Do.	
Poor Labourers	15 0 10	29 14 4	Do.	
THICKWOOD,—				
Joseph Pinchin	192 1 26	200 0 0	12 years	Lady Day, 1872.
Mary Pinchin	258 0 29	175 0 0	12 do.	Do. 1872.
HUNTINGDONSHIRE.				
HIGNEY,—				
Edw. M. and Wm. Ullett	768 2 20	650 0 0	12 years	Michaelmas, 1868.
Peter and Paulin Phillips	209 1 28	175 0 0	12 do.	Do. 1868.

Tithes.

Rectorial tithe rentcharge of Southminster, Essex, of which parish the Governors are the impropriate Rectors, 1,414*l.*; vicarial, 422*l.*

Rentcharge in lieu of the tithes of certain lands in the parish of Dunsby, Lincolnshire, to which the Governors are entitled under an Act of Parliament of 24 Geo. 2., 26*l.*

ANSWERS.

CHARTER-HOUSE.

Ven. W. H. Hale.

Manors.

Designation.	County.	Parish.	Manorial Profits. Fines. £ s. d.	Manorial Profits. Quit Rents. £ s. d.
Southminster	Essex	Southminster	17 10 0	36 6 6
Cold Norton	Do.	Cold Norton	- - -	17 4 3
Great Stambridge	Do.	Great Stambridge	- - -	12 11 2
Little Hallingbury	Do.	Little Hallingbury	8 10 0	10 17 7
Little Wigborow	Do.	Little Wigborow	- - -	5 9 7
Castle Camps	Cambridgeshire	Castle Camps	34 0 0	29 4 9
Balsham	Do.	Balsham	88 0 0	45 9 3

Personal Property.

The sum of £8,230 8 4 Consolidated 3 per Cent. Annuities arising from the sale of the Hartland estate.
„ 2,172 3 7 like Annuities arising from the enfranchisement of copyholds.
„ 500 0 0 secured on Swindon tolls.
„ 272 0 0 „ Dunsby do.
„ 3,500 0 0 Exchequer Bills.
„ 83 10 10 consideration from enfranchised copyhold secured on land in Southminster.

Besides the above the Governors are possessed of—
The sum of £3,427 4 6 Reduced 3 per Cent. Annuities, arising from a bequest of Lady Holford, to be applied in payment of exhibitions to scholars.
1,400 0 0 New 3 per Cent. Annuities arising from a bequest of Bishop Benson, to be applied for the benefit of the scholars.

STATEMENT A[1] referred to in Answer to Question 7.

RENTAL, &c.

Properties.	Arrears at Lady-day 1860. £ s. d.	Rents and Profits for Year ending at Lady-day 1861. £ s. d.	Abated and Discharged. £ s. d.	Received. £ s. d.	Arrears carried forward. £ s. d.
Charterhouse Square, &c. :—					
House Rents	541 0 0	1,062 0 0	15 0 0	1,067 0 0	521 0 0
Payments for Easements	3 10 4	7 0 8	- -	- - -	10 11 0
Clerkenwell :—					
House Rents	1,729 1 8	6,825 0 0	6 5 0	6,685 0 0	1,862 16 8
Carthusian Street :—					
House Rents	50 1 0	100 2 0	- -	100 2 0	50 1 0
Hackney :—					
House Rents	40 0 0	80 0 0	- -	80 0 0	40 0 0
Southminster :—					
Farm Rents	1,286 10 0	2,573 2 6	- -	2,574 2 6	1,285 10 0
Tithes	2 0 4	1,588 8 8	- -	1,554 1 10	36 7 2
Quit Rents	12 13 0½	36 6 6¼	- -	23 2 3½	25 17 3¼
Manorial Profits	- - -	17 10 0	—	17 10 0	—
Cold Norton :—					
Farm Rents	125 0 0	250 0 0	-	250 0 0	125 0 0
Quit Rents	2 16 4	17 4 3	- -	0 4 0	19 16 7
Great Stambridge :—					
Farm Rents	242 12 6	485 5 0	- -	485 5 0	242 12 6
Quit Rents	- - -	12 11 2	- -	- - -	12 11 2
Little Hallingbury :—					
Farm Rents	340 0 0	680 0 0	- -	680 0 0	340 0 0
Quit Rents	10 17 7	10 17 7	- -	10 17 7	10 17 7
Manorial Profits	- - -	8 10 0	—	8 10 0	—
Timber and Underwood	- - -	4 18 10	—	4 18 10	—
Little Wigborow :—					
Farm Rents	175 0 0	350 0 0	- -	350 0 0	175 0 0
Quit Rents	11 2 0	5 9 7	- -	- - -	16 11 7
Elmstead :—					
Farm Rents	185 15 0	371 10 0	- -	371 10 0	185 15 0
Timber and Underwood	- - -	107 7 2	—	107 7 2	—
Fryans and Jackletts :—					
Farm Rents	125 0 0	250 0 0	- -	250 0 0	125 0 0
Castle Camps :—					
Farm Rents	613 9 6	1,259 4 0	- -	1,259 4 0	613 9 6
Quit Rents	47 14 3½	29 4 9½	- -	28 1 4½	48 17 8½
Manorial Profits	- - -	34 0 0	—	34 0 0	—
Timber and Underwood	- - -	95 2 9	—	95 2 9	—
Balsham :—					
Farm Rents	489 8 4	1,043 18 8	- -	1,013 5 5	520 1 7
Quit Rents	49 10 6	45 9 3½	-	39 1 3½	55 18 6
Manorial Profits	- - -	88 0 0	—	88 0 0	—
Timber and Underwood	- - -	51 0 6	—	51 0 6	—
Buslingthorpe :—					
Farm Rents	421 5 0	862 10 0	- -	852 10 0	431 5 0
Timber and Underwood	- - -	55 8 0	—	55 8 0	—
Dunsby :—					
Farm Rents	1,713 17 3	3,427 14 6	- -	3,427 14 6	1,713 17 3
Tithes	- - -	28 16 6	—	28 16 6	—
Timber and Underwood	- - -	215 14 5	—	215 14 5	—

Properties.	Arrears at Lady-day 1860.	Rents and Profits for Year ending at Lady-day 1861.	Abated and Discharged.	Received.	Arrears carried forward.
	£ s. d.	£ s. d.		£ s. d.	£ s. d.
Elcombe:—					
Farm Rents	1,941 11 7	3,869 0 4	- -	3,863 15 4	1,946 16 7
Thickwood:—					
Farm Rents	172 17 6	375 0 0	- -	360 7 6	187 10 0
Higney:—					
Farm Rents	412 10 0	825 0 0	- -	557 7 7	680 2 5
Interest:—					
Of £500 secured on Swindon Tolls	10 0 0	20 0 0	- -	20 0 0	10 0 0
Of £272 secured on Dunsby do.	5 8 6	8 2 10	- -	10 17 0	2 14 4
Of £8,230 8s. 4d. Consold. 3 per Cent. Anns. arising from the sale of the Hartland Estate, &c.	- - -	246 18 2	—	246 18 2	—
Of £2,172 3s. 7d. like Anns. arising from the Enfranchisement of Copyholds	- - -	37 18 10	—	37 18 10	—
Of £3,500 Exchequer Bills	- - -	64 6 3	—	64 6 3	—
Of £83 10s. 10d. Consideration Money for a Copyhold enfranchised, secured on Lands at Southminster	3 1 10	3 6 10	- -	3 6 10	3 1 10
Of Lady Holford's Trust Fund, now £3,427 4s. 6d. Reduced 3 per Cent. Annuities	- - -	101 18 8	—	101 18 8	—
Of Bishop Benson's Trust Fund, now £1,400 New 3 per Cent. Annuities	- - -	42 0 0	—	42 0 0	—
Surcharge:—					
Additions to former Rentals	0 15 0	- -	—	0 15 0	—
	10,764 9 1	27,672 19 3¼	21 5 0	27,117 1 1½	11,229 2 2¾

Of which Rents and Interest falling due on this day amount to 10,724 0 5

Leaving actual Arrears - £575 1 9¾

viz. House and Farm Rents - - £422 18 4
Tithes - - - - 36 7 2
Quit Rents - - - - 115 16 3¾
£575 1 9¾

CASH ACCOUNT.

	£ s. d.
Cash in hand at Lady-day 1860	10,719 4 1
Received in cash or on account with tenants and others for rents, manorial profits, and otherwise, as per foregoing rental	27,117 1 1½
From tenants in Clerkenwell, on account of the expense of making new sewers	13 6 0
From do. in do. for the insurance of the premises let to them	421 17 5
For the materials of buildings in Clerkenwell pulled down	237 13 9
From S. Pullin's trustees in consequence of the destruction by fire of premises agreed to be let to J. H. Florence	550 0 0
From the Sun Fire Office for damage by fire of premises agreed to be let to Holden and Bailey	71 0 0
Various sums on account of the Talbot trust	80 1 8
Return of property tax on rents, dividends of stock, &c.	51 7 5
	£39,261 11 5½

Paid *in respect of the Establishment.*
Salaries and allowances to the master and officers, viz.:

Names.	Offices.	Salaries, &c.	Allowances and Perquisites.
		£ s. d.	
The Ven. Wm. Hale Hale	Master	800 0 0	
For Linen	-	7 10 0	
The Rev. Geo. Currey, B.D.	Preacher	300 0 0	
For Commemoration Sermon	-	1 0 0	
The Rev. Richd. Elwyn	Schoolmaster	244 19 8	
For an Assistant Master	-	40 0 0	The same as in 1854.
The Rev. Fredk. Poynder	Usher	140 1 4	
Archibald Keightley	Registrar and Receiver	500 0 0	
The Rev. Chas. Rowland Dicken	Reader and Librarian	150 0 0	
John Miles	Resident Medical Officer	200 0 0	
The Rev. Robt. Rowley Watts	Mathematical Master	140 0 0	Lodgings in the hospital, and is entitled to dine at the master's table.
Benj. Guy Babington, M.D.	Physician	100 0 0	
John Hullah	Organist	70 0 0	
Lewis M. Stewart	Writing Master	100 0 0	
Alphonse Mariette	French Master	80 0 0	The same as in 1854.
Charles Gatty	Assistant Receiver	300 0 0	
Gratuity	-	100 0 0	
Henry Ansell	Registrar's Clerk	50 0 0	For One Quarter.
		3,323 11 0	
Allowance to the registrar for disbursements		152 10 0	
Manciple's salary		250 0 0	

ANSWERS.

CHARTERHOUSE.

Ven. W. H. Hale.

	£	s.	d.	£	s.	d.
Paid *in respect of the Establishment*—cont.						
Servants' and nurses' wages	1,511	9	0			
Pensions to poor brothers	2,679	17	0			
Housekeeper's disbursements and clockwinding	163	10	5			
Disbursements for the garden and scavengers' charge for removing dust (10*l.*)	52	19	5			
Provisions and allowances in lieu thereof	4,589	6	0			
Candles, oil, and gaslight	310	2	9			
Fuel	434	6	7			
Water rent for the hospital and usher's houses	127	5	2			
Apparel for scholars	453	10	9			
Cloaks for poor brothers		—				
Washing	343	8	8			
Surgeon's fees, drugs, and other medical charges	20	1	0			
Funerals of poor brothers	34	13	0			
Books, stationery, and printing	57	11	2			
Annuity to retired writing master	40	0	0			
Annuities to retired servants and others	115	0	0			
Taxes and rates for the hospital and usher's houses	292	2	5			
Fire insurance and repair of engine	110	16	6			
For attendance of a police constable as watchman	64	1	0			
Stamps	6	14	0			
Repairs in the hospital and at the usher's	2,834	17	5			
Surveyor's charges as to repairs	90	0	0			
Furniture and implements and repair of same	723	14	0			
For instruction of scholars in singing	50	0	0			
For do. of do. in German	14	19	3			
Examiners of scholars	40	10	0			
Exhibitions to scholars	950	0	0			
Donations towards placing out scholars	300	0	0			
Mr. Ansell for examination of accounts	50	0	0			
				20,186	16	6
Paid *in respect of Estates and Trust Funds.*						
Stipend to rector of Dunsby	180	0	0			
Quit rents, drainage, and other rates for farms	243	9	0½			
Rates on tithes	163	8	1			
Land tax on quit rents payable to the hospital	3	11	0			
For surveys, valuations, &c. as to Clerkenwell estate	187	18	1			
For the like as to other London estates	7	13	6			
On account of new sewers on Clerkenwell estate	466	0	5			
For insurance of premises on ditto	456	3	5			
To J. H. Florence, the sum received from S. Pullin's trustees, as per contra	550	0	0			
To Holden and Bailey, the sum received from the Sun Fire Office, as per contra	71	0	0			
For surveys, valuations, &c. as to country estates	117	7	10			
For farm repairs and improvements	1,747	17	9			
Bailiffs' salaries and allowances	220	2	8			
Expenses of progresses to hold Courts	38	15	0			
Expenses of woods and charges on sales of timber	201	11	6½			
To exhibitioners and others under Lady Holford's will, and cost of stock purchased with surplus of dividends	101	18	8			
Expenditure on account of Talbot trust	78	14	6			
				4,835	11	6
For other Charges.						
Annuity to Sarah Linsdell, Balsham	10	0	0			
Annual donations to schools and poor	128	12	0			
Contribution towards the expense of building a schoolroom at Wood Walton, Hunts	20	0	0			
Contribution towards the expense of building a school for the ward of Aldersgate and parish of St. Botolph	20	0	0			
Contribution towards the expense of providing an organ for the church at Little Hallingbury	10	0	0			
For binding books in poor brothers' library	1	11	9			
Expenses attending the proceedings before the Committees of the Houses of Commons and Lords in reference to the Bills for establishing a provision market and railway terminus in Smithfield	972	0	3			
Further charges in relation to the inclosure of the open field lands at Castle Camps	51	18	0			
For insurance of No. 31, Charterhouse Square, unoccupied	3	15	0			
Expenses as to temporary office at 12, Wilderness Row	59	18	8			
Cost of 3,500*l.* Exchequer Bills	3,515	15	0			
Do. of 1,088*l.* 8*s.* 9*d.* Consols purchased towards forming a reserved fund as to Clerkenwell estate	1,000	0	0			
Registrar's extraordinary disbursements and fees, by order	13	15	9			
Property tax on rents, interest of funded property, &c.	244	0	7½			
				6,051	7	0½
						£31,073 15 0½

Cash in hand at Lady-day 1861	£8,187 16 5	
Viz., Cash at the Bank of England	7,953 6 5	
Do. in the hands of the manciple and housekeeper	234 10 0	
	£8,187 16 5	

LIABILITIES of the Hospital at Lady-day 1861.

	£	s.	d.
For salaries, wages, pensions, exhibitions, annuities to retired writing master, retired servants, and others	2,266	9	3
Apparel for scholars, furniture, washing, repair of fire engine, lighting, water, taxes and rates, poor brothers' funerals, and police watchman	507	2	4
Repairs in the hospital	1,470	4	1
Surveyors' charges	313	14	0
Farm repairs and improvements	1,704	2	1
Bailiffs' salaries, quit rents, drainage rates for farms, and rector of Dunsby's stipend	196	19	7
Balances of trust funds	401	12	5
	6,860	4	2
Besides charges for provisions and housekeeper's disbursements about	460	0	0
In all about	£7,320	4	2

The property tax to be repaid to the hospital amounts to about 290*l.*

The rental for the year ending 6th January 1811 was as follows :—

RENTAL for Year ending 6th January 1811.

	£	s.	d.
Property in London and at Hackney	1,519	6	2
Farms	15,119	0	10
Tithes	1,337	16	0
Quit rents	184	2	0
Manorial profits	679	14	5
Timber	1,408	3	0
Interest of monies the property of the Governors	45	5	2
Interest of funds held in trust for the benefit of the School	74	7	2
Incidental receipts	4	18	4
	£20,372	13	1

The following is a statement of average receipts for seven years ending 1861.

STATEMENT showing the average Income for the last Seven Years—from the year 1855 to 1861.

	£	s.	d.
Property in London and at Hackney	3,357	13	8¾
Farms	16,198	6	9
Tithe rentcharges	1,458	10	6¼
Quit rents	158	13	6¼
Manorial profits	352	0	2
Timber	716	16	6
Interest of monies the property of the Governors principally in the hands of the Accountant-General and Trustees for Charitable funds	364	7	6½
Interest on funds held in trust for the benefit of the School	140	17	0¼
	£22,747	5	9

II.

1. The school of the Charterhouse is not a foundation distinct from the rest of the hospital, which was founded under the Charter of James I., granted to Thomas Sutton in 1611. The first Governors (16 in number) having been named and incorporated under the Charter.

The nature and constitution of the foundation will further appear from the Charter and Acts of Parliament already left with the Commissioners.

2. The original and present constitution appears from the documents referred to in answer to question 1.

Power was given by the Charter to the Governors, when and as often as they should think good, to appoint such number of persons as they should think convenient to be (poor men, children, and scholars) master, preacher, schoolmaster, and usher, members and officers of the hospital.

The master has the government of the house and household during the pleasure of the Governors, and in subordination to them.

For the list of members and officers, see pages 22, 23, 24, of the report marked A * accompanying this return.

3. The government of the school as respects the age, number, and qualifications of the scholars is vested in the Governors, the powers vested in them being the powers mentioned in the Charter.

4, 5, 6, 7. Not by statutes, properly so called, but by the orders of the Governors.

8. The school (as part of the hospital) is subject to visitation only by the Governors (see the Charter, page 21). No visitation has ever taken place.

9. See answer as to question 1.

10. Originally the emoluments of the schoolmaster were his salary of 30*l.*, his lodgings and diet at the master's table. The usher's salary was 15*l.*, with lodgings and diet.

The schoolmaster and usher had the privilege of taking into their tuition 60 other scholars.

The salary and allowances of the schoolmaster are now 244*l.* 19*s.* 8*d.*, those of the usher 140*l.* 7*s.* 4*d.** They have their diet at the master's table, and each of them is provided with a house for the reception of boarders, kept for them in repair. The schoolmaster's house accommodates 30, the usher's 40 boys.

11, 12. The original number of masters to whom the care and instruction of the scholars on the foundation was committed was two; there are now four, viz.: the schoolmaster, usher, mathematical master, with a salary of 140*l.* and rooms and diet, and an assistant master, who is specially in charge of the scholars on the foundation, with rooms, and 40*l.* per annum, and diet. Besides these, the scholars have a French master at 80*l.*, an arithmetic master at 100*l.*, and for each scholar who learns German an allowance of three guineas per annum is paid to the schoolmaster. The schoolmaster has supreme authority in the school. The schoolmaster and usher are appointed by the Governors, the assistant masters by the schoolmaster, with the approval of the Governors or the master. The schoolmaster and usher must be graduates. *Cæteris paribus* scholars of the foundation are to be chosen.

There is no authoritative rule as to any proportion to be observed between the numbers of masters of the school and of the scholars.

Their qualifications and duties generally are stated in the Statutes, pages 52 to 55. The restriction as to the age of the schoolmaster was repealed 4th November 1811. There is no rule as to superannuation.

13. The advantages of the scholars are,—the being educated, boarded, and provided with clothes (while at school, but not at home), at the expense of the hospital. Foundation scholars are appointed by the Governors. They enjoy all the original advantages which they had at the time of the foundation, much however improved according to the changes which have taken place in the habits of society. They are not excluded from any advantages. It is difficult to represent in money the value of a foundation scholar's position, which gives him the best classical education, and clothing and board, with instruction in mathematics, French, and German, wholly free from expense. The only expense which he has to bear is for books and stationery, and a payment to the matron of four guineas per annum by juniors, and five guineas by seniors, for his private washing, and the care of his private clothes.

Scholars who are sick and indisposed are taken care of by the matron in the apartments provided for them in her house, and are nursed and dieted in any illness without any charge for medical attendance or medicine.

On leaving the school, exhibitions of 80*l.* each for four years, with an addition of 20*l.* on taking the degree of B.A., are paid to those who go to either University. And to those who go into the army, navy, or professions, or trades, requiring an outfit, a gratuity of 100*l.* They have also the preference under the Charter as to the nine livings in the patronage of the Governors.

14. The fixed number of scholars at present is 44,† but

* Report of Mr. Walter Skirrow, Inspector to the Charity Commissioners.

* A letter from Mr. Elwyn, dated 20th Feb. 1863, states that at a meeting of the governors held on the 19th Feb. the salary of the schoolmaster was raised to 400*l.*; that of the usher to 250*l.*; and that of the assistant master, who superintends the foundation scholars, from 40*l.* to 80*l.*; and that at a meeting on the 4th Feb. the number of foundation scholars was increased from 44 to 54.

† See preceding note.

ANSWERS.
CHARTERHOUSE.
Ven. W. H Hale.

the increase or diminution of the number is left to the Governors (see Charter, page 18).

15, 16. Boys in general, to be appointed scholars, must be between the ages of 10 and 14, and able to pass an examination, proportioned to age, in classics and arithmetic.

In 1850 a change was made in respect of scholars by appropriating four places, out of the 44, as prizes for competition among boys in their 14th or 15th years; and in 1860, in anticipation of a further increase of numbers, four more places were so appropriated, so that every year two scholars are selected by competition, and on their names being reported to the assembly, they are appointed scholars, and become entitled to all the advantages of scholars.

As to the prize scholarships, and the other advantages of scholars, see page 48 of the report before referred to.

Rev. R. Elwyn.

As to boys not on the foundation, see page 54 of the Statutes.

The Governors make orders from time to time as they think fit respecting the numbers to be received in the boarding houses, or permitted to resort to the school. And by order of 5th May 1845 the whole number to be educated in the school, including foundation scholars, boarders, and day scholars, was limited to 200.

III.

5. By order of the Governors of 4th March 1856, scholars on the foundation are considered superannuated on completing the 17th year of their age, unless they are reported by the examiners as fit to remain as candidates for exhibitions.

Such candidates leave the school on completing their 18th year, unless they are in the sixth form, in which case they remain till the completion of their 19th year.

12. According to ancient usage the candidates for exhibitions were examined soon after Easter by the chaplains of the Archbishop of Canterbury, and the names of those who were recommended for exhibitions were reported at the annual assembly in the month of May. The examination now takes place by other examiners, assisted in respect of the theological examination by the Archbishop's chaplain.

But under recent orders of the years 1840 and 1847 all the scholars of the foundation are examined in December, in the ordinary work of the school, by examiners appointed by the Archbishop, and also in French and writing, mathematics and arithmetic.

The whole of the school is examined at Easter, but not under the orders of the Governors.

13. Outfits to the extent of £100 are given to such of the scholars as produce from the schoolmaster certificates of good conduct.

The exhibition to the University is granted to any scholar producing the schoolmaster's certificate of good conduct of whom the examiners report, that with due diligence he may be expected to pass the first university examination.

24. It is the duty of the preacher, or of some one deputed by him, to preach on Sunday morning in the chapel. The congregation being a mixed congregation of officers, masters, pensioners, and servants, the sermons are not always specially addressed to the boys. During Lent the preacher lectures on the catechism, and publicly catechises the scholars.

The Bishop of London annually holds a confirmation in the chapel.

On the mornings of saints' days the scholars attend the service, and also on Saturday evening at 7 o'clock.

On Sunday mornings the scholars attend the chapel, and during the last year, instead of attending the afternoon prayers, they have had a service for themselves in the chapel at 7 o'clock chorally performed, under the direction of the organist, Mr. Hullah, who has a salary for teaching the scholars to sing, either the preacher or one of the masters delivering to them in the evening a short sermon.

37. There is (1) a cloister, 11 ft. in width and 182 ft. in length. (2) A field, laid out in broad gravelled walks, and in grass.

38. The playground being in the middle of the metropolis, is surrounded on all sides by walls separating it from the public streets, or by inhabited buildings.

43. The great concourse of old Carthusians to the Charterhouse dinner annually on the Founder's day, and the strong feeling of attachment to the Charterhouse as the place of their education, evinced on these occasions by persons engaged in every variety of profession and occupation would seem to be evidence on the part of those who have been educated there of a satisfactory result.

44. Regarding the public schools as places of classical education, and classical education as necessary to be fostered, on account of its connexion with the evidences of revealed religion, any change in the system and course of education which would diminish the amount of information in classical literature, and cause the study of it to be less appreciated, would in the opinion of the Master of the Charterhouse be a public injury, as tending to divert the mind from those studies which lead to the knowledge of revealed religion, and to leave it without any knowledge of God's dealings with mankind, except such as may be gathered from physical science and natural religion.

(Signed) W. H. HALE,
Master.

Charterhouse,
January 1, 1862.

ANSWERS of the Rev. RICHARD ELWYN, M.A., Schoolmaster of Sutton's Hospital in Charterhouse.*

II.

In the Schoolmaster's answers to both parts of the questions, he has used the titles "head master" and "second master," in conformity with the questions, but the proper titles, as given by the Charter, are "schoolmaster," and "usher."

10. By the first orders of the Governors made in the year 1627, the *stipends* of the schoolmaster and usher (or second master) were fixed at 30*l.*, and 15*l.* respectively, to be paid out of the revenues of the foundation, with an allowance for fuel, &c. By the same orders the stipends of the master and preacher (the other members of the foundation) were fixed at 50*l.* and 40*l.* respectively. At present

The master receives 800*l.*, or 16 times the original stipend.
The preacher - 300*l.*, or nearly 8 times ,,
The schoolmaster 240*l.*, 8 times ,, ,,
The usher - 140*l.*, nearly 10 times ,,

For the other emoluments of the schoolmaster and usher see below.†

The Governors also provide houses, and keep them in repair, free from rates, &c., for the head and second master, and rooms for two of the assistant masters; and they also provide a *dinner* in hall every day for such of the masters as desire to attend.

The Governors also grant the following annual sums for other masters,—

£140 for a mathematical master.
100 for an arithmetic and writing master.
80 for a French master.
About 25 for a German master.
50 for singing master.
40 towards payment of an assistant master for superintending the house where the foundation scholars lodge.

The present sources, &c. of the emoluments of the head and other masters are as follows,—

From the *Governors*,—

The head master receives 240*l.* a year { (liable to income tax.)
The second master - 140*l.* ,, do.
The mathematical usher or master } 140*l.* ,, do.

From each of the *day scholars* (who pay 18 guineas a year),—

	£	s.	d.	
The head master receives - -	7	6	0	a year.
The second master - - -	4	8	0	,,
Three assistant masters (1*l.* 10*s.* each)	4	10	0	,,
	£16	4	0	

The difference between the latter sum and the whole amount of 18 guineas paid by each day boy is spent in *rent* of room (for which the Governors charge the head master 15*l.* a year), coals, &c.

The average number of day boys is from 30 to 35.

As regards *boarders*. The head and second masters, by private arrangement, treat their two boarding houses as one, and after paying assistant masters, and the other expenses, divide the profits in the proportion of $\frac{5}{8}$ths and $\frac{3}{8}$ths respectively.

From the sums charged for each boarder,—

Three assistant masters receive each	1*l.* 10*s.*	a year.
The medical attendant - -	1*l.* 11*s.* 6*d.*	,,
The preacher - - -	5*s.*	,,
The arithmetic master - -	5*s.*	,,

* This is the legal designation of the Head Master of Charterhouse School.

† See note on p. 209, the Master's answers, Part II. qu. 10.

To the assistant master of the upper school the head master pays out of his own income the difference between the amounts which that master receives from day scholars and boarders, and 200*l.* (about 90*l.*)

The average number of boarders has of late been about 40.

The profits derived from *all* these respective sources are on an average of the last few years,—

To the head master, 1,100*l.* a year.

To the second master, 700*l.* a year. Both these sums are taken, *not deducting* income tax, private household expenses, money paid for prizes, &c. which are incidental to the office of these masters.

The assistant master of the upper school receives 200*l.* a year (without rooms).

The mathematical usher or master receives (*including* sums from *private pupils*), about 200*l.* a year, with rooms.

The assistant master, who superintends the foundation scholars (including sums from *private pupils*), about 200*l.* a year, with rooms.

A third assistant master (who is also "reader," or chaplain to the hospital, with an independent salary) receives from the school about 110*l.* a year.

The French master receives 80*l.* from the Governors, and two guineas from each of the non-foundation boys who learns (from 40 to 50 in number), in all about 170*l.* a year.

The assistant arithmetical master, about 110*l.* a year.

The German master, about 42*l.* a year.

11. Originally there were two masters of the school, the schoolmaster and the usher; but by the original Statutes or Regulations of 1627 it is ordered, "that they shall not take "into their tuition above 60 other scholars, unless they entertain another under usher out of their own means, &c."

The number of masters at present is as follows :—

The schoolmaster The usher The mathematical usher or master And three assistant masters	Six resident.

(Besides the resident masters, there is an assistant arithmetical and writing master, two French masters, a German master, and drawing master.)

At the beginning of the present century there were, I believe, four resident masters. The following table shows the changes which have taken place *since the year* 1818, and the proportion to the number of boys in the school :—

Years.	Boys.	Masters.	Boarding Houses.	Years.	Boys.	Masters.	Boarding Houses.
1818	238	5		1840	134	5	
1819	290	5		1841	135	5	
1820	377	5		1842	138	5	
1821	431	5		1843	156	5	
1822	438	8		1844	173	5	
1823	477	8		1845	187	6	
1824	471	8		1846	186	6	
1825	480	8	6	1847	185	6	
1826	462	8		1848	176	6	
1827	432	8		1849	167	6	
1828	367	8		1850	165	6	
1829	289	8		1851	157	6	3
1830	226	7	5	1852	176	6	
1831	180	5	3	1853	178	6	
1832	137	4	2	1854	162	6	
1833	104	4	2	1855	133	6	
1834	101	4	2	1856	127	5	
1835	99	4	2	1857	125	5	
1836	99	4	3	1858	126	5	
1837	121	4	3	*1859	123	6	
1838	137	4	3	1860	123	6	
1839	142	5		1861	125	6	

12. The specific duty of the head master and the second master or usher is by the original orders "to teach the "scholars, to instruct and correct them, to see that they be "of modest and mannerly behaviour; well and decently "clothed, orderly and seasonably dieted, cleanly and wholesomely lodged, &c." The head master exercises a general superintendence over the whole school; especially has under his charge the sixth form, but examines one of the other forms every week, appoints monitors, investigates all serious cases of misconduct, &c., and *corporally* punishes (*flogging* is the only corporal punishment which is used). In the upper school he has an assistant master, who teaches the upper and lower fifth forms, and who jointly with the head master looks over the composition of the sixth and upper fifth forms. The usher or second master teaches the fourth or highest form in the lower school, and also the second form, and in the absence of the head master has complete authority over the school; other assistant masters teach the other forms.

Every assistant master (including the French, the arithmetic master, &c.) has *complete authority* over his *own form or division*, and *all* have exactly the same powers of maintaining discipline and order.

The head and second masters are appointed by the *Governors*, and the mathematical usher is nominated by the head master, and *approved* by the Governors.

The other assistant masters are appointed by the head master, with the approbation of the "master."

The masters have been generally selected from those who have been educated at the school, and by the Orders of 1627 it is declared that in the case of the schoolmaster and usher, "if there be such in either University that have formerly been members of this hospital, they shall, *cæteris paribus*, be chosen before any others." There have within the last few years been assistant masters taken from other places of education. I have myself had as an assistant a gentleman from Shrewsbury school. A few years since three masters in succession were appointed who had been educated at Merchant Taylors' School. From the year 1748 at least the head master has always been in Holy Orders; as regards the other masters, there is no condition of this nature, though the second master or usher, and one or two of the assistant masters, are generally clergymen.

The head and second master are removable by the Governors; the mathematical usher and those masters who receive direct payment from the Governors are, I suppose, removable by the Governors on the representation of the head master.

There is no provision for the superannuation of the masters of the school, nor are they considered, on the construction of those words of the Charter which relate to benefices, eligible to the benefices of which the patronage is vested in the Governors, unless they have been foundation scholars.

13. A foundation scholar is "one who is appointed by "the Governors to a foundation scholarship." The privileges which such a scholar has are as follows. He receives *gratuitously* board and lodging, and education, including classics, mathematics, French, German (if in sixth form), history, geography, and divinity. He also is provided with *clothes* during the school terms, and with a gown, and, if in the upper school, with a cap or trencher. If he passes a satisfactory examination at the age of 18, he receives an exhibition of 80*l.* a year for four years at *any college* in *either* of the *Universities* of Oxford and Cambridge; there is *no competition* for these exhibitions, and they are open only to foundation scholars. He is eligible to any of the livings of which the patronage is vested in the Governors.

The only *school* charges to which a foundation scholar is liable are for *books* and stationery, and a payment of four guineas per annum by lower boys, and five guineas by upper boys to the matron for private washing and the care of private clothes. A small sum is paid by way of subscription to the library, cricket, &c. In the case of many boys, these charges do not exceed 12*l.* a year; but the charge for books varies with the position of the boy. Drawing, if learnt, involves an annual charge of five guineas. *Chemistry* is a voluntary subject; the annual charge to a boy who learns is two guineas a year.

There are no advantages common to the other boys from which foundation scholars are excluded, except the "Talbot exhibition," annually open to competition among those who *are not* on the foundation. Foundation scholars may compete in this examination for *the "medal,"* which is awarded to the boy who stands first in the examination, but they cannot receive the *exhibition* itself, which is worth about 35*l.* for two years.

14. By the orders of 1627 it is directed that the scholars of "the foundation shall not exceed the number of 40." The number has subsequently been increased to 44, and by a recent order of the Governors it is provided that, as soon as the buildings are ready for receiving such increase, the number shall be increased to 60.

15. The scholars on the foundation are (with the exception herein-after mentioned) appointed by the Governors, but before they are admitted to the school, they are *examined* by the schoolmaster, in accordance with the orders con-

* In this year a *mathematical resident master* was, at the request of the head master, appointed by the Governors; up to that period a master had attended twice a week for the purpose of taking the highest class in mathematics. This alteration has added *one* to the number of assistant masters. Hence the increase in this year, though there had been no increase in the number of boys. It will be seen from the above table that the number of masters has varied in proportion to the number of boys; but at the present time there is a larger proportion of resident masters than there was in former times, greater attention being now paid to mathematics, &c. &c. than was formerly the case. There is *no authoritative rule* as to the proportion between the number of masters and boys.

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tained in a paper which is annexed to these answers.* The age of admission is between 10 and 14.

Previously to the year 1851 *all* foundation scholars were appointed by the Governors. In that year it was ordered that one *foundation scholarship* should be annually open to competition among *boys in the school* on certain conditions as to age, &c. In the year 1860, when it was determined to increase the number of foundation scholars from 44 to 60, it was resolved, upon the petition of the schoolmaster for the extension of the competitive system, that *two* foundation scholarships should be *annually* open to competition among boys in the school, the conditions now in force being, that a boy who competes for these scholarships must have been at least *a year* in the school, and must be between the ages of 13 and 15, and that his parent must make a declaration of his or her intention to send his or her son, if successful, to the University, and of his or her requiring some assistance towards that object.

16. The regulations of the school do not give special advantages to any boys besides those who are on the foundation.

17. The orders of 1627, as before quoted (see answer to question 11), evidently contemplate the admission of other boys besides foundation scholars, and I believe that such other boys have always formed a portion of the school.

In the year 1845 an order was made by the Governors to "the effect that the number of boys to be educated in the "school, inclusive of foundation scholars, boarders, and day "boys, be not allowed to exceed 200."

The boarders and day boys are taught at *fixed charges*, the amount of these charges being fixed by the head master.

18. The charge for instruction, including classics, mathematics, history, geography, and divinity, of a day boy, is 18 *guineas* per annum. For French there is an extra charge of 2 *guineas* per annum. The only school expenses beyond these charges to which a day boy is liable are for books; and, if he learns them, for chemistry, singing, and drawing, and drilling at the charges mentioned in the next part of this answer.

In the case of *boarders* the charges are as follows:—

For *education, board, and washing*, £80 per annum.

Additional charge for each boy in the sixth and fifth forms, £10 per annnm.

The *charge for education* includes classics, mathematics, writing, geography, history, divinity; and the *charge for board* includes all ordinary medical attendance. There are *extra charges for*

Voluntary
- French, 2 guineas per annum.
- German, do. (voluntary except in sixth form).
- Chemistry, do.
- Drawing, 5 guineas per annum.
- Singing, 2 guineas do.
- Drilling, &c., £1 do.

The charges for *books, stationery*, mending clothes, and books, &c. are *variable*. These charges, and especially those for books and stationery, are under the control of the masters of each form and house. The average annual school expenses of each boarder I consider to be about £100 per annum.

When a boy has private tuition (which, as explained in answer to Part III., question 14, is the case with but a very small number of boys), the charge made by the private tutor for each boy is from 8 to 12 guineas per annum, varying with the place of each boy in the school, and his want of individual superintendence.

Expenses of foundation scholars have been explained in answer to question 13.

19. There is no distinct charge, as explained in answer to question 18, for instruction or tuition of *boarders*, the charge for education and board, &c. being included in one sum. There were in the year 1860, on an average, 40 boarders.

For day scholars the charge for instruction or tuition is, as mentioned above, 18 guineas per annum. The number of day scholars in the year 1860 was, on an average, 32. (See answer to 10th question.)

20. Besides the foundation scholars and the boarders, *day scholars* participate in the general instruction of the school. These boys lodge with their parents or friends, and attend school daily at the charge, already mentioned, of 18 guineas a year; they have all the advantages which the other boys have; are on the same footing in school; and when out of school have equal access to the playground. They can compete for the open foundation scholarships, and for all the other prizes, &c. of the school.

21. The head master and the second master are the only persons who have boarding houses (with the exception of the "reader" or "chaplain," who has a few private boarders, paying for instruction the same amount as the day scholars). The house of the head master is capable of containing comfortably at least 30 boys; that of the second master from 40 to 50. The general management of these houses is in the hands of their respective masters.

The foundation scholars board in a house appropriated to them. The head master is responsible for the management and discipline of the house, and there is a resident assistant master living in the house who directly superintends it, and who brings all important matters connected with the discipline, &c. before the head master.

The resident medical attendant calls every morning at each house, and every case of illness, however slight, is reported to him, and if any sign of any infectious disorder shows itself, the boy is at once removed to the infirmary.

All expenses incurred in making repairs and in arrangements of any of the houses are defrayed by the Governors.

22. The domiciliary accommodation in all the boarding houses is of the same character.

In the house of the foundation scholars there are two common or long rooms, the first called writing school, the second the hall. The former is occupied by the under boys, and contains cupboards, desks, tables, and the library; the latter is occupied by the upper boys, and in it breakfast and tea are taken, dinner being taken in a separate hall. For a few of the upper boys there are small rooms or "studies," but these boys take their meals in the hall with the other boys.

In the houses of the head and second master there is one common or long room for all the boys, in which all meals are taken, and which contains cupboards, &c. For a few of the upper boys there are studies.

In the day-time most of the work done in school is prepared in school (except by the sixth form, who prepare all their lessons out of school), but in the evening work is done in the several houses for the next morning, and from 8 to 9 p.m. in the winter months all under boys are *required* to be at work, and quiet and order are maintained by a monitor. During this hour the head and second master from time to time visit the boys, and see that they are employed with their proper work. The upper boys prepare their evening work in the long rooms, or in their studies.

In all the houses the boys sleep, not in separate rooms for each boy, but in rooms of varying size, and are arranged according to their position in the school, there being a head boy in each room, who is especially expected to maintain order.

In the house of the foundation scholars the *four* monitors have washing stands in their rooms; the other foundation scholars have a common place for washing, with basins, and cupboards, and a perpetual supply of water. In the houses of the head and second master the latter system prevails with all the boys.

23. The scale of diet supplied to all the boys is the same in all the houses.

In *all* there is *breakfast* at 8.45 a.m. (bread and butter, and tea or coffee, &c.)

In the head and second masters' boarding-house, *tea* and *coffee* are provided by the *upper boys* themselves.

Dinner at 1 p.m. (hot and cold meat, and vegetables, and beer; and three days in the week pudding and tart. There is no limit as to the amount of meat, &c.)

Tea at 7 p.m. (bread and butter, and tea or coffee, &c.)

For Upper Boys.—Supper at 9.15 p.m. (bread and butter and half a pint of beer.)

When the medical attendant considers that any particular boy requires any extra food, or stronger beer, &c., it is invariably allowed.

24 and 25. There is no distinct charge for *boarding*, as separate from *instruction*. The charge in the houses of the head and second master are, for *board and education*, including *washing* and *medical* attendance, 80*l*. per annum; for upper boys, 90*l*. ditto. These charges include "teaching, tuition, except private tuition in the case of the few "boys who have it (see answer to Part III., question 14, "p.197), moral superintendence, preaching to the boys, &c."

26. A pastry-cook attends at the school three times a week, and sells tarts, fruit, &c. From the system of the

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* The following are the Orders referred to:—

Charterhouse.

By the Statutes and Orders of Assembly it is directed,—

That no boy be admitted under 10 or above 14 years of age, nor unless he be well acquainted,

If between 10 and 11 years of age, with the Latin accidence, the multiplication table, and the first two rules of arithmetic.

If between 11 and 12 years of age, with the Latin syntax, and the first four rules of arithmetic.

If between 12 and 13 years of age, with the Greek accidence, and some easy Latin author, with the tables, and four rules in compound arithmetic.

If above 13 years of age, with some easy Greek author and the rule of three.

school, explained in Part III., it will be seen that resort to shops, inns, &c. is impossible, except when a boy is visiting his friends on the conditions there mentioned.

27. No furniture is required except for the small studies of those boys who have them; the expense of furnishing them, which is very small, is defrayed by the boys out of their own pocket money, or by their parents.

28. The selection of the boarding-house in which a boy lodges rests entirely with the parent of the boy.

29. As has been before mentioned, the head and second masters and the reader alone have boarding-houses. The other resident masters of the school have rooms provided for them, with the exception mentioned in answer to question 10. No boarding-houses are kept by persons taking no part in the work of teaching, the reader having been for many years past a teacher in the school.

30. The Governors have, I conceive, the power to limit the number of boarding-houses within certain bounds, and none *are* kept without their permission.

31. I should state the average period for which boys remain at the school as being from five to six years. Many stay for eight years and longer; and this is especially the case with boys on the foundation, as they often come at the age of 10 (the age of admission to the Foundation being from 10 to 14), and are able to remain till they are 19 years of age.

32.—(1.) The total number of boys now at the school is 116.*

(2.) The greatest number in—

1840	134	1851	157
1841	135	1852	176
1842	138	1853	178
1843	156	1854	162
1844	173	1855	133
1845	192	1856	127
1846	186	1857	125
1847	185	1858	126
1848	176	1859	123
1849	167	1860	123
1850	165	1861	125

(3.) The number of boys in each form at the present time is—

VI.	13
Upper V.	17
Under V.	11
IV.	20
Shell	13
III.	19
II.	9
I.	10
Petties	1
	113
Absent	2
Vacancies on Foundation	1
Total	116

(4.) In the head master's boarding-house there

are now	25 boys.
In the second master's do.	13 „
In the reader's private do.	2 „
	40

The head master has since added this statement,—

"At the present time (February 20, 1862), there are 121 boys in the school.

In the head master's boarding-house there

are	30 boys.
In the second master's do.	15 „
In the reader's private do.	0 „
	45]

III.

1. There is no limit as to the age at which a boy may be admitted into the school, except on the foundation, where the age is fixed from 10 to 14.

2. Every boy before being admitted to the foundation has to pass an examination, according to the regulations mentioned in the note to p. 195. (See Part II., answer to question 15.)

On admission as a non-foundationer, no *preliminary* knowledge is *absolutely required*, but practically all boys have some knowledge of the subjects mentioned in the question before admission to the school.

3. There is no *prescribed limit* to the age at which a boy may be originally placed in any of the lower forms, or beyond which he can remain in any of the lower forms, but in determining such questions age is always considered.

4. There is no rule as to the highest form in which a boy may be placed on admission into the school. Every boy on his admission is examined in classics, mathematics, &c., and is placed according to his proficiency, age being at the same time considered to a certain degree.

5. On the foundation no boy may remain in the school beyond the age of 19. In the case of non-foundationers there is no prescribed limit.

6. The tabular statements mentioned in the question accompany these answers.

7. The head master has power to modify the system and course of study within certain limits, but no substantial change can be made in the case of foundation scholars without the sanction of the Governors; *e.g.*, the head master could not discontinue the learning of French in certain forms in the case of foundation scholars, orders of the Governors directing that French shall be learnt.

The head master has full power to change from time to time the books or editions of books used in the school.

8. The assistant masters have a consultative voice in the direction of the studies of the school; and in all matters of importance connected with the school it is the custom of the head master to confer with them and to receive suggestions.

9. In all the divisions of the school, whether classical, mathematical, or French (with the exception herein-after mentioned), a boy rises mainly by *proficiency*, though age is not disregarded. The school is arranged into *separate* classical, mathematical, and French divisions.

In the *classical* divisions, which form the principal divisions of the school (*e.g.*, when a boy is said to be in the fourth form, the term implies the fourth classical form), the subjects which are taught include *geography*, *history*, ancient and modern, and *divinity*. The boys take places at, and are marked at the end of each lesson, and according to the marks gained are arranged *at the end of the week in order of merit*. The plan of adding marks for attention and progress in the mathematical divisions to those gained in the classical work has been lately adopted, and appears to work well. The relative weight attached to particular subjects will be best seen by reference to the accompanying tabular statements.

In the sixth or highest form in the classical division boys *do not take places*, but rise by *seniority*, though there is full power in the head master to alter the place of any boy in cases of gross misconduct, &c. Marks are given for the work done, and a prize given each term for the highest marks, and the boys are arranged in classes according to the marks gained.

In the fifth or next to the highest form in the classical divisions boys *do not take places at each lesson*. Marks are given for work done, and changes in place are made from time to time according to merit, though more consideration is given to age than in the lower forms.

The reason for these exceptions is that boys in the sixth and fifth forms are those to whom certain privileges (herein-after mentioned) are given, and from whom monitors are selected; and it is thought desirable that more weight should be given to age, if accompanied with steadiness of conduct and industry, than can be given in the lower forms.

10. There are six resident masters, all of whom take some part in the *classical* instruction; all take part also in the *mathematical* teaching; but not in the same order in which they take part in the former; *e.g.*, the head mathematical master has the next to the lowest form in the classical department. For the instruction in *French* two masters attend twice a week for two hours on each occasion, and have full authority in their classes. There is also a *German* master who instructs the sixth form in German once a week for two hours (this regulation has been lately introduced by the present head master). A *drawing* master attends twice a week for two hours at each attendance. There is also a *chemical* lecturer, who has classes twice a week, and a *singing* master, who also attends twice a week. Of these branches of education, *classics* and *mathematics* are a necessary part of the regular course of study with all. *French* is also required of *all* the *foundation* scholars who *do not learn German*, and is provided gratuitously by the Governors, as is also *German*, for those foundation scholars who do not learn French. For non-foundationers the study of French is not *absolutely* required, but *practically* very few boys do not learn it, and only from some special reason, or by the express desire of their parents. *German* is required

* The number in Feb. 1863, exclusive of the ten new scholars, was 139.

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by the head master of *all* boys in the sixth form. *Chemistry* and *drawing* are optional, but a considerable number of boys receive instruction in both subjects.

11. For instruction in *French* and *German* and *singing no extra fee* is exacted from foundation scholars, the Governors providing for instruction in all these subjects. For those not on the foundation *two* guineas annually are paid for *French* and three guineas for *German* respectively. For *mathematics* no extra fee is paid by any boy. For *drawing* and *chemistry* an extra fee is required. For the former the annual charge is five guineas per annum, for the latter 14 shillings a term, or *two* guineas per annum.

I doubt if the progress in *French* and *German* can be said to be *as great* generally as in *classics* and *mathematics*, and the reason for this fact I consider to be that the two latter subjects are those for which rewards are given at *the Universities*, whither a large proportion of the boys after leaving school hope to go, and whose example must, in a school like Charterhouse, be of every great influence on the mind of a boy intending to try for honours, and to compete for scholarships, &c. in the subjects which the Universities especially honour.

In chemistry, drawing, and singing, which are voluntary subjects, and for which those who learn them have generally some natural tendency and liking, the progress is quite satisfactory.

12. The *whole* school is examined *annually* in the months of April and May, in *divinity*, *classics*, *mathematics*, and those who learn *French*, *German*, *drawing*, and *chemistry*, are examined in these subjects. A book marked B.B. accompanies this return, containing the papers set for the higher forms at the last examination, and also furnishing an example of the general character of the examination and of the honours awarded.

For the *foundation scholars* there is an additional examination in the month of December in *classics and arithmetic*, and a report is also presented from the *head French master* of their progress and conduct. All foundation scholars also of the age of 16 are *specially and strictly* examined in classics and arithmetic, and the examiners have to certify in the case of every one of them who is above 16 that they consider him fit to remain in the school, and to become a candidate for exhibitions to the Universities. These examinations are conducted *by examiners appointed* by the *Archbishop of Canterbury*, and at the present time the examiners are,—

The Rev. J. Thomas, chaplain to the Archbishop of Canterbury.
The Rev. H. E. Tweed, fellow and tutor of Oriel College, Oxford.
The Rev. S. R. Carter, late fellow and tutor of Emmanuel College, Cambridge.
The Rev. S. F. Williams, late scholar of St. John's College, Cambridge.

13. *Every foundation scholar* who satisfies the examiners so far as to render it most probable in their opinion that he will pass the first public examination in the University is entitled to an *exhibition* at *any college* in either of the two Universities, Oxford and Cambridge. The value of the exhibition is 80*l.* per annum for four years, with an additional sum of 20*l.* in the last year.

Two of the foundation scholarships, entitling the holders of them to all the privileges of the foundation, are open *annually* to competition among all boys between the ages of 13 and 15, who have been at least one year in the school before the examination, and whose parents must sign a declaration to the effect that it is his or her intention that his or her son intends, if successful, to go to the University, and that some assistance is required for that purpose.

The subjects for this examination are, divinity, arithmetic, Greek translation with grammatical questions, and Latin translation with grammatical questions.

For those *not on the foundation* there is a Talbot scholarship annually open to competition, tenable for two years at any college in either University, of the annual value of 35*l.*; the subjects for this examination are *divinity* and *classics*, and it is conducted by special examiners chosen annually by the schoolmaster.

An exhibition has lately been established in memory of Sir H. Havelock, called the "*Havelock exhibition*," of the annual value of 20*l.* The subjects for this examination are *Latin*, *French*, *history*, modern and ancient, and *geography*, (definite portions), English dictation, and mathematics. This examination is conducted by special examiners appointed by the master and schoolmaster. *Mathematics* form the *principal* element in the examination. *Cæteris paribus*, a preference is given to a boy intending to enter the army or some Government office.

14. At the annual examination prizes are awarded in all the classical, mathematical, French, and German divisions, and there are also prizes for divinity, composition, and chemistry as shewn by the before-mentioned book B B. At this examination the prizes are awarded by the examiners for proficiency in the *work* done *in school*, whilst there are also in the two higher forms prizes for *private study*, some portions of classical authors being given out by the head master as the subjects for this latter examination. Prizes are also given for Latin prose and verse, Greek iambics and English verse (done out of school).

It is *not usual* for a boy to have a private tutor in addition to the master attached to his form or class. In some cases, as, for instance, when a boy is very dull, or idle, or is preparing for some special examination, and where *his parent* desires it, a boy does some work in the evening with one of the masters; but I do not consider that a boy without such tutor is at a clear disadvantage as compared with a boy who has such tutor. Most boys prepare their *own work* without assistance, and all are *entirely* under the control and instruction of the master of the form or class to which they belong. The system of private tuition has never, I believe, prevailed at Charterhouse.

15. It is not the custom in any of the forms for the boys to construe their lessons to a tutor, either public or private, before they construe them in school to the master.

16. There is *no precise limit* to the number of boys under the charge or teaching of each master or tutor. The number varies from time to time. The number of boys under any one master rarely exceeds 30; at present it is less, 116 boys being unequally (in point of numbers) distributed among six resident classical and seven mathematical masters.

17. In the few cases where private tuition is required, the head master generally selects the tutor, according to the position and requirements of the boy.

18. The practice at present in reference to the points mentioned in this question is as follows:—In the lower forms all boys learn Latin, Greek, mathematics, history, and geography, and the greater number French; but when a boy has reached the fourth or any higher form, if he is desirous of entering into any profession for which special examinations have to be passed, or for which the usual course of education in the school may not be specially adapted, he is allowed to leave off the study of Greek and verse composition, and to devote the time which would otherwise have been given to those subjects, to *mathematics*, *history*, *geography*, &c. There are, as has been already mentioned, drawing and chemistry classes for those who wish to study these subjects.

19. The instruction given by the masters in the course of the ordinary work is, I conceive, in the great majority of cases, quite sufficient without supplementary aid to prepare a boy of good ability for a successful career at the Universities.

As regards the competitive examinations established in connexion with the civil, military, or East India services, I have great difficulty in expressing a decided opinion for the following reason. The great majority of the boys at Charterhouse either go to the Universities, or into some private office or mercantile house, and very few have as yet been candidates for the competitive examinations mentioned in the question, and with these few it has generally happened that it has been a late determination to become candidates.

As soon as such determination has been made, I have always allowed them to follow the course mentioned in the last answer; but to insure their success I have been in the habit of recommending their parents to place them for a short time at one of the schools where a large body are working with a view to the same object,* and where a boy has all the advantage of competition and emulation, of which he has not the benefit, when he has scarcely any one beside himself in the school pursuing the same course.

If our numbers were greater, and if there were more among us desirous of competing for these examinations, I believe that by forming a regular class of such boys, we should be quite able to prepare a boy for success in them, without sending him for a short time to one of the schools, or tutors, where there is a special preparation for such examinations.

For the ordinary military examinations (as opposed to

* At the examination in January 1862 for admission into the Royal Academy at Woolwich a boy (J. P. Cundill), who left Charterhouse in July 1861 and went to Wimbledon School in August, was placed third out of 250 competitors. In the same month another boy (F. A. Gordon) who left Charterhouse in November 1861 and went to Mr. Fleming at Tonbridge, was placed fifth in the competitive examination for admission into Sandhurst.

the Woolwich examination), I think that we are quite capable of preparing a boy of average ability.

20. The following table contains a list of distinctions gained at the Universities from the year 1833 to 1853 by boys who obtained the principal school prizes; those marked with an asterisk were foundation scholars:—

Year.	Gold Medals.	Silver Medals, or Accessits.		
1833	*Bode, J. E.[1]	King, H.[2]	*Bode, J. E.[1]	*Phillott, H. W.[3]
1834	Currey, G.[4]	King, H.[2]	*Bode, J. E.[1]	*Phillott, H. W.[3]
1835	Marshall, G.[5]	Currey, G.[4]	Joynes, R.[6]	Formby, H.[7]
1836	Joynes, R.[6]	Joynes, R.[6]	Marshall, G.[5]	*Anson, A. H.[8]
1837	Marshall, J.[9]	Marshall, G.[5]	Carter, S. R.[10]	Chevalier, B.[11]
1838	Carter, S. R.[10]	Meade, W.[13]	*Clifford, C. C.[12]	*Phillimore, G.[13]
1839	Box, H. A.[14]	Box, H. A.[14]	*Bowen, G. F.[18]	Burrows, L.[16]
1840	Curtis, C. G.[19]	*Bowen, G. F.[18]	Hulme, S.[17]	Curtis, C. G.[19]
1841	Walford, E.[20]	*Bowen, G. F.[18]	*Palmer, E.[21]	Jacobs, H.[22]
1842	*Palmer, E.[21]	*Palmer, E.[21]	*Palmer, E.[21]	*Fisher, H. W.[23]
1843	*Fisher, H. W.[23]	Palgrave, F. T.[24]	Bosworth, F. W.[25]	Elwyn, R.[26]
1844	Palgrave, W. G.[27]	Elwyn, R.[26]	Tweed, H. E.[28]	Bosworth, F. W.[25]
1845	Tweed, H. E.[28]	Elwyn, R.[26]	Elwyn, R.[26]	Trotter, L.[29]
1846	Sotheby, H. W.[36]	Tweed, H. E.[28]	Ballance, J. D.[37]	Sotheby, H. W.[36]
1847	Wallace, A. J.[32]	Hull, H. M.[30]	Bramley, H.[31]	Wallace, A. J.[32]
1848	Stone, W. H.[34]	Wallace, A. J.[32]	Bingley, R. M.[33]	*Pearson, C.[38]
1849	*Floyd, C. G.[35]	Halcombe, J. J.[44]	Legge, H.[40]	*Batten, G. H.[39]
1850	*Damer, L. D.[41]	Clarke, C. G.[42]	Pember, E. H.[47]	Kelly, H. P.[45]
1851	Osborn, E. H.[43]	Shackell, W.	Richmond, T. K.	*Pearson, J. B.[46]
1852	Henniker, R.[48]	Talbot, J. G.	Skey, F. C.	Osborn, E. H.[43]
1853	*Blore, J. G.†	Newmarch, O.	*Amos, S.	Clifton, P. R.[49]

† Foundation scholar by competition.

1 Student and Tutor of Ch. Ch. Oxon. Undergraduate and Bachelor's College Prizes. Hertford University Scholar. First Class, Classics. Censor of Ch. Ch. 1844.

2 Scholar of Wadham Coll. Oxon. Fellow, 1844.

3 Student of Ch. Ch. Oxon. Bachelor's College Prize. Assistant Master in the School, 1838. Examiner in Charterhouse, 1851.

4 Scholar, Fellow, and Tutor of St. John's Coll. Camb. Bell Scholar, 1835. Wrangler. First Class, Classical Tripos. Whitehall Preacher, 1845. Mathematical Examiner in Charterhouse, 1847. Preacher of Charterhouse, 1849. Hulsean Lecturer, Cambridge, 1851.

5 Student and Tutor of Ch. Ch. Oxon. Craven University Scholar, 1836. Chancellor's English Essays, 1841. Examiner in Charterhouse, 1847. Censor of Ch. Ch. 1849. Senior Proctor, 1851.

6 Scholar of C. C. Coll. Oxon. Fellow, 1847.

7 Scholar of Brasenose Coll. Oxon.

8 Fellow of All Souls, Oxon.

9 Ch. Ch. Oxon., Classical Professor of Sandhurst, and an Assistant Master in Westminster, 1847.

10 Fellow and Tutor of Emmanuel Coll. Camb. Wrangler.

11 Scholar of Brasenose Coll. Oxon.

12 Fellow of All Souls, Oxon.

13 Student of Ch. Ch. Oxon.

14 Scholar of Wadham Coll. Oxon.

15 Assistant Master in the School, 1849.

16 Scholar of Wadham Coll. Oxon. First Class, Classics, 1843. Vinerian Scholar. Assistant Master, 1849.

17 Scholar, Fellow, and Tutor of Wadham Coll. Oxon.

18 Scholar of Trin. Coll. Oxon. First Class, Classics, 1844. Fellow of Brasenose. Rector of the Ionian University.

19 Post Master of Merton Coll. Oxon. Assistant Master in the School, 1844.

20 Scholar of Ball. Coll. Oxon. Chancellor's Latin Verse, 1843. Theological Prize, 1848. Do. do. 1849.

21 Scholar of Ball. Coll. Oxon. Fellow, 1845. Hertford and Ireland University Scholar, 1843. Chancellor's Latin Verse, 1844. First Class, Classics. Chancellor's Latin Essay, 1847.

22 Scholar, since Michel Fellow of Queen's Coll. Oxon. First Class, Classics, 1845.

23 Student of Ch. Ch. Oxon. First Class, Classics, 1848. Tutor of Ch. Ch. 1852.

24 Scholar of Ball. Coll. Oxon. First Class, Classics. Fellow of Exeter Coll. 1847.

25 Post Master of Merton Coll. Oxon, 1845.

26 Scholar of Trin. Coll. Camb. Bell Scholar, 1846. Craven Scholar, 1848. Member's Prize, and Senior Classic, 1849. Fellow of Trin. Coll. Cambridge, 1850.

27 Scholar of Trin. Coll. Oxon. First Class, Classics, 1846.

28 Scholar of Trin. Coll. Oxon, 1846. First Class, Classics, 1850. Chancellor's Latin Essay, 1851. Fellow of Oriel, 1852.

29 Post Master of Merton Coll. Oxon., 1845.

30 Scholar of University Coll. Oxon, 1849. Double First Class, 1850. University Mathematical Scholar, 1851. Vinerian Scholar, 1852.

31 Trin. Coll. Camb. First Class, College Examination, 1849.

32 Post Master of Merton Coll. Oxon, 1849. Chancellor's Latin verse, 1849.

33 Trin. Coll. Camb. First Class; College Examination, 1849.

34 Scholar of Ball. Coll. Oxon, 1848. First Class, Classics, 1852.

35 Slade Exhibitioner of Ch. Ch. Oxon, 1849. Student of Ch. Ch.

36 Exeter Coll. Oxon, First Class, Classics, 1849. Fellow of Exeter, 1851. Chancellor's English Essay, 1852.

37 Trin. Coll. Camb. First Class, College Examination, 1849. Wrangler, 1852.

38 Scholar of St. John's Coll. Camb. 1850.

39 Prizes at Haileybury College in Mathematics, Classics, Political Economy, with History and Law, 1851.

40 Fell. Exhibitioner of Ch. Ch. Oxon, 1851. College Prize Latin verse, 1852.

41 Scholar of Trin. Coll. Oxon, 1851.

42 Scholar of Worcester Coll. Oxford, 1852,

43 Bible Clerk of St. John's Coll. Oxford, 1852.

44 Scholar of Magdalene Coll. Camb. 1851.

45 Scholar of Caius Coll. Camb. 1852.

46 Scholar and Port Latin Exhibitor of St. John's Coll. Camb. 1851.

47 First Class, Classics, Moderations, 1852.

48 Scholar of Trinity College, Oxford, 1852.

49 Scholar of Lincoln College, Oxford, 1853.

Note.—Other open or contested Scholarships, Mathematical Exhibitions, and Honorary distinctions have been awarded to Scholars in the sixth and fifth Forms, whose names do not appear among successful Candidates for School honours.

The following TABLE contains a List of Honours gained since 1853 to the present time:—

(F.S.) denotes Foundation Scholar.

Years.	Names.	Honours.	University.
1853	Shackell, R.	College Scholarship	Pembroke College, Cambridge.
,,	Shackell, F. B. (F.S.)	Do.	Oriel College, Oxford.
,,	Newmarch	Post Mastership	Merton College, Oxford.
,,	Talbot	Slade Exhibition	Christ Church, Oxford.
,,	Dawson Damer (F.S.)	1st Class Moderations	Oxford.
1854	Blore (F.S. by competition)	Slade Exhibition	Christ Church, Oxford.
,,	Fowle	College Scholarship	Oriel College, Oxford.
,,	Jelf	1st Class Moderations	Oxford.
,,	Pember	1st Class in Lit. Human.	Oxford.
1855	Blore (F.S. by competition)	Open Studentship	Christ Church, Oxford.
,,	Osborn	1st Class Moderations	Do.
,,	Shackell, F. B.	1st Class Moderations	Do.
,,	Osborn	Newdegate English Verse Prize	Do.
,,	Clifton	College Scholarship	Lincoln College, Oxford.
,,	Ellis	College Scholarship	Trinity College, Oxford.
,,	Pearson (F.S.)	4th in 1st Class Classical Tripos	Cambridge.

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Years.	Names.	Honours.	University.
1856	Blore (F.S. by competition) -	1st Class Moderations - -	Oxford.
,,	Parnell (Do.) - -	Slade Exhibition - - -	Christ Church, Oxford.
,,	Henniker - - - -	1st Class in Lit. Human. - -	Oxford.
1857	Nettleship (F.S. by competition) -	College Scholarship - -	Corpus Christi College, Oxford.
,,	Girdlestone (Do.) -	Do. - - -	Pembroke College, Oxford.
,,	Churton (F.S.) - - -	Do. - - -	University College, Oxford.
,,	Teulon - - - -	Do. - - -	Lincoln College, Oxford.
,,	Henniker - - - -	Johnson Theological Prize -	Oxford.
,,	Shackell, R. - - -	10th Wrangler and 2nd Class Classical Trip.	Cambridge.
,,	Forster, C. T. - - -	College Scholarship - -	Jesus College, Cambridge.
1858	Blore (F.S. by competition) -	1st Class in Lit. Human. - -	Oxford.
,,	Nettleship (Do.) -	1st Class Moderations - -	Oxford.
,,	Amos (Do.) -	Bachelor's Latin Essay - -	Cambridge.
,,	Malkin (F.S.) - - -	College Scholarship - -	Trin. College, Cambridge.
1859	Jebb (F.S. by competition) -	Porson University Scholarship -	Cambridge.
,,	Do. (Do.) -	Porson Prize - - -	Cambridge.
,,	Nettleship (Do.) -	Hertford University Scholarship -	Oxford.
,,	Do. (Do.) -	Gaisford Prize - - -	Do.
,,	Inge (F.S.) - - -	Slade Exhibition - - -	Christ Church, Oxford.
,,	Brodie (F.S.) - - -	College Scholarship - -	Trin. College, Oxford.
,,	Armstrong - - -	College Exhibition - -	Oriel College, Oxford.
,,	Forster, C. T. - - -	1st Class Classical Trip. - -	Cambridge.
1860	Jebb (F.S. by competition) -	Craven University Scholarship -	Cambridge.
,,	Brodie (F.S.) - - -	1st Class Moderations - -	Oxford.
,,	Forster, C. T. - - -	Crosse University Scholarship -	Cambridge.
,,	Forster, H. T. - - -	College Scholarship - -	Trinity College, Cambridge.
1861	Forster, H. T. - - -	1st Class Classical Trip. - -	Cambridge.
,,	Blore (F.S. by competition) -	Senior Studentship - -	Christ Church, Oxford.
,,	Nettleship (Do.) -	Craven University Scholarship -	Oxford.
,,	Do. (Do.) -	Fellowship - - -	Lincoln College, Oxford.
,,	Coxe - - - -	Boden (Sanscrit) Scholarship -	Oxford.
,,	Girdlestone (F.S. by competition) -	16th in India Civil Service Examination.	

The above list has been limited to *first classes* and to *scholarships*, &c. Many second classes and other minor distinctions have been gained during the last 10 years.

21. In the house of the foundation scholars and in each of the boarder's houses there is an excellent library of modern literature and works of reference. The management of each library is entrusted to a monitor in each house, subject to the supervision of the masters of each house, no book being admitted into the library without their sanction. Every boy pays an entrance subscription, and a small subscription every term for the maintenance of the library in his own house, and is entitled to have books from it. There is also a school library, consisting of philological and classical works, to which addition is made from time to time, and from which books may be taken by leave of a master.

The school has no collection of natural history; it has a collection of mechanical models (the screw, inclined plane, &c.), as arranged by Professor Willis, and the lecturer in chemistry has an electrical machine, and other instruments of his own, which he uses during his lectures.

22. Mr. Hullah attends twice a week for an hour at a time, and, with an assistant, teaches two classes in part singing. All foundation scholars in certain forms are required to attend, and an annual payment of 50*l.* is granted by the Governors for this purpose. For those not on the foundation, instruction is provided at the cost of two guineas per annum, and many avail themselves of the opportunity thus given. A choir in chapel is formed from the boys, and at the service on Sunday evenings they chant the psalms, ing an anthem, &c. Every year a concert is given, at which the boys are the only performers, consisting of sacred and secular hymns, songs, &c. From the year 1842 Mr. Hullah has regularly attended, and we have, I think, every reason for being satisfied with the progress made by the boys in this subject. The average number of boys attending the singing classes is between 40 and 50.

A drawing master attends twice a week for two hours at a time. This subject is entirely voluntary, but is generally pursued by a large number of boys. The average attendance in the class has of late been about 30.

Prizes are annually awarded for drawing, and the study is, I consider, successfully prosecuted; the charge for drawing is five guineas per annum.

23. Prayers selected from the "Prayer Book" are read every morning on the assembling of the school by one of the head foundation scholars, and at night before bed-time a portion of the Bible is read to the boys in each house by the master of the house, and then prayers are read, either by the master himself, or by one of the monitors in the presence of the master. Boys are regularly instructed in the Bible, Church catechism, the Greek Testament, &c. In each house a certain number of boys are appointed to act as monitors, who are responsible for the good order of the house, and to whom the master of the house looks for support in maintaining good conduct among the other boys, though the master considers himself to be primarily responsible for maintaining good order. All moral offences are visited with punishment according to their nature and gravity, and private counsel and advice is often given by masters to boys who may seem to require it.

24. (1.) The duty of preaching in the chapel belongs to the preacher, who is one of the officers of the foundation appointed by the governors. As the congregation is a mixed one, consisting of the officers and their families, the brethren, the boys, and servants, the sermons are generally such as would be adapted to a mixed congregation, but from time to time the preacher speaks especially to the boys upon their peculiar duties, temptations, &c. Opportunities also are given from time to time to the head and other masters of preaching in the chapel.

(2.) The boys are *specially prepared* for confirmation by the *head master*, who has a confirmation class for some weeks previous to the confirmation, which is *annually* administered *in the chapel* by the Bishop of London.

Lectures, specially addressed to those who are about to be confirmed, are delivered in the chapel by the preacher on each Sunday in Lent, and during that season the foundation scholars are publicly catechised in the chapel.

(3.) All the boys attend the Church service on the morning of saints' days, and all boarders and foundation scholars upon Saturday evenings, and on the morning and evening of Sunday (the latter service is one especially for the boys).

The holy communion is celebrated on the great festivals and on the first Sunday in every month, but independently of the general celebrations, on the first and last Sunday in each school term (six times in the year), there is *special* communion for the school, to which those who have been confirmed are specially invited. There is no compulsion on any boy to attend, but very few ever absent themselves from these celebrations, though there is caution from time to time given against any mere formal attendance. A list of those who are desirous of communicating is given to the head master who is thereby enabled to see who are regular attendants, and to speak from time to time to those whom he may find irregular, and to try to help them in any difficulties, &c. which they may feel.

(4.) The following table explains the nature of the work &c., upon Sundays:—

9 0 A.M.	Prayers in each house.
9 to 10 30	Breakfast and work prepared for school (the gospel written out in Greek, &c.)
10 30 to 11	In school.

11 to 12	45 (about.)	Chapel.
	1 15 P.M.	Dinner.
2 30 to 3	0	Work prepared for afternoon school.
3 to 4		In school.
6	0	Tea.
7	0	Chapel.
9	0	Prayers in each house.

There is a Sunday exercise (in the upper forms an essay on some theological subject, in the lower an analysis of some portion of the Bible) to be done during the day.

(5.) On Monday morning, during the first school, the boys are examined in some theological subject, the catechism, biblical knowledge, &c.; on the same day in the second school there is a lesson in the Greek Testament, and on saints' days in the second school, the Greek Testament is also read.

At the general annual examination *divinity* is one of the subjects in all the classical forms. It is also one of the subjects in the annual examination for the prize scholarships open to competition, and it is one of the subjects in the examination for the Talbot scholarship (see answers to question 13, p. 197).

25. There is a book in which the name of a boy, who has been guilty of any ordinary fault, such as inattention, being late, imperfect, &c. is entered. If the name of a boy appears *three times in one week* in this book, he is flogged; *impositions* are also given, the *mode* of marking an offence in ordinary cases being left to the discretion of each master. The book in which the names of the boys who have been guilty of any fault are entered is brought to each master at the close of each school. Grave moral offences are visited with immediate punishment, as are also serious breaches of discipline. In the case of upper boys, flogging (which is the only corporal punishment employed in the school) is most rarely employed, and their punishment consists in impositions and in degradation from their rank and privileges.

26. All serious offences are brought at once before the head master, who inquires into them; if, as is usually the case, they are brought before him by a junior master, he satisfies himself as to the truth and character of the charge, and he awards or sanctions the punishment; and in the case of corporal punishment being inflicted, he almost invariably inflicts it himself

27. To certain boys selected from the sixth and fifth forms is assigned the duty of helping to maintain the discipline of the school.

From the foundation scholars four boys are selected by the head master, whose duty it is to maintain order in school, each of the four taking the duty in turn for a week, and also in the house where the foundation scholars board.

In each of the boarding-houses two or sometimes three are selected to perform similar duties in the house, but not in school.

These boys so selected are called "monitors," and it is their duty to maintain order in the house, to call over names at certain times, to read prayers in the presence of a master, to suppress bullying, and to report, if necessary, any gross case of wrong to the masters. If any inquiry is necessary at any time as to any wrong doing, &c., it is usual for the master of the house to prosecute such inquiry through the monitors. They exercise their powers generally over all the boys, but more especially over those of the lower school.

28. I do consider such powers to be essential and useful to the effectual maintenance of school discipline. It is, I believe, most beneficial to entrust boys with a certain amount of responsibility, and to give them authority to exercise control and supervision over other boys; it is, I believe equally beneficial to those other boys, who are influenced by this control and supervision; and though from time to time I freely admit that a monitor may fall short of that which may be reasonably expected from him, and may not exercise proper control, still I am convinced that on the whole the monitorial system is good; and I have known cases, both as a boy and as a master, where the influence of monitors has been of a most decidedly beneficial character. I believe that the system is the very best which can be devised for suppressing tyranny of the stronger boys over the weaker; for unless a monitor grievously neglect his duty, he may by himself, or jointly with his brother monitors, easily suppress the tyranny of mere physical force, and protect a weak boy from the bullying of one stronger than himself.

If a monitor is himself guilty of any serious offence, the power rests with the head master, or master of the house, to degrade him from his office, for a short or longer time, as may be judged to be best.

29. To the monitors and to others of the sixth and fifth forms, certain powers and privileges are assigned; and these powers and privileges are exercised over boys below the fourth form. These boys have the right to exact certain personal services, such as making tea, fetching this or that, fagging out at cricket (limited to one hour a day), but no menial services, such as that of cleaning shoes, &c. are allowed. Occasionally attendance at a game of foot-ball is required, but if any boy is unwell, or forbidden by the medical attendant to play, or has any other valid reason for not taking part in the game, such reason is readily accepted. I believe that the system of "fagging" is one generally approved, even by those who are "fagged," and that, as it exists at Charterhouse, it is not in any way detrimental to health, or to the reasonable enjoyment of liberty, or to the opportunities of bodily or mental recreation or study on the part of the younger boys. I think that if properly controlled, and if abuses of the privilege are punished, the system of "fagging" is a very great security against bullying. Those who have the privilege of exercising this power are *not* the strongest, but those who from their position in the school are deemed worthy by the masters to exercise such power, and the penalty for the abuse of such power is the withdrawal of the privilege. When there is no fagging, it is my belief that there is a greater tendency to bullying, and that it is the physically strong who then have the upper hand, however unfit they may be to exercise any power.

30. The instances of the abuse of such disciplinary powers and privileges are very rare; during the period of my head mastership I have scarcely ever had a case of bullying or undue exercise of authority over other boys brought before me; and I do not think that there is at the present time any tendency to use tyranny over the younger boys. If instances of such a practice occurred, I believe that they would, through some channel or another, come to the knowledge of the masters.

31. The boys are at school during 37 weeks in the year.

32. There are three holidays in the year.

(1.) From 2nd week in May to 1st or 2nd week in June - - -	4 weeks.
(2.) From 12th or 13th of August to 23rd or 24th September - - -	6 weeks.
(3.) From the 12th of December to 16th of January - - - - -	5 weeks.
	15 weeks.

Occasionally, for some special reason, an extra week is given.

33. While the boys are at school there are two half-holidays in the week, viz., on Wednesday and Saturday. Occasionally an extra half-holiday is granted for some special reason, as that of a boy obtaining a scholarship or other high honour at the Universities, &c.

34. In winter the time for assembling in school is a quarter before 8 a.m. In summer, 7.30 a.m.; and all boys are required (except day boys living at a distance) to be present at these times, unless they have leave of absence for illness, &c.

The time for going to bed is for under boys at 9 p.m. for upper, 11 p.m.

Day boys living at a distance are required to be at school at 9.30 a.m.

35. On regular school days the intervals between the times of school are from 8.30 to 9.30 and from 12 to 2, and after 4 p.m. there is time for play till the time of "locking in," which varies with the season of the year. Between 8.30 and 9.30 there is breakfast, and between 12 and 2 there is dinner; at 7 p.m. there is tea, and in the evenings work has to be prepared for the following day. The principal time of play is after 4 o'clock p.m. till the time of locking in; and between 12 and 1.

36. The acreage of the ground allotted to the boys for their out-door amusements and games is five acres. There are also cloisters in which games can be played when the weather is unfavourable.

37. The playground is open; there are two large grass plats or greens surrounded by gravel walks, on parts of which trees are planted, and there are in one corner of the playground two fives courts. On the "upper" and "lower" green cricket is played, and on the latter "foot ball" as well; on the gravel "hockey" is played.

38. On one side the playground is enclosed by the cloisters, and by a wall separating it from the head master's house, and the master's garden. On the second side it is separated by a high wall from a street called Wilderness Row; on the third it is partly separated by a high wall from Goswell Street, partly enclosed by a wall separating it from St. Thomas' church, and by a side of a factory for the manufacture of railway carriages, and by the wall of the fives court; on the fourth it is partly separated by a high wall from a corner of Charterhouse Square, and partly consists of a side of the chapel, and of the wall of the house occupied by the "reader" or chaplain.

39. The common games and bodily exercises of the school are cricket, foot ball, hockey, and fives played with bats. There is also a gymnastic pole for exercise, and "jumping," "quoits," "running," &c. are practised by

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many boys. Athletic sports were instituted last year, and there are also two drilling and rifle corps in the school, numbering about 60 boys.

40. No range is allowed to boys over the ground lying beyond the precincts of the school, except by special leave from a master. No boy is allowed to go beyond the walls, unless he has received a written invitation from his parents or some friend approved by the parents, and leave is only given (1) to upper boys every Saturday and Sunday, except the first and last in each term; (2) to under boys every alternate Saturday and Sunday, with the same exception. The hours for leave are from Saturday 12.30 p.m. to Sunday 9 p.m. Occasionally a parent coming to town from the country is allowed to have his boy with him on Wednesday afternoon, but only on the condition of no portion of the boy's work being neglected.

41. No athletic exercises are taught as a regular part of the education; a drilling and fencing master attend, and there are three teachers for the rifle corps, but attendance on the part of the boys is voluntary.

42. I cannot express any positive opinion upon the point raised by this question. In many cases the boys most distinguished for their progress in intellectual studies partake with the greatest interest and achieve the greatest success in the manly games of the school; in some cases the reverse is the case.

It is a question, I think, of bodily constitution rather than of intellectual powers and acquirements; and I cannot say that I have observed any difference in the tendencies of different intellectual studies in this respect. The two Charterhouse boys who are at the present time, the one in the Oxford University boat and the other in the Oxford University eleven, were both, while at school, among the foremost in intellectual progress.

43. As far as I can judge of the results in after-life of the education afforded at Charterhouse school, I consider those results on the whole satisfactory. I believe that the system which is at present adopted, of making divinity, classics, and mathematics the principal subjects of instruction, is the best that can be adopted at a public school, especially at one like Charterhouse, which trains boys principally for the Universities, which attract by far the greater part of the boys of good abilities. As has been already explained in my former answers, whenever a boy is intended for some special profession, provision is made for his being specially prepared for that profession, and every boy has opportunities of learning French and history, &c., while all the sixth form now receive some instruction in German.

The difficulties which attend the special preparation of boys for professions at Charterhouse arise from the smallness of our numbers, and the consequent paucity of boys who wish to deviate from that which is the general course, and I believe the best course, of education.

The smallness of our numbers I attribute almost entirely to the strong feeling which at present prevails against London schools. I honestly believe that in point of health, and of the physical vigour and of the moral conduct of the boys, Charterhouse school does not fall behind the other public schools of the country; but I do not know how the feeling against our situation is to be met, except by offering greater advantages to non-foundation boys in the way of exhibitions, open scholarships, &c. The system of competition for foundation scholarships among boys in the school, which has of late years been introduced, has, I believe, worked most satisfactorily, and has certainly borne good fruit at the Universities, as may be seen by the answer to question 20, Part III.; and I believe that a further extension of such advantages would be most beneficial to the prosperity and welfare of the school, which, with its small numbers, has a very great difficulty in competing with the great public schools of the country.

Alterations from time to time in the details of the system of education adopted in the school are, and doubtless will be, suggested by experience, but in its main features, and if properly worked, I believe, the present system to be the best for boys generally.

Charterhouse, January 1, 1862. (Signed) R. ELWYN, Schoolmaster.

CORRESPONDENCE respecting PROFITS of BOARDING HOUSES.

LETTER from the SECRETARY to Rev. R. ELWYN, M.A., HEAD MASTER.

Public Schools Commission,
2, Victoria Street, S.W., April 25, 1862.

DEAR SIR,

THE Commissioners think it desirable that the profits made by masters having boarding houses, being a recognized and not inconsiderable part of their remuneration, should be stated as definitely as the nature of the case admits. This might be done by stating the number in each house, and the profits on each boy, or the number and the whole net profit derived by the master from this source, a brief statement of the basis of calculation being added, if it should be deemed convenient, by the masters making the returns. The estimate might be made for the year ending either at Christmas 1860 or at Midsummer 1861 (or, if that were more convenient, at Christmas 1861).

I am not quite sure whether it would be possible to make such an estimate from your answers as they stand, but even if it were so it would be better that it should be made directly than inferentially, and you might perhaps wish to add some qualifications which are not stated in your answers.

Will you be kind enough, therefore, to furnish such an estimate for the houses kept by yourself and the second master.

I am, &c.
MOUNTAGUE BERNARD.

Rev. R. ELWYN to the SECRETARY.

Charterhouse, E.C.,
April 29, 1862.

DEAR SIR,

IN my answers 10, Part II., and 18, Part II., I have endeavoured to set out as clearly as I can the profits made by the head and second master, and also the annual cost to each boy, so far as such can be ascertained by an average. What the profit made on *each* boarder is, I do not know how to estimate, but in the accompanying paper I have taken from our banker's book the sums drawn out by the second master and myself from our joint account, after deducting for payment to tradesmen, masters, &c. The system of our joint account I have endeavoured to explain in my answer to question 10, Part II. The profit on boarders necessarily varies with the price of provisions, &c., which makes in each year a considerable difference. The expenses of linen, &c., in one year will vary greatly from those incurred in another, and I do not see how an accurate estimate can be formed. It was my desire upon these points to furnish as full information as the nature of the case admitted; but the system of the boarding-houses here is somewhat complicated, and other masters, as I have tried to explain in my answer to question 10. Part II., have a certain per-centage on each boarder. Regretting that I cannot give more precise information.

I am, &c.
R. ELWYN.

1860.

	£
Number of Boarders, average	40
Profit of Head Master	600
„ Second Master	400

	£	s.	d.
Profit of Head Master on each Boarder (40) 600	0	0	
	£15	0	0
Profit of Second Master on each Boarder (40) 400	0	0	
	£10	0	0

1861.

	£
Number of Boarders, average	42
Profit of Head Master	700
„ Second Master	468

	£	s.	d.
Profit of Head Master on each Boarder (42) 700	0	0	
	£16	12	0
Profit of Second Master on each Boarder (42) 468	0	0	
	£11	3	0

	£	s.	d.
Average Profit of Head Master on each Boarder in 1860 and 1861	15	15	0
Average Profit of Second Master on each Boarder in 1860 and 1861	10	10	0

QUESTIONS, &c.

I.

1. State generally the various kinds of property held by or in trust for the School, and the various kinds of revenue which it possesses, mentioning any special trust to which such property and revenues or either of them are subject.

2. Be so good as to specify in detail the several properties and sources of revenue possessed by or held in trust for the School. For the sake of clearness it is recommended that the statement should be in a form corresponding as nearly as may be with the accompanying specimen (A).

3. State the system adopted for the management and receipt of the rents or other produce of the property and endowments of the School, and for the audit or examination of the accounts.

4. Have any material changes been made in the system of letting and management since the foundation of the School, and, in particular, within the last 50 years? Are any portions of the property now let at rackrent upon which fines or any payments of that nature were formerly taken, or *vice versâ*?

5. If it is or has been the practice to take fines, or any payment of that nature, on renewal of leases of property belonging to the School, can you state when this practice was introduced, and on what principle fines are set?

6. Can you furnish any information showing the alterations in value of the property or any part of the property of the School since its foundation, and particularly within the last 50 years, and the rates of any increase or decrease that may have taken place?

7. Be so good as to furnish the following statements:—

(1.) A statement showing the total amount received by or on account of the School for the year 1860, including rents, fines, heriots, the produce of timber, and all other receipts of every kind, and also a detailed statement or account of the application of the money so received, pointing out any particulars in which such latter statement would not fairly represent your ordinary practice, and likewise pointing out how far and in what respects you consider such application to be directed or authorized by your statutes or regulations, by usage, or on other grounds.

(2.) A statement showing the average receipts under different heads during the last seven years.

8. Do the statutes or regulations contain any directions respecting the application of surplus revenue? Have those directions always been followed, and are they considered to be now in force? If not, will you state the grounds upon which they are or have at any time been departed from?

9. Please to furnish a statement of the ecclesiastical benefices in the gift of or otherwise attached to the foundation, with the actual value of each, specifying which of them are now held by persons who are or have been Fellows of the foundation, or connected with the School as masters or assistant masters or otherwise. Is there any rule, usage, or practice regulating the exercise of the ecclesiastical patronage belonging or attached to the foundation?

II.

1. When and by whom was the School founded? What is the nature of the foundation, and how is it constituted? and in what relation does it stand to any corporate body, ecclesiastical or civil, with which it is connected?

2. Be so good as to state the original and the present constitution of the foundation; the powers, duties, privileges, and emoluments (by statute or usage) of its head; the number, privileges, emoluments, and duties of the Fellows, or other members of it (not being scholars); the statutory qualifications for and the mode of election or appointment to the headship or to a fellowship or other place on the foundation (not being a scholar's place), and any statutory restrictions to which the head or any of the other members are subject. Has the original number of members been increased or diminished; and if so, by what authority? and does any power now exist of increasing or diminishing the number? Do you conceive that any such increase or diminution would now be beneficial to the foundation?

3 In what person or body of persons is the government of the School vested, and what are the powers considered to belong to such person or persons?

4. Is the School governed by statutes? If not, are there any rules or regulations by which it is governed?

5. Have the original statutes or regulations made for the government of the School been altered; and if so, when and by what authority? Have they in any, and what respects ceased to be observed? If so, will you state any reasons by which you consider the non-observance of them to be justified?

6. Will you furnish the Commissioners with a copy of the original statutes or regulations, of any others which may have been subsequently made, and of any ordinances and dispensations which may have been made or granted by authority in relation to the School? And can you state where the originals now are, or give the Commissioners any information on the subject?

7. Is there any power of altering or amending the statutes or regulations, or of granting dispensations from the observance of them, and if so, in whom does it reside?

8. Has the School any visitor or visitors? If so, is the visitor's authority defined by the statutes, or does it depend solely on the general law affecting visitors and visitorial powers? Is it subject to any special limitations? Are there periodical visitations? If not, will you mention any cases in which the visitor's authority has been exercised during the last 50 years? Has it ever been exercised to relieve from the observance of statutes, or to make new statutes?

9. Are there any charters or instruments of foundation or endowment relating to the School? If so, can you furnish the Commissioners with copies of them, or of any of them, and can you state where the originals now are, or can you give the Commissioners any information on this subject?

10. What were originally, and what are now, the nature and amount of the emoluments of the head master, and other masters and assistant masters? State particularly the sources of these emoluments, and the average amount derived from each source. If stipends are paid to them, or any of them, out of the revenues of the foundation, what proportion did those stipends originally bear, and what proportion do they now bear, to the emoluments of the Fellows or other members of the foundation? Is the income of the head master chargeable with any outgoings not bringing back any direct personal emolument to him, such as partial or entire payments of the salaries of assistant masters or other persons on the School establishment, or any similar expenses? If so, state the amount of such outgoings.

11. What was the original number of masters, and what is now the number of masters, and assistant masters? Can you state at what times the increase has taken place, and what additions, if any, have been made to the number, and when, during the last 50 years? Is there any authoritative rule or any custom regularly observed as to any proportion between the number of masters and the number of boys? If so, when was the rule introduced, and with whom does it rest to see that it is adhered to?

12. What are the specific duties and powers, and what is the authority in the School, of the head master and of each of the masters and assistant masters (including all persons engaged in any way in the work of teaching)? How and by whom are they appointed? Are they, or any of them, customarily, or by rule, taken from any particular profession, place of education, class, or body of persons, and are there any conditions of eligibility established by rule or custom? Is there any power of removing them, and, if so, how and by whom is it exercised? Is there any rule or usage respecting superannuation, or any provision for it?

13. What are the privileges or advantages given by the original statutes or regulations to scholars on the foundation? and what, according to the statutes or usage of the School, constitutes a foundation scholar? What privileges or advantages do such scholars now actually enjoy? If there is any difference between their original and their actual condition as to such privileges or advantages, can you explain how and when it arose? Are there any advantages common to the other boys from which they are excluded? Do you consider the position of a foundation scholar to be as advantageous (either positively or relatively to that of a Fellow, or to that of boys not on the foundation) as it was originally, or to be more or less so, and to what causes do you attribute the change? Can you represent the amount of it in money? Is any money paid by a foundation scholar on account of board, lodging, instruction, or general school charges, over and above what is provided for him out of the foundation? If so, state the average amount and the nature of the charges.

14. Is the number of foundation scholars fixed by the statutes or regulations? Do they provide for or authorize, or do they expressly or implicitly prohibit, an increase or diminution of the number? Mention any portions of them which in your opinion bear upon this subject. Can you state whether the actual has ever fallen below the statutory number, and when, to what extent, from what length of time, and from what causes?

15. What are the qualifications for election or admission as a foundation scholar, and how and by whom are such scholars elected or admitted? Have there been any and what changes in these respects within the last 50 years?

16. Besides foundation scholars (or if St. Paul's has no such scholars), do the statutes or regulations give special advantages to any particular class of boys having a local or other qualification? If so, are the statutes or regulations observed in this respect, or when and how did they cease to be so?

17. Is the admission of boys, not being foundation scholars, and having no local or other special qualifications, provided for or contemplated in the statutes or regulations? Is there any limit to the number of boys who may be so admitted, and to what extent are they entitled to share in the advantages of the School? Are they entitled to be taught gratuitously or at fixed charges? Are the statutes or regulations observed in this respect, or when and how did they cease to be so observed?

18. Be so good as to state particularly the ordinary charges and expenses of a boy at St. Paul's (that is to say, all such charges and expenses as are usually included in the bills sent to parents), their average amount and the limits within which they usually range, distinguishing those which are variable from those which are uniform, and such as are only usual from such as are obligatory. Are these charges and expenses bounded by any definite limit or subject to any supervision or control? What charges are made, under what heads, and in what manner, for instruction or tuition in or out of School, to whom are such charges respectively paid, and are any, and which of them, considered as "extras"? Does your statement of charges and expenses apply equally to all the boys, and, if not, what are the differences or exemptions, nominal or real?

19. Please to state the total amount of the sums received from boys or their parents or guardians during the year 1860, for instruction or tuition.

20. Are there any boys participating in the general instruction of the School who lodge and board either with their parents or in other houses not recognized as boarding houses by the authorities of the School? If so, what are the payments obligatory in such cases for each boy, and are such boys, as regards instruction and the use of playgrounds, and in all other respects, on an equal footing with the other boys, or what differences are there?

21. What is the amount of accommodation afforded for boarders, whether in the School itself or in boarding houses? What rules or regulations (if any) are there, and how are they established and enforced, respecting the persons authorized to keep boarding houses, the *maximum* number in each house, and the general management of such houses as regards the health, comfort, and good order of the inmates?

22. Is there one uniform kind of domiciliary accommodation furnished to all the boys of the School? if so, what is its nature? if not, what are the varieties, and do these depend on the boarding house in which the boy boards or on the part of the School to which he belongs, or on the option of the parents and guardians of the boy, or on rank? Is there a varying rate of charge for lodging correspondent in each case with the varying nature of such domiciliary accommodation? To what extent, and subject to what distinctions, do the boys prepare their school work, and generally prosecute their studies in such domiciles, and to what extent elsewhere? if to any extent elsewhere, in what place, and under what conditions as to privacy or otherwise?

23. Is there one uniform scale of diet supplied to all the boys? If so, what is the number, what the hours, and generally what the description of such meals? If not, what are the varieties? and do they depend on age or position in the School, or on the varying practices of different boarding houses, or on the option of parents and guardians, or on the rank of the boys? and is there in all cases a varying rate of charge for board correspondent with the varying quality and number of such meals?

24. Does the rate of charge, for either board or lodging, depend at all upon the social or scholastic status of the person keeping the boarding house? Does it depend at all upon the rank or the scholastic status of the boys lodged and boarded?

25. Is any part of the profits derived from the charges for board and lodging regarded as an indirect payment (total or supplementary) for other services to the School, whether instructional or disciplinary; such as teaching, tuition, moral superintendence, preaching to the boys, or any similar service?

26. Is the resort by the boys to pastry-cooks' shops, inns, or other houses of entertainment a recognized or a customary method of obtaining either meals or any considerable portion of their food?

27. What is the system upon which furniture is provided for the boys' rooms, and what charges are made in respect of it?

28. With whom does the selection of the boarding house in which a boy lodges rest? Is a recommendation commonly given by any school authorities?

29. How many of the classical, mathematical, and other masters and assistant masters keep boarding houses? Is it a privilege which any of them are unable to obtain? How many boarding houses (if any) are kept by persons taking no part in the work of teaching?

30. Have the authorities of the School any, and what, power to limit the number of boarding houses within certain bounds? If so, can boarding houses be kept, and are any kept, without their permission, beyond those bounds?

31. What is the average period for which boys remain at the School? Is there any difference in this respect between boys on the foundation and boys not on the foundation?

32. Please to state,—

1. The total number of boys now at the School.
2. The greatest number in each year during the last 20 years.
3. The number of boys now in each form, class, or division.
4. The number of boys now in each boarding house.

III.

1. What is the earliest age, and what is the latest age, at which a boy may be admitted into the School?

2. Is any preliminary knowledge (proved by examination or otherwise) in spelling, writing, and arithmetic, or in any other subject, required of a boy on admission into the School?

3. Is there any limit to the age at which a boy may be originally placed in any of the lower forms, or beyond which he can *remain* in any of the lower forms?

4. What is the highest form in which a boy can be placed on admission into the School?

5. What is the latest age at which a boy may remain in the School?

6. Be so good as to furnish, with respect to each form, class, or division of the School, tabular statements corresponding respectively with the accompanying forms B., C., and D.; and with respect to the private pupils of each master and assistant master, a tabular statement corresponding with the form E. Add an explanation of the character of the books read or used, when not sufficiently indicated by the title.

7. Has the head master any power to modify the system and course of study, or to change from time to time the books or editions of books used in the School? If not, in whom are such powers vested?

8. Have the assistant masters any voice, consultative or other, in the direction of the studies of the School?

9. On what system, and whether by seniority or proficiency, or both, does a boy rise in the School; and in determining the rate of his rise, what relative weight, as nearly as can be stated, is assigned to proficiency in the under-mentioned subjects respectively:—classical scholarship; modern languages and literature, including English; English composition; history and geography, ancient and modern; arithmetic; mathematics; physical science? In what manner is such proficiency ascertained, and in what manner is such weight assigned? Are the classes or divisions of the mathematical and of the modern language departments of the School coincident with those of the classical; so that Class N. (say) in classics consists of the same boys as Class N. in French, German, or mathematics?

10. What provision is made for the teaching of each of these subjects, and for promoting the study of them? Can you furnish any information showing to what extent they are severally studied, and with what success? Which of them do, and which do not, form a necessary part of the regular course of study?

11. Is any extra fee exacted for instruction in modern languages, mathematics, or physical science, and if so, what is the amount of such extra fee or fees? Do you consider that the progress of the boys in these studies is in proportion to their progress in Greek and Latin; and if not, to what do you attribute the comparative deficiency?

12. What periodical examinations are held at the School, and in what subjects?—By whom are they conducted, and do they extend to the whole School, or to some and what part of it?

13. What scholarships, exhibitions, prizes, or other rewards are established in the School, or in connexion with it, and by whom and on what principles are they severally awarded, and to proficiency in what subjects? State clearly how far the examinations for any such rewards turn upon the regular work of the boys, whether in School or with their tutors; and, in the case of such examinations ranging beyond the limits of such work, point out what the extent of such range is, and how far and in what way boys aiming at those rewards are enabled and assisted to apply to that pursuit, whether in the way of reading or composition, any of the time which they have at their disposal beyond what is required for their school work.

14. Is it compulsory, formally or practically, on every boy to have, in addition to the master attached to his form or class, a tutor or tutors (whether called a private tutor or not), or is it usual, without being compulsory, or permitted (in any and in what cases) without being usual? Are boys (if any) without such tutor at a clear disadvantage, as compared with others, in respect of their studies? What are the tutor's duties? Describe fully the system of instruction or tuition, so far as regards the relation in which each boy stands to the masters and tutors with whom he has to do; state how long it has existed, and what you conceive to be its advantages and disadvantages.

15. Is it the custom in any and in what forms for the boys to construe their lessons to a tutor, either public or private, before they construe them in School to the master? If so, how much time, in proportion to the regular lesson in School, is usually spent in such previous construing?

16. Is the number of boys under the charge or teaching of each master or tutor limited, and if so, how and what is the limit? What is the average number of boys under each master or tutor?

17. Is it the custom for the parent or guardian of a boy sent to the School to select, or for the head master to nominate or recommend, his tutor?

18. Is it practicable, and usual, to any and what extent, to pay attention to individual character, capacity, and mental bias, and to give boys particular facilities for or encouragement in the pursuit of studies for which they may show a special aptitude? Are particular facilities given for the pursuit of studies of a professional character for which special examinations have to be passed, and in which, therefore, special preparation must sooner or later be gone through? If so, please to point out distinctly to what extent, and in what manner, such facilities, if granted in particular cases, are adapted and subordinated to the general principles of the education of the School.

19. Do you conceive that the instruction given by the master in the course of the ordinary work would be sufficient, without supplementary aid, to prepare a boy of good ability for a successful career at the Universities, or for success in the competitive examinations established in connexion with the civil, military, or East India services? If not, would it in your opinion be possible so to improve the ordinary teaching as to make it sufficient for these purposes?

20. Can you furnish the Commissioners with any information showing what scholarships at the Universities, or other distinctions (there or elsewhere), open to general competition, have in each of the last ten years, or during any longer period, been gained by foundation scholars and by boys not on the foundation respectively.

21. Has the School any library to which the boys have access? and if so, under what conditions are they permitted to use it? Has the School any collection of natural history, or any apparatus for experiments in natural philosophy?

22. Is provision made for systematic instruction, elementary or advanced, in music or drawing, or both; if so, what time is allotted for the prosecution of such studies, what is the general course of such instruction in each, up to the highest point at which it is cultivated; what was the number of boys during the last six months of 1860 availing themselves of such provision, and how long had each then been cultivating it at School; are these studies successfully prosecuted?

23. State what means are adopted to promote the religious and moral training of the boys, and to enforce order and good conduct, by the presence and personal influence of masters or tutors, by the help of monitors or prefects, or the co-operation in any other way of the boys themselves, by rewards and punishments, or otherwise.

24. State accurately what, if any, regulations are in force by law or usage on the following points relating to the religious teaching or training of the boys:—

(1.) The system of preaching in the college, chapel, or church attended by the boys. Are the sermons specially addressed to the boys? To whom is the duty of preaching intrusted or confined?

(2.) The confirmation of the boys.

(3.) Their attendance at the church services, and especially at the Holy Communion.

(4.) The observance of Sunday.

(5.) Their religious instruction at the hands of their tutors and in public work in School. State particularly how their religious knowledge is tested and ascertained by their tutors or in any of the public examinations.

25. Are the same offences uniformly visited with the same punishment? If so, give some account of the system, specifying the punishments, and the offences to which they are awarded respectively.

26. Do all offences come before the head master? If not, do any? In the latter case, state what they are, and state in either case, through what channel they are brought before him. Does he inquire into the nature and gravity of the offences which come before him, and does he require evidence of their having been committed? Does he in all cases award, and in any cases inflict, the punishment? Are these duties, or either of them, performed, in any and what cases, by other masters or assistant masters?

27. What powers and duties in maintaining the discipline of the School are assigned to any of the boys themselves? What portion of the school has such powers and duties? and over what portion of the School are they exercised?

28. Do you consider such powers essential or useful to the effective maintenance of school discipline? State the grounds of your opinion. Do they on the whole tend to produce, or to suppress, tyranny of the stronger boys over weaker, and how?

29. What powers and privileges are given to any portion of the School over any other portion of it, either to enforce attendance at games, or to exact personal services of any description? What portion of the School has such powers? Over what portion are they exercised? Are such powers and privileges *generally* in any way detrimental either to health, to the reasonable enjoyment of liberty, or to the opportunities of bodily or mental recreation or study on the part of the lesser boys? Please to assign the reasons for your opinion.

30. Have you known instances of the abuse of the before-mentioned disciplinary powers and privileges? And

do you consider that such instances, where they exist, are likely to come to the knowledge of the masters?

31. During how many weeks in the year are the boys at School?

32. How often, and when, and for how many weeks each time, do the boys go home for the holidays?

33. While the boys are at School, what are the usual holidays or half-holidays during the week?

34. At what hours in winter and summer respectively are the boys required to be dressed in the morning, and to go to bed at night?

35. On regular school days what is the time allowed for play?

36. What is the acreage of the ground allotted to the boys for their out-door amusements and games?

37. What is the nature of such ground, viz., whether (1) covered or entirely open; (2) paved or field; (3) grass or bare?

38. What is the nature of the ground immediately surrounding such playground, and especially is it occupied by inhabited buildings, or by factories, or is it open?

39. What are the common games or other bodily exercises of the boys?

40. What range is practically (whether by express permission or by customary connivance) allowed to boys over the ground lying beyond the precincts of the School and playground, and to what extent, and for what purposes, do the boys commonly avail themselves of it?

41. What athletic exercises are taught as part of the education, and of these which are extra and which compulsory, either absolutely or with reference to some particular purpose (as swimming in order to have liberty to go in boats)? Are any special teachers appointed to superintend such exercises?

42. Is it, or is it not, the general habit of boys most distinguished for their progress in intellectual studies to distinguish themselves also, or to partake with interest, in the manly games of the School, or is any difference in the tendencies of different intellectual studies in this respect discernible?

43. So far as you can judge of the results in after-life of the education afforded at St. Paul's, do you consider those results satisfactory? Or is it your opinion that the system in any respects falls short of what a great public School might accomplish in preparing boys for the various lines of life, professions, and employments in which they may engage? If so, will you state what the deficiencies are; whence in your judgment they arise; and how far you think them remediable?

44. Does any alteration in the system and course of education at St. Paul's appear to you desirable? Will you be good enough to lay before the Commissioners any suggestions on this head which you may think expedient?

ST. PAUL'S.

ANSWERS of the MERCERS' COMPANY.

I.

1. The various kinds of property held for the sustentation and support of St. Paul's School consist of houses, lands, consols, rents, and fines upon copyholds. The Mercers' Company hold the whole of this property for the support of the school, according to certain Ordinances of the founder, Dean Colet, and are beneficially interested in the surplus revenues after thus maintaining the school; but they have not appropriated any of such surplus revenues to their own use. An information at the suit of the Attorney-General is now pending in Chancery, in which a question has been raised as to the interest which the Mercers' Company have in the above estates.

2. The several properties and source of revenue are detailed in the accompanying Statement A.

3. The management of the property is in the hands of the Surveyor-accountant and Surveyor-assistant of the school, under the direction of the Court of Assistants of the Mercers' Company. The rents are received by the Receiver of rents and by the land-agent of the Mercers' Company, and the interest upon the funded property is received by the clerk of the Company. The audit and examination of the accounts are made annually by the Court of Assistants of the Mercers' Company.

4. No material changes have been made in the system of letting and management of the property, except that by the Ordinances of the Founder no lands could be let for a longer period than five years, and new Ordinances have been made (as authorized by the original Ordinances), by which the lands for agricultural purposes can be let for 21 years, and for building purposes for 80 years, and houses upon repairing leases for 60 years. Some portions of the property upon which houses have been erected are now let at ground-rents; the other lands are let upon rack-rent, and for many years no fines or premiums have been taken.

5. For upwards of 100 years no fines or payments of that nature on renewal of leases have been taken.

6. The value of the property, as before mentioned, has very much increased since the foundation of the school, which has arisen from the general increase in the value of all property within the last 350 years. Portions of the property have become adapted for building purposes, and have been built upon. The income of the property at the time of the foundation of the school was 118*l.* 4*s.* 7¼*d.*; and the present income is 9,549*l.* 16*s.* 5½*d.*

7. The total amount received from all sources of revenue from the property, as before mentioned, in 1860 was 9,549*l.* 16*s.* 5½*d.*, and a detailed statement of the application thereof is set forth in the accompanying statement marked A. 1; and which application, as the Mercers' Company claim to be beneficially entitled to such surplus revenues as before mentioned, is to a great extent a gratuitous act on their part, but in some respects such application is authorized by Ordinances and other regulations. The average receipts for the last seven years are set forth in the accompanying statement marked A. 2.

8. The Grants, Letters Patent, Ordinances, and Documents in the possession of the Mercers' Company give the surplus revenue to the Company, as before stated; but the Company have not hitherto applied any such surplus revenue to their own use.

9. There are no Ecclesiastical Benefices in the gift of or attached to the school, or otherwise.

STATEMENT A, referred to in the Answer to Question 2, Part I.

FREEHOLD PROPERTY possessed by or held in TRUST for ST. PAUL'S SCHOOL.*

Designation of Property.	County.	Parish.	Description.	In whom vested.	Acreage.	How let.	Yearly Rent. £ s. d.
10, Queen Street	Middlesex.	St. Antholine	House	The Mercers' Company.		Lease from Michaelmas 1847 to Lady Day 1873	78 0 0
10 & 11, Well Court, Queen Street.	Do.	Do.	2 Houses	Do.		Do. Lady Day 1842 do.	150 0 0
12, Queen Street	Do.	Do.	Do.	Do.		Do. Michaelmas 1847 to Michaelmas 1867	83 0 0
13, do.	Do.	Do.	Do.	Do.		Do. Michaelmas 1846 do.	75 0 0
14, do.	Do.	Do.	Do.	Do.		Do. Christmas 1847 do.	51 10 0
Fish Street Hill	Do.	Do.	Do.	Do.		Do. Michaelmas 1838 to Michaelmas 1899	20 0 0
32, Pudding Lane	Do.	Do.	Do.	Do.		Do. Michaelmas 1855 to Michaelmas 1867	55 0 0
9, George Lane	Do.	Do.	Do.	Do.		Do. do. do.	31 0 0
8, do.	Do.	Do.	Do.	Do.		Do. Lady Day 1847 do.	37 10 0
8, Whitechapel	Do.	St. Mary, Whitechapel.	Do.	Do.		Do. Michaelmas 1856 to Michaelmas 1877	60 0 0
9, do.	Do.	Do.	Do.	Do.		Do. Michaelmas 1857 do.	150 0 0
In the rear of 9, 10, & 11, Whitechapel.	Do.	Do.	Ground and Premises.	Do.		Do. Michaelmas 1848 to Michaelmas 1909	15 0 0
11, Whitechapel	Do.	Do.	House	Do.		Do. Lady Day 1845 to Lady Day 1866	58 10 0
12, do.	Do.	Do.	Do.	Do.		Do. do. do.	59 10 0
13, do.	Do.	Do.	Do.	Do.		Do. do. do.	77 10 0
St. Paul's Churchyard, corner of Watling St.	Do.	St. Faith	Do.	Do.		Do. Midsummer 1843 to Michaelmas 1864	250 0 0
1, 2, & 3, Commercial Road.	Do.	St. George's in the East.	3 Houses	Do.		Do. Midsummer 1818 to Midsummer 1898	25 0 0
1, 2, & 3, Colet Place, and 1 to 7, Watney St.	Do.	Do.	10 Houses	Do.		Do. Midsummer 1819 to Midsummer 1897	10 0 0
8 to 17, Watney Street	Do.	Do.	Do.	Do.		Do. do. do.	10 0 0
18 to 23, do.	Do.	Do.	6 Houses	Do.		Do. do. do.	10 0 0
24 to 33, do.	Do.	Do.	10 Houses	Do.		Do. do. do.	7 0 0
34 & 35, do.	Do.	Do.	2 Houses	Do.		Do. Lady Day 1821 to Midsummer 1888	6 0 0
36, do.	Do.	Do.	House	Do.		Do. do. do.	3 0 0
37, do.	Do.	Do.	Stonemasons' Arms Inn.	Do.		Do. do. do.	12 0 0
38 to 40, do.	Do.	Do.	3 Houses	Do.		Do. Lady Day 1822 do.	—†
41 & 42, do.	Do.	Do.	Site of Parsonage House.	Do.		Do. Lady Day 1821 do.	—
43 & 44, do.	Do.	Do.	2 Houses	Do.		Do. do. do.	6 0 0
4, Colet Place	Do.	Do.	House	Do.		Do. Lady Day 1835 do.	—
5, 6, 8, & 13 do.	Do.	Do.	4 Houses	Do.		Do. do. do.	—
7, do.	Do.	Do.	House	Do.		Do. do. do.	—
10, do.	Do.	Do.	Do.	Do.		Do. do. do.	—
11 & 12, do.	Do.	Do.	2 Houses	Do.		Do. do. do.	—
14, do.	Do.	Do.	House	Do.		Do. Lady Day 1821 do.	6 0 0
15, do.	Do.	Do.	Do.	Do.		Do. do. do.	6 0 0
16 to 19, do.	Do.	Do.	4 Houses	Do.		Do. do. do.	24 0 0
20, do.	Do.	Do.	House	Do.		Do. Midsummer 1817 do.	5 0 0
21, do.	Do.	Do.	Do.	Do.		Do. do. do.	5 0 0
22 to 26, do.	Do.	Do.	5 Houses	Do.		Do. Midsummer 1820 do.	—
27 & 28, do.	Do.	Do.	2 Houses	Do.		Do. Midsummer 1819 do.	10 0 0
29 & 30, do.	Do.	Do.	Do.	Do.		Do. Midsummer 1820 do.	10 0 0
31 & 32, do.	Do.	Do.	Do.	Do.		Do. Midsummer 1819 do.	10 0 0
33 & 34, do.	Do.	Do.	Do.	Do.		Do. Midsummer 1820 do.	4 0 0
35, do.	Do.	Do.	House	Do.		Do. Midsummer 1817 do.	4 10 0
36 & 37, do., and 26, 18 to 24, Sutton Street.	Do.	Do.	10 Houses	Do.		Do. do. do.	14 0 0
17 to 8, Sutton Street	Do.	Do.	Do.	Do.		Do. do. do.	10 0 0
7 to 1, do., and 38 & 39, Colet Place.	Do.	Do.	9 Houses	Do.		Do. do. do.	13 0 0
1 to 3, Upper John St.	Do.	Do.	3 Houses	Do.		Do. Midsummer 1819 do.	9 0 0
4 & 5, do.	Do.	Do.	2 Houses	Do.		Do. do. do.	6 0 0
6, do.	Do.	Do.	House	Do.		Do. do. do.	3 0 0
11 to 20, do.	Do.	Do.	10 Houses	Do.		Do. Midsummer 1819 to Lady Day 1888.	—
21, do.	Do.	Do.	House	Do.		Do. Lady Day 1819 do.	—

* The Mercers' Company deny any Trust. *See* Answer to Question 1.

† The reason why certain blanks appear in the rent column of the above statement arises in consequence of the company formerly letting plots of land for building purposes, and as houses were erected leases were granted at apportioned rents until the whole amount of rent agreed to be paid had been secured, and the remaining leases were granted at peppercorn rents for the whole term.

ANSWERS.

ST. PAUL'S.

The Mercers' Company.

Designation of Property.	County.	Parish.	Description.	In whom vested.	Acreage.	How let.	Yearly Rent. £ s. d.
7 to 10, Upper John St. and 19 to 44, Dean St.	Middlesex.	St. George's in the East.	30 Houses - -	The Mercers' Company.	- - -	Lease from Midsummer 1819 to Michaelmas 1857.	10 0 0
20, Dean Street -	Do. -	Do. - -	House - -	Do. - - - -	Do.	Lady Day 1821 to Lady Day 1888 -	3 10 0
21 & 22, do. -	Do. -	Do. - -	2 Houses - -	Do. - - - -	Do.	do. do. -	5 10 0
23 to 25, do. -	Do. -	Do. - -	3 Houses - -	Do. - - - -	Do.	do. do. -	9 10 0
26 & 27, do. -	Do. -	Do. - -	2 Houses - -	Do. - - - -	Do.	do. do. -	6 0 0
28 & 29, do. -	Do. -	Do. - -	Do. - -	Do. - - - -	Do.	do. do. -	8 0 0
1 to 5, Lower John St.	Do. -	Do. - -	5 Houses - -	Do. - - - -	Do.	Midsummer 1818 to Midsummer 1897	5 0 0
6 to 13, do. -	Do. -	Do. - -	8 Houses - -	Do. - - - -	Do.	do. do. -	9 0 0
14 to 18, do., and 9 to 13, Dean Street.	Do. -	Do. - -	10 Houses - -	Do. - - - -	Do.	do. do. -	11 0 0
19 to 21, Lower John St.	Do. -	Do. - -	3 Houses - -	Do. - - - -	Do.	Christmas 1819 to Christmas 1897 -	2 10 0
22 to 31, do. -	Do. -	Do. - -	10 Houses - -	Do. - - - -	Do.	Midsummer 1819 to Midsummer 1897 -	10 0 0
1 to 3, and 5 to 7, Dean Street.	Do. -	Do. - -	6 Houses - -	Do. - - - -	Do.	Midsummer 1820 do. -	3 0 0
8, Dean Street - -	Do. -	Do. - -	The Bell Inn -	Do. - - - -	Do.	Christmas 1819 to Christmas 1897 -	15 0 0
4, do., and 25, Sutton Street.	Do. -	Do. - -	2 Houses - -	Do. - - - -	Do.	Midsummer 1822 to Midsummer 1897.	—
226, High Street -	Do. -	St. Paul's Shadwell.	House - -	Do. - - - -	Do.	Midsummer 1860 to Michaelmas 1876 -	25 0 0
227, do. - -	Do. -	Do. - -	Do. - -	Do. - - - -	Do.	do. do. -	30 0 0
1 to 6, Albert Street -	Do. -	Do. - -	6 Houses - -	Do. - - - -	Do.	Michaelmas 1838 to Michaelmas 1898 -	12 0 0
7 to 9, do. -	Do. -	Do. - -	3 Houses - -	Do. - - - -	Do.	do. do. -	6 0 0
10 to 11, do. -	Do. -	Do. - -	2 Houses - -	Do. - - - -	Do.	Michaelmas 1845 to Michaelmas 1903 -	4 0 0
12 to 13, do. -	Do. -	Do. - -	Do. - -	Do. - - - -	Do.	do. do. -	4 0 0
14 to 15, do. -	Do. -	Do. - -	Do. - -	Do. - - - -	Do.	do. do. -	5 0 0
16, do. -	Do. -	Do. - -	House - -	Do. - - - -	Do.	Michaelmas 1846 do. -	2 10 0
17, do. -	Do. -	Do. - -	Do. - -	Do. - - - -	Do.	Michaelmas 1847 do. -	2 0 0
18 to 21, do. -	Do. -	Do. - -	4 Houses - -	Do. - - - -	Do.	Michaelmas 1848 do. -	8 0 0
22, do., and back and back lane.	Do. -	Do. - -	3 Houses - -	Do. - - - -	Do.	Michaelmas 1839 to Michaelmas 1898 -	15 0 0
Albert Street - -	Do. -	Do. - -	Sugar House -	Do. - - - -	Do.	Michaelmas 1851 to Michaelmas 1872 -	164 0 0
25 & 26, do. - -	Do. -	Do. - -	2 Houses - -	Do. - - - -	Do.	Michaelmas 1843 to Michaelmas 1903 -	12 0 0
31 to 34, do. - -	Do. -	Do. - -	4 Houses - -	Do. - - - -	Do.	Michaelmas 1839 to Michaelmas 1898 -	8 0 0
229, High Street - -	Do. -	Do. - -	House - -	Do. - - - -	Do.	Michaelmas 1855 to Michaelmas 1876 -	30 0 0
230, do. -	Do. -	Do. - -	Do. - -	Do. - - - -	Do.	do. do. -	Empty.
214, Mercers Street, and 1, High Street.	Do. -	Do. - -	2 Houses - -	Do. - - - -	Do.	Lady Day 1850 to Lady Day 1911 -	13 0 0
213, High Street -	Do. -	Do. - -	House - -	Do. - - - -	Do.	do. do. -	10 0 0
212, do. -	Do. -	Do. - -	Albion Public House	Do. - - - -	Do.	Lady Day 1850 to Lady Day 1871 -	78 0 0
208, do. -	Do. -	Do. - -	House - -	Do. - - - -	Do.	Lady Day 1850 to Lady Day 1911 -	10 0 0
207, do. -	Do. -	Do. - -	Do. - -	Do. - - - -	Do.	Lady Lay 1850 to Lady Day 1871 -	24 12 0
206, do. -	Do. -	Do. - -	Do. - -	Do. - - - -	Do.	do. do. -	26 4 0
205, do. -	Do. -	Do. - -	Do. - -	Do. - - - -	Do.	do. do. -	26 4 0
204, do. -	Do. -	Do. - -	Do. - -	Do. - - - -	Do.	do. do. -	29 10 0
203, do. -	Do. -	Do. - -	Do. - -	Do. - - - -	Do.	do. do. -	32 0 0
202, do. -	Do. -	Do. - -	Do. - -	Do. - - - -	Do.	do. do. -	36 10 0
201, do. -	Do. -	Do. - -	Do. - -	Do. - - - -	Do.	Lady Day 1850 to Lady Day 1871 -	Empty. 31 12 0
200, do. -	Do. -	Do. - -	Do. - -	Do. - - - -	Do.	do. do. -	Empty. 26 4 0
199, do. -	Do. -	Do. - -	Do. - -	Do. - - - -	Do.	do. Lady Day 1911 -	50 0 0
28 to 34, King David Lane.	Do. -	Do. - -	7 Houses - -	Do. - - - -	Do.	Lady Day 1851 to Lady Day 1912	35 0 0
35 to 41, do. -	Do. -	Do. - -	Do. - -	Do. - - - -	Do.	do. do. -	35 0 0
42, do. -	Do. -	Do. - -	House - -	Do. - - - -	Do.	Lady Day 1850 to Lady Day 1911 -	2 10 0
do. -	Do. -	Do. - -	Crooked Billet Public House.	Do. - - - -	Do.	do. do. -	70 0 0
Back Lane - -	Do. -	Do. - -	3 Houses - -	Do. - - - -	Do.	do. do. -	7 10 0
4 to 7, do. - -	Do. -	Do. - -	4 Houses - -	Do. - - - -	Do.	Michaelmas 1855 to Michaelmas 1916 -	15 0 0
do. - -	Do. -	Do. - -	- - - -	Do. - - - -	Do.	Michaelmas 1856 to Michaelmas 1917 -	8 10 0
10, do. - -	Do. -	Do. - -	Mercers' Arms Public House.	Do. - - - -	Do.	Lady Day 1853 to Lady Day 1913 -	10 0 0
do. - -	Do. -	Do. - -	- - - -	Do. - - - -	Do.	Michaelmas 1854 to Michaelmas 1915 -	9 0 0
2 & 3, Mercers Street -	Do. -	Do. - -	2 Houses - -	Do. - - - -	Do.	Lady Day 1852 to Lady Day 1913 -	6 0 0
4 & 5, do. -	Do. -	Do. - -	Do. - -	Do. - - - -	Do.	Michaelmas 1854 to Michaelmas 1915 -	6 0 0
6 to 13, do. -	Do. -	Do. - -	7 Houses - -	Do. - - - -	Do.	Lady Day 1852 to Lady Day 1913 -	24 0 0
14 & 15, do. -	Do. -	Do. - -	2 Houses - -	Do. - - - -	Do.	Michaelmas 1852 to Michaelmas 1913 -	6 0 0
16 to 18, do. -	Do. -	Do. - -	3 Houses - -	Do. - - - -	Do.	do. do. -	9 0 0
19 & 20, do. -	Do. -	Do. - -	2 Houses - -	Do. - - - -	Do.	Lady Day 1852 to Lady Day 1914 -	6 0 0
21 & 24, do. -	Do. -	Do. - -	4 Houses - -	Do. - - - -	Do.	Michaelmas 1852 to Lady Day 1913 -	12 0 0
25 to 29, do. -	Do. -	Do. - -	5 Houses - -	Do. - - - -	Do.	do. do. -	15 0 0
do. -	Do. -	Do. - -	Sailors' Home -	Do. - - - -	Do.	Michaelmas 1854 to Michaelmas 1915 -	12 12 0
31, do. -	Do. -	Do. - -	House - -	Do. - - - -	Do.	Lady Day 1854 to Lady Day 1915 -	7 0 0
1 to 7, Short Street -	Do. -	St. George's in the East.	7 Houses - -	Do. - - - -	Do.	Michaelmas 1854 to Christmas 1904.	—
3 to 7 Johnson Street, 1 to 13, Harding St., together with the Gasometer.	Do. -	Do. - -	- - - -	Do.	- - -	Christmas 1854 do. -	80 0 0
1 to 6, Johnson Street	Do. -	Do. - -	6 Houses - -	Do. - - - -	Do.	do. do. -	18 0 0
7 to 12 do. -	Do. -	Do. - -	Do. - -	Do. - - - -	Do.	do. do. -	18 0 0
13 to 18, do. -	Do. -	Do. - -	Do. - -	Do. - - - -	Do.	do. do. -	18 0 0
19 to 24, do. -	Do. -	Do. - -	Do. - -	Do. - - - -	Do.	do. do. -	18 0 0
27 to 31, do. -	Do. -	Do. - -	5 Houses - -	Do. - - - -	Do.	do. do. -	15 0 0
32 to 37, do. -	Do. -	Do. - -	6 Houses - -	Do. - - - -	Do.	do. do. -	18 0 0
38 to 43, do. -	Do. -	Do. - -	Do. - -	Do. - - - -	Do.	do. do. -	18 0 0
44 do. -	Do. -	Do. - -	Princess Royal Public House.	Do. - - - -	Do.	do. do. -	15 0 0
45 to 49, do. -	Do. -	Do. - -	5 Houses - -	Do. - - - -	Do.	Michaelmas 1847 do. -	18 15 0
50 to 52, Johnson St. -	Do. -	Do. - -	3 Houses - -	Do. - - - -	Do.	do. do. -	11 5 0
14 & 15, Harding St. -	Do. -	Do. - -	2 Houses - -	Do. - - - -	Do.	Michaelmas 1854 do. -	7 0 0
16 & 17, do. -	Do. -	Do. - -	Do. - -	Do. - - - -	Do.	do. do. -	7 0 0
18 & 19, do. -	Do. -	Do. - -	Do. - -	Do. - - - -	Do.	do. do. -	7 0 0
20 & 21, do. -	Do. -	Do. - -	Do. - -	Do. - - - -	Do.	do. do. -	7 0 0
22 & 23, do. -	Do. -	Do. - -	Do. - -	Do. - - - -	Do.	do. do. -	7 0 0
24 & 25, do. -	Do. -	Do. - -	Do. - -	Do. - - - -	Do.	do. do. -	7 0 0
26 & 27, do. -	Do. -	Do. - -	Do. - -	Do. - - - -	Do.	do. do. -	7 0 0
28 & 29, do. -	Do. -	Do. - -	Do. - -	Do. - - - -	Do.	do. do. -	7 0 0
30 & 31, do. -	Do. -	Do. - -	Do. - -	Do. - - - -	Do.	do. do. -	7 0 0
32 & 33, do. -	Do. -	Do. - -	Do. - -	Do. - - - -	Do.	do. do. -	7 0 0
34 & 35, do. -	Do. -	Do. - -	Do. - -	Do. - - - -	Do.	do. do. -	7 0 0
36 & 37, do. -	Do. -	Do. - -	Do. - -	Do. - - - -	Do.	do. do. -	7 0 0
	Do. -	Do. - -	- - - -	Do. - - - -	Do.	Christmas 1840 do. -	10 0 0
1 to 10, Jubilee Place -	Do. -	St. Dunstan's, Stepney.	10 Houses - -	Do. - - - -	Do.	Lady Day 1829 to Lady Day 1901 -	10 0 0
11 to 16, do. & 1 to 4, Clarke Street.	Do. -	Do. - -	Do. - -	Do. - - - -	Do.	Lady Day 1823 do. -	10 0 0
17 to 20, Jubilee Place & 59 to 64, Clarke St.	Do. -	Do. - -	Do. - -	Do. - - -		do. do. -	10 0 0
21 to 30, Jubilee Place	Do. -	Do. - -	Do. - -	Do. - - - -	Do.	do. do. -	10 0 0
1 to 12, Upper Jubilee Place.	Do. -	Do. - -	12 Houses - -	Do. - - - -	Do.	do. do. -	14 0 0
13 to 24, do. -	Do. -	Do. - -	Do. - -	Do. - - - -	Do.	Lady Day 1819 to Lady Day 1909 -	12 0 0
23 to 32, do. -	Do. -	Do. - -	10 Houses - -	Do. - - - -	Do.	do. do. -	13 0 0
25 to 32, do. -	Do. -	Do. - -	8 Houses - -	Do. - - - -	Do.	do. do. -	8 0 0
do. -	Do. -	Do. - -	Shakespeare's Head	Do. - - - -	Do.	do. do. -	2 0 0
33 to 35, do. -	Do. -	Do. - -	3 Houses - -	Do. - - - -	Do.	do. do. -	13 0 0
do. -	Do. -	Do. - -	- - - -	Do. - - - -	Do.	do. do. -	4 0 0

Designation of Property.	County.	Parish.	Description.	In whom vested.	Acreage.	How let.	Yearly Rent. £ s. d.
1 to 4, Upper Jubilee Place & Grove Place.	Middlesex.	St. Dunstan's Stepney.	4 Houses	The Mercers' Company.		Lease from Lady Day 1819 to Lady Day 1909	48 0 0
5 to 8, Upper Jubilee Place.	Do.	Do.	Do.	Do.		Do. do. do.	12 0 0
9 & 10, do.	Do.	Do.	2 Houses	Do.		Do. Lady Day 1839 to Lady Day 1907	9 0 0
1 to 4, Wright's Buildings.	Do.	Do.	4 Houses	Do.		Do. do. do.	—
1 to 4, Redman's Row, & 1 to 6, Smith St.	Do.	Do.	10 Houses	Do.		Do. Lady Day 1841 to Lady Day 1909	12 0 0
7, Smith Street	Do.	Do.	House	Do.		Do. Lady Day 1845 to Michaelmas 1913	1 0 0
8 & 9, do.	Do.	Do.	2 Houses	Do.		Do. Christmas 1844 do.	6 0 0
10, do.	Do.	Do.	House	Do.		Do. do. do.	1 0 0
11, do.	Do.	Do.	Do.	Do.		Do. do. do.	2 10 0
12, do.	Do.	Do.	Do.	Do.		Do. do. do.	2 10 0
13 & 14, do.	Do.	Do.	2 Houses	Do.		Do. do. do.	5 0 0
15 & 16, do.	Do.	Do.	Do.	Do.		Do. do. do.	5 0 0
17 & 18, do.	Do.	Do.	Do.	Do.		Do. do. do.	5 0 0
19, do.	Do.	Do.	House	Do.		Do. do. do.	2 10 0
20, do.	Do.	Do.	Do.	Do.		Do. Michaelmas 1845 do.	2 10 0
21, do.	Do.	Do.	Do.	Do.		Do. Lady Day 1846 do.	1 0 0
22, do.	Do.	Do.	Do.	Do.		Do. Michaelmas 1846 do.	4 0 0
23 to 25, do.	Do.	Do.	3 Houses	Do.		Do. do. do	7 10 0
26, do.	Do.	Do.	House	Do.		Do. Michaelmas 1845 do.	2 10 0
27 & 28, do.	Do.	Do.	2 Houses	Do.		Do. Christmas 1844 do.	5 0 0
29 & 30, do.	Do.	Do.	Do.	Do.		Do. do. do.	5 0 0
31 & 31½, do.	Do.	Do.	Do.	Do.		Do. Christmas 1846 do.	5 0 0
32 to 34, do.	Do.	Do.	3 Houses	Do.		Do. Christmas 1845 do.	6 0 0
35 & 36, do.	Do.	Do.	2 Houses	Do.		Do. do. do.	4 0 0
37, do.	Do.	Do.	House	Do.		Do. Michaelmas 1845 do.	2 0 0
38 & 39, do.	Do.	Do.	2 Houses	Do.		Do. Christmas 1843 do.	2 0 0
40 & 41, do.	Do.	Do.	Do.	Do.		Do. do. do.	2 0 0
42 & 43, do.	Do.	Do.	Do.	Do.		Do. Michaelmas 1845 do.	6 0 0
44 to 46, do.	Do.	Do.	3 Houses	Do.		Do. Michaelmas 1843 do.	7 10 0
47, do.	Do.	Do.	House	Do.		Do. Lady Day 1845 do.	2 0 0
48, do.	Do.	Do.	Do.	Do.		Do. do. do.	2 0 0
49 & 50, do.	Do.	Do.	2 Houses	Do.		Do. do. do.	4 0 0
51 & 52, do. & 21, Princes Street.	Do.	Do.	3 Houses	Do.		Do. Michaelmas 1845 do.	4 0 0
53 & 54, Smith Street	Do.	Do.	2 Houses	Do.		Do. do. do.	4 0 0
55 & 56, do.	Do.	Do.	Do.	Do.		Do. Lady Day 1845 do.	4 0 0
1 to 7, Green Street, & 31 to 33, Dempsey Street.	Do.	Do.	10 Houses	Do.		Do. Lady Day 1823 do.	10 0 0
8 to 17, Green Street	Do.	Do.	Do.	Do.		Do. Lady Day 1824 to Lady Day 1901	10 0 0
18 & 19, do. & 17 to 23, Holmes St.	Do.	Do.	8 Houses	Do.		Do. Lady Day 1825 do.	9 0 0
20, Green Street, & 24 to 30, Holmes Street.	Do.	Do.	Do.	Do.		Do. Lady Day 1825 to Lady Day 1901	10 0 0
46 & 47, Dempsey St., & 21 to 30, Green St.	Do.	Do.	12 Houses	Do.		Do. Lady Day 1824	10 0 0
31, Green St., 8 to 13, Stracey St., 34 & 33, Clarke St.	Do.	Do.	9 Houses	Do.		Do. Lady Day 1825 do.	9 0 0
32 to 35, Green St., & 13 to 20, Paterson St.	Do.	Do.	10 Houses	Do.		Do. Lady Day 1828 do.	4 0 0
21 to 28, Paterson St.	Do.	Do.	8 Houses	Do.		Do. Lady Day 1831 do.	0 8 0
29 to 30, do.	Do.	Do.	2 Houses	Do.		Do. Lady Day 1828 do.	9 0 0
35 to 36, Green Street	Do.	Do.	Do.	Do.		Do. Lady Day 1838 to Lady Day 1909	12 0 0
46 & 47, do.	Do.	Do.	Do.	Do.		Do. Lady Day 1839 do.	12 0 0
58 & 59, do. & 1, Queen Street.	Do.	Do.	3 Houses	Do.		Do. Lady Day 1843 to Lady Day 1913	6 0 0
2 & 3, Queen Street	Do.	Do.	2 Houses	Do.		Do. Michaelmas 1847 to Michaelmas 1913	6 0 0
4 to 6, do.	Do.	Do.	3 Houses	Do.		Do. Lady Day 1845 do.	7 10 0
7 & 8, do.	Do.	Do.	2 Houses	Do.		Do. do. do.	7 10 0
9 & 10, do.	Do.	Do.	Do.	Do.		Do. Christmas 1844 do.	7 10 0
11 to 21, do.	Do.	Do.	11 Houses	Do.		Do. Christmas 1845 do.	18 10 0
23 to 26, do.	Do.	Do.	4 Houses	Do.		Do. Christmas 1844 do.	8 0 0
27 to 30 & 32, do.	Do.	Do.	5 Houses	Do.		Do. do. do.	10 0 0
31, do.	Do.	Do.	House	Do.		Do. do. do.	2 0 0
33 & 34, do.	Do.	Do.	2 Houses	Do.		Do. Lady Day 1844 do.	5 0 0
35 to 41, do.	Do.	Do.	7 Houses	Do.		Do. Michaelmas 1844 do.	16 0 0
60, Green Street	Do.	Do.	House	Do.		Do. Lady Day 1843 to Lady Day 1913	4 0 0
do.	Do.	Do.	Scotch Church	Do.		Do. do. do.	10 0 0
61 & 62, do.	Do.	Do.	2 Houses	Do.		Do. Michaelmas 1844 to Michaelmas 1913	4 0 0
63 & 64, do.	Do.	Do.	Do.	Do.		Do. do. do.	4 0 0
65 & 66, do.	Do.	Do.	Do.	Do.		Do. Lady Day 1844 do.	4 0 0
67 to 70, do.	Do.	Do.	4 Houses	Do.		Do. do. do.	8 0 0
5 to 8, Clarke St., & 20 to 25, Dempsey St.	Do.	Do.	10 Houses	Do.		Do. Lady Day 1823 to Lady Day 1901	10 0 0
9, Clarke Street	Do.	Do.	Lord Liverpool Public House.	Do.		Do. Lady Day 1826 do.	12 0 0
11 to 20, do.	Do.	Do.	10 Houses	Do.		Do. Lady Day 1825 do.	10 0 0
21 to 30, do.	Do.	Do.	Do.	Do.		Do. Lady Day 1826 do.	10 0 0
31 to 32, do. & 5 to 7, Stracey Street.	Do.	Do.	5 Houses	Do.		Do. do. do.	5 0 0
34 & 35, Clarke Street	Do.	Do.	2 Houses	Do.		Do. do. do.	10 0 0
54 to 64, do.	Do.	Do.	10 Houses	Do.		Do. Lady Day 1825 do.	10 0 0
1 & 2, Charles Street	Do.	Do.	2 Houses	Do.		Do. Lady Day 1821 do.	6 12 0
3 to 8, do. & 1 to 4, Dempsey St.	Do.	Do.	10 Houses	Do.		Do. Lady Day 1823 do.	10 0 0
9 to 12, Charles St., & 58 to 63, Dempsey St.	Do.	Do.	Do.	Do.		Do. do. do.	10 0 0
13 to 22, Charles St.	Do.	Do.	Do.	Do.		Do. do. do.	10 0
23, do.	Do.	Do.	Rose and Crown Public House.	Do.		Do. do. do.	12 0
24 to 33, do.	Do.	Do.	10 Houses	Do.		Do. Lady Day 1824 do.	10 0 0
34, do. & 1 to 4, Stracey Street.	Do.	Do.	5 Houses	Do.		Do. Lady Day 1826 do.	10 0 0
23 to 27, Stracey St., & 35 to 39, Charles St.	Do.	Do.	10 Houses	Do.		Do. do. do.	5 0 0
40 to 44, Charles St.	Do.	Do.	5 Houses	Do.		Do. do. do.	5 0 0
45 to 49, do. & 1 to 5, Paterson St.	Do.	Do.	10 Houses	Do.		Do. do. do.	10 0 0
50 & 51, Charles St.	Do.	Do.	2 Houses	Do.		Do. Midsummer 1819 to Midsummer 1888	9 9 0
52, do.	Do.	Do.	House	Do.		Do. Lady Day 1843 to Michaelmas 1911	2 0 0
1, Fairfield Terrace	Do.	Do.	Do.	Do.		Do. do. do.	2 10 0
2 to 5, do.	Do.	Do.	4 Houses	Do.		Do. Michaelmas 1843 do.	12 0 0
6, 8, & 9, do.	Do.	Do.	3 Houses	Do.		Do. do. do.	9 0 0
7, do.	Do.	Do.	House	Do.		Do. do. do.	3 0 0
1, Fairfield Place	Do.	Do.	Do.	Do.		Do. Michaelmas 1841 do.	2 10 0
2, do.	Do.	Do.	Do.	Do.		Do. Michaelmas 1842 do.	2 10 0
3 & 4, do.	Do.	Do.	2 Houses	Do.		Do. Michaelmas 1843 do.	5 0 0
5 to 9, Dempsey Street	Do.	Do.	5 Houses and ground in the view.	Do.		Do. Lady Day 1827 to Lady Day 1901	4 0 0
10 to 19, do.	Do.	Do.	10 Houses	Do.		Do. Lady Day 1823 do.	10 0 0
57 & 58, Clarke Street, and 26 to 30, Dempsey Street.	Do.	Do.	7 Houses	Do.		Do. do. do.	7 0 0

SWERS.
PAUL'S.
Mercers' Company.

Designation of Property.	County.	Parish.	Description.	In whom vested.	Acreage.	How let.	Yearly Rent. £ s. d.
34 to 41, Dempsey Street, and 55 & 56, Clarke Street.	Middlesex.	St. Dunstan's Stepney.	10 Houses	The Mercers' Company.		Lease from Lady Day 1825 to Lady Day 1901	10 0 0
42 & 43, Dempsey Street, and 11 to 16, Holmes Street.	Do.	Do.	8 Houses	Do.		Do. do. do.	10 0 0
47 & 48, Dempsey St.	Do.	Do.	2 Houses	Do.		Do. do. do.	10 0 0
2 to 7, Princes Street	Do.	Do.	6 Houses	Do.		Do. Lady Day 1846 to Michaelmas 1913	12 0 0
8, do.	Do.	Do.	House	Do.		Do. Lady Day 1845 do.	3 0 0
9, do.	Do.	Do.	Do.	Do.		Do. Lady Day 1847 do.	3 0 0
10 to 12, do.	Do.	Do.	3 Houses	Do.		Do. Michaelmas 1846 do.	9 0 0
13 to 16, do.	Do.	Do.	4 Houses	Do.		Do. Lady Day 1845 do.	12 0 0
17, do.	Do.	Do.	House	Do.		Do. Michaelmas 1845 do.	2 10 0
18 to 20, do.	Do.	Do.	3 Houses	Do.		Do. do. do.	7 10 0
21½, do.	Do.	Do.	House	Do.		Do. Lady Day 1851 do.	2 0 0
22, 22½, 23, do.	Do.	Do.	3 Houses	Do.		Do. Michaelmas 1850 do.	9 0 0
24, do.	Do.	Do.	House	Do.		Do. Lady Day 1846 do.	3 0 0
25 & 26, do.	Do.	Do.	2 Houses	Do.		Do. Lady Day 1845 do.	6 0 0
27 to 30, do.	Do.	Do.	4 Houses	Do.		Do. Michaelmas 1846 do.	12 0 0
31 to 33 do.	Do.	Do.	3 Houses	Do.		Do. do. do.	9 0 0
34 & 35, do.	Do.	Do.	2 Houses	Do.		Do. Lady Day 1845 do.	6 0 0
36, do.	Do.	Do.	House	Do.		Do. Christmas 1846 to Michaelmas 1913	3 0 0
37, do.	Do.	Do.	Do.	Do.		Do. do. do.	3 0 0
38, do.	Do.	Do.	Do.	Do.		Do. Lady Day 1850 do.	3 0 0
39, do.	Do.	Do.	Do.	Do.		Do. do. do.	3 0 0
40, do.	Do.	Do.	Do.	Do.		Do. Michaelmas 1847 do.	2 0 0
1 to 10, Holmes Street	Do.	Do.	10 Houses	Do.		Do. Lady Day 1824 to Lady Day 1901	10 0 0
31 to 40, do.	Do.	Do.	Do.	Do.		Do. do. do.	10 0 0
14, Stracey Street	Do.	Do.	House	Do.		Do. Lady Day 1828 do.	12 0 0
15 to 22, do., and 11 & 12, Paterson Street.	Do.	Do.	10 Houses	Do.		Do. Lady Day 1827 do.	10 0 0
6 to 10, do.	Do.	Do.	5 Houses	Do.		Do. do. do.	5 0 0
1 to 12, King Street	Do.	Do.	12 Houses	Do.		Do. Lady Day 1838 to Lady Day 1909	16 0 0
13 to 22, do.	Do.	Do.	10 Houses	Do.		Do. Lady Day 1840 do.	13 0 0
23 to 26, do.	Do.	Do.	4 Houses	Do.		Do. do. do.	5 0 0
27 & 29, do.	Do.	Do.	2 Houses	Do.		Do. Lady Day 1843 do.	2 8 0
30, 31, & 31½, do.	Do.	Do.	3 Houses	Do.		Do. Lady Day 1846 to Michaelmas 1913	4 0 0
Do.	Do.	Do.	Infant School	Do.		Do. Lady Day 1837 to Lady Day 1936.	—
32 to 35, do., and 1 to 4, Diamond Street.	Do.	Do.	8 Houses	Do.		Do. Michaelmas 1845 to Michaelmas 1913	12 0 0
5, Diamond Row	Do.	Do.	House	Do.		Do. Lady Day 1838 to Lady Day 1909	5 0 0
36 & 37, King Street	Do.	Do.	2 Houses	Do.		Do. Michaelmas 1845 to Michaelmas 1913	6 0 0
38, do.	Do.	Do.	House	Do.		Do. do. do.	3 0 0
39 to 43, do.	Do.	Do.	5 Houses	Do.		Do. Michaelmas 1843 to Michaelmas 1913	10 0 0
44 to 48, do.	Do.	Do.	Do.	Do.		Do. do. do.	10 0 0
49 to 57, do.	Do.	Do.	9 Houses	Do.		Do. Lady Day 1843 to Lady Day 1912	15 0 0
58 & 59, do.	Do.	Do.	2 Houses	Do.		Do. Michaelmas 1839 to Lady Day 1909	14 8 0
70, do.	Do.	Do.	House	Do.		Do. Lady Day 1838 do.	5 0 0
1 to 6, Arbour Street, West.	Do.	Do.	6 Houses	Do.		Do. Michaelmas 1818 to Lady Day 1888	12 0 0
7 to 16, do.	Do.	Do.	10 Houses	Do.		Do. do. do.	20 0 0
1, do.	Do.	Do.	House	Do.		Do. Michaelmas 1836 do.	3 0 0
2, do.	Do.	Do.	Do.	Do.		Do. do. do.	2 0 0
3, do.	Do.	Do.	Do.	Do.		Do. Michaelmas 1832 to Lady Day 1888	2 0 0
5 & 6, do.	Do.	Do.	2 Houses	Do.		Do. Christmas 1821 do.	4 0 0
7 to 9, do.	Do.	Do.	3 Houses	Do.		Do. Michaelmas 1838 to Lady Day 1907	4 0 0
10 & 11, do.	Do.	Do.	2 Houses	Do.		Do. Lady Day 1838 do.	8 0 0
12 & 13, do.	Do.	Do.	Do.	Do.		Do. Lady Day 1839 to Lady Day 1900	3 0 0
14 & 15, do.	Do.	Do.	Do.	Do.		Do. Lady Day 1833 do.	3 0 0
1 to 3, Charles Street	Do.	Do.	3 Houses	Do.		Do. Lady Day 1835 do.	3 0 0
4, do., and 16, Arbour Street, West.	Do.	Do.	2 Houses	Do.		Do. Lady Day 1836 do.	6 0 0
5 to 7, Charles Street	Do.	Do.	3 Houses	Do.		Do. Lady Day 1833 do.	4 0 0
7, Arbour Street, West	Do.	Do.	House	Do.		Do. Lady Day 1837 do.	6 0 0
5 & 6, do.	Do.	Do.	2 Houses	Do.		Do. Lady Day 1850 to Lady Day 1919	3 0 0
3 & 4, do.	Do.	Do.	Do.	Do.		Do. Lady Day 1849 do.	6 0 0
1 & 2, do.	Do.	Do.	Do.	Do.		Do. Michaelmas 1850 do.	6 0 0
Do.	Do.	Do.	Site of the district of St. Thomas School and Church.	Do.		Do. Lady Day 1849 do.	6 0 0
Do.	Do.	Do.	2 Houses	Do.		Do. do. do.	—
17 to 22, Arbour Square	Do.	Do.	6 Houses	Do.		Do. Lady Day 1839 to Midsummer 1888	6 6 0
23 to 28, do.	Do.	Do.	Do.	Do.		Do. Midsummer 1819 to Midsummer 1888	12 0 0
29, do.	Do.	Do.	House	Do.		Do. do. do.	12 0 0
30, do.	Do.	Do.	Do.	Do.		Do. do. do.	—
31 & 32, do.	Do.	Do.	2 Houses	Do.		Do. do. do.	—
33, do.	Do.	Do.	House	Do.		Do. do. do.	—
34 & 35, do.	Do.	Do.	2 Houses	Do.		Do. do. do.	—
36, do.	Do.	Do.	House	Do.		Do. do. do.	—
37 to 39, do.	Do.	Do.	3 Houses	Do.		Do. Lady Day 1822 do.	3 10 0
1 to 8, Arbour Street, East.	Do.	Do.	8 Houses	Do.		Do. Michaelmas 1825 do.	—
9 to 10, do.	Do.	Do.	2 Houses	Do.		Do. Midsummer 1825 do.	21 0 0
11, do.	Do.	Do.	Star and Garter Public House.	Do.		Do. do. do.	30 0 0
12 to 21, do.	Do.	Do.	10 Houses	Do.		Do. Michaelmas 1825 do.	—
1, do.	Do.	Do.	House	Do.		Do. Midsummer 1825 do.	2 0 0
2 & 3, do.	Do.	Do.	2 Houses	Do.		Do. Michaelmas 1842 to Michaelmas 1911	5 0 0
4 & 5, do.	Do.	Do.	Do.	Do.		Do. Lady Day 1844 do.	5 0 0
6, do.	Do.	Do.	House	Do.		Do. Michaelmas 1843 do.	2 10 0
7 & 8, do.	Do.	Do.	2 Houses	Do.		Do. Michaelmas 1844 do.	5 0 0
9 to 13, do.	Do.	Do.	5 Houses	Do.		Do. do. do.	12 10 0
14, do.	Do.	Do.	House	Do.		Do. Michaelmas 1843 do.	2 10 0
15 to 20, do.	Do.	Do.	6 Houses	Do.		Do. Lady Day 1843 do.	13 10 0
21 & 23, do.	Do.	Do.	3 Houses	Do.		Do. Lady Day 1844 do.	6 0 0
24, do.	Do.	Do.	House	Do.		Do. Michaelmas 1841 do.	8 0 0
Do.	Do.	Do.	Police Office	Do.		Do. Lady Day 1842 to Lady Day 1902	66 0 0
Do.	Do.	Do.	2 Houses	Do.		Do. Lady Day 1841 to Lady Day 1910	6 6 0
1 to 3, Arbour Terrace	Do.	Do.	3 Houses	Do.		Do. Michaelmas 1821 to Michaelmas 1888	18 0 0
4, do.	Do.	Do.	House	Do.		Do. Michaelmas 1818 do.	7 0 0
5, do.	Do.	Do.	Do.	Do.		Do. do. do.	4 0 0
6, do.	Do.	Do.	Do.	Do.		Do. do. do.	6 10 0
7 to 9, do.	Do.	Do.	3 Houses	Do.		Do. do. do.	16 10 0
10, do.	Do.	Do.	House	Do.		Do. do. do.	6 0 0
11 to 17, do.	Do.	Do.	7 Houses	Do.		Do. do. do.	56 0 0
19 to 22, do.	Do.	Do.	4 Houses	Do.		Do. Midsummer 1832 do.	23 0 0
18 to 23, do.	Do.	Do.	6 Houses	Do.		Do. do. do.	11 15 0
24, do.	Do.	Do.	House	Do.		Do. Lady Day 1819 do.	4 0 0
25 & 26, do.	Do.	Do.	2 Houses	Do.		Do. Michaelmas 1818 do.	10 0 0
Do.	Do.	Do.	Ground in the rear of.	Do.		Do. Michaelmas 1823 do.	0 5 0
Arbour Street, East	Do.	Do.	Ground in the rear of.	Do.		Do. do. do.	—
Arbour Square	Do.	Do.	Area of	Do.		Do. Lady Day 1851, 3 months' notice	0 5 0
Commercial Road	Do.	Do.	Seamen's Chapel	Do.		Do. Lady Day 1814 to Michaelmas 1906	30 0 0
Do.	Do.	Do.	—	Do.		Do. Christmas 1836 to Christmas 1897	13 0 0
Do.	Do.	Do.	—	Do.		Do. Michaelmas 1827 to Michaelmas 1897	10 0 0

ANSWER

ST. PAUL'

The Mercer Company

Designation of Property.	County.	Parish.	Description.	In whom vested.	Acreage.	How let.	Yearly Rent. £ s. d.
Commercial Road -	Middlesex.	St. Dunstan's Stepney.	- - -	The Mercers' Company.	- - -	Lease from Lady Day 1843 to Lady Day 1913 -	8 0 0
Do. - - -	Do. -	Do. - -	- - -	Do. - - -	- - -	Do. Lady Day 1818 to Lady Day 1897 -	119 5 0
Do. - - -	Do. -	Do. - -	- - -	Do. - - -	- - -	Do. Michaelmas 1846 to Michaelmas 1908	20 0 0
Do. - - -	Do. -	Do. - -	- - -	Do. - - -	- - -	Do. Michaelmas 1845 do. -	20 0 0
Do. - - -	Do. -	Do. - -	- - -	Do. - - -	- - -	Do. Lady Day 1848 do. -	10 0 0
1, Portland Terrace, & 57 & 58, Bromley St.	Do. -	Do. - -	3 Houses - -	Do. - - -	- - -	Do. Lady Day 1850 to Lady Day 1918 -	9 0 0
2, Portland Street Terrace.	Do. -	Do. - -	House - -	Do. - - -	- - -	Do. do. do. -	3 0 0
3, Portland Street Terrace, & 51, Bromley Street.	Do. -	Do. - -	2 Houses - -	Do. - - -	- - -	Do. do. do. -	6 0 0
4 & 5, Portland Street Terrace, & 54 & 53, Bromley Street.	Do. -	Do. - -	4 Houses - -	Do. - - -	- - -	Do. do. do. -	12 0 0
6, Portland Street, & 53, Bromley Street.	Do. -	Do. - -	2 Houses - -	Do. - - -	- - -	Do. do. do. -	6 0 0
51 & 52, Bromley St., & 1 & 2, Portland St.	Do. -	Do. - -	4 Houses - -	Do. - - -	- - -	Do. Michaelmas 1843 to Lady Day 1908 -	8 0 0
3, Bromley Street -	Do. -	Do. - -	House - -	Do. - - -	- - -	Do. Michaelmas 1845 do. -	2 0 0
4, do. - -	Do. -	Do. - -	Do. - -	Do. - - -	- - -	Do. Lady Day 1841 do. -	2 0 0
5, do. - -	Do. -	Do. - -	Do. - -	Do. - - -	- - -	Do. Lady Day 1843 do. -	2 0 0
6, do. - -	Do. -	Do. - -	Do. - -	Do. - - -	- - -	Do. do. do. -	2 0 0
7, do. - -	Do. -	Do. - -	Do. - -	Do. - - -	- - -	Do. Michaelmas 1843 do. -	2 0 0
8, do. - -	Do. -	Do. - -	Do. - -	Do. - - -	- - -	Do. Lady Day 1844 do. -	2 0 0
9 & 10, do. - -	Do. -	Do. - -	2 Houses - -	Do. - - -	- - -	Do. do. do. -	4 0 0
11 & 12, do. - -	Do. -	Do. - -	Do. - -	Do. - - -	- - -	Do. do. do. -	4 0 0
13 & 14, do. - -	Do. -	Do. - -	Do. - -	Do. - - -	- - -	Do. Michaelmas 1845 do. -	4 0 0
15 & 16, do. - -	Do. -	Do. - -	Do. - -	Do. - - -	- - -	Do. Lady Day 1845 do. -	4 0 0
28 to 31, Portland St. -	Do. -	Do. - -	4 Houses - -	Do. - - -	- - -	Do. Midsummer 1857 to Michaelmas 1908 -	7 10 0
32, do. -	Do. -	Do. - -	House - -	Do. - - -	- - -	Do. do. do. -	2 0 0
33, do. -	Do. -	Do. - -	Do. - -	Do. - - -	- - -	Do. do. do. -	1 0 0
1 & 2, Portland Street, East Side.	Do. -	Do. - -	2 Houses - -	Do. - - -	- - -	Do. Lady Day 1838 do. -	3 10 0
3 & 4, do. do. -	Do. -	Do. - -	Do. - -	Do. - - -	- - -	Do. Lady Day 1839 do. -	3 10 0
5 to 10, do. do. -	Do. -	Do. - -	6 Houses - -	Do. - - -	- - -	Do. do. do. -	12 0 0
11, do. do. -	Do. -	Do. - -	House - -	Do. - - -	- - -	Do. Lady Day 1832 do. -	2 0 0
12, do. do. -	Do. -	Do. - -	Do. - -	Do. - - -	- - -	Do. Lady Day 1842 do. -	2 0 0
13 to 16, do. do. -	Do. -	Do. - -	4 Houses - -	Do. - - -	- - -	Do. Michaelmas 1843 do. -	8 0 0
17, do. do. -	Do. -	Do. - -	House - -	Do. - - -	- - -	Do. Lady Day 1844 do. -	2 0 0
18, do. do. -	Do. -	Do. - -	Do. - -	Do. - - -	- - -	Do. Christmas 1844 to Christmas 1908 -	2 0 0
19 to 21, do. do. -	Do. -	Do. - -	3 Houses - -	Do. - - -	- - -	Do. Lady Day 1842 to Lady Day 1908 -	6 0 0
22, do. do. -	Do. -	Do. - -	House - -	Do. - - -	- - -	Do. do. do. -	2 0 0
23, do. do. -	Do. -	Do. - -	Do. - -	Do. - - -	- - -	Do. do. do. -	2 0 0
24, do. do. -	Do. -	Do. - -	Do. - -	Do. - - -	- - -	Do. do. do. -	2 0 0
25, do. do. -	Do. -	Do. - -	Do. - -	Do. - - -	- - -	Do. do. do. -	2 0 0
26, do. do. -	Do. -	Do. - -	Do. - -	Do. - - -	- - -	Do. Lady Day 1843 do. -	2 0 0
27 & 28, do. do. -	Do. -	Do. - -	2 Houses - -	Do. - - -	- - -	Do. do. do. -	4 0 0
29 to 31, do. do. -	Do. -	Do. - -	3 Houses - -	Do. - - -	- - -	Do. Michaelmas 1843 do. -	6 0 0
32 to 35, do. do. -	Do. -	Do. - -	4 Houses - -	Do. - - -	- - -	Do. Michaelmas 1842 do. -	10 0 0
36, do. do. -	Do. -	Do. - -	House - -	Do. - - -	- - -	Do. do. do. -	2 10 0
37, do. do. -	Do. -	Do. - -	Do. - -	Do. - - -	- - -	Do. do. do. -	2 10 0
38, do. do. -	Do. -	Do. - -	Do. - -	Do. - - -	- - -	Do. do. do. -	2 10 0
39, do. do. -	Do. -	Do. - -	Do. - -	Do. - - -	- - -	Do. Lady Day 1843 do. -	2 10 0
40 to 42, do. do. -	Do. -	Do. - -	3 Houses - -	Do. - - -	- - -	Do. do. do. -	7 10 0
43, do. do. -	Do. -	Do. - -	House - -	Do. - - -	- - -	Do. do. do. -	2 10 0
44 & 45, do. do. -	Do. -	Do. - -	2 Houses - -	Do. - - -	- - -	Do. Midsummer 1845 do. -	5 0 0
46, do. do. -	Do. -	Do. - -	House - -	Do. - - -	- - -	Do. Lady Day 1843 do. -	2 10 0
47 to 50, do. do. -	Do. -	Do. - -	4 Houses - -	Do. - - -	- - -	Do. do. do. -	10 0 0
51 & 52, do. do. -	Do. -	Do. - -	2 Houses - -	Do. - - -	- - -	Do. Michaelmas 1842 do. -	5 0 0
53, do. do. -	Do. -	Do. - -	House - -	Do. - - -	- - -	Do. Christmas 1848 to Christmas 1897 -	1 10 0
54 & 56, do. do. -	Do. -	Do. - -	2 Houses - -	Do. - - -	- - -	Do. do. do. -	3 0 0
55, do. do. -	Do. -	Do. - -	House - -	Do. - - -	- - -	Do. Christmas 1837 do. -	1 10 0
57 & 58, do. do. -	Do. -	Do. - -	2 Houses - -	Do. - - -	- - -	Do. do. do. -	3 0 0
59 & 60, do. do. -	Do. -	Do. - -	Do. - -	Do. - - -	- - -	Do. Christmas 1835 do. -	3 0 0
61, do. do. -	Do. -	Do. - -	House - -	Do. - - -	- - -	Do. Lady Day 1835 do. -	1 15 0
62, do. do. -	Do. -	Do. - -	Do. - -	Do. - - -	- - -	Do. do. do. -	1 15 0
63, do. do. -	Do. -	Do. - -	Do. - -	Do. - - -	- - -	Do. Lady Day 1832 do. -	1 15 0
64, do. do. -	Do. -	Do. - -	Do. - -	Do. - - -	- - -	Do. Lady Day 1835 do. -	1 15 0
65, do. do., and 15, 17, and 18, High Street.	Do. -	Do. - -	4 Houses - -	Do. - - -	- - -	Do. Christmas 1839 do. -	5 15 0
2, Bromley St., West Side.	Do. -	Do. - -	House - -	Do. - - -	- - -	Do. Lady Day 1838 do. -	4 0 0
3 & 4, do. do. -	Do. -	Do. - -	2 Houses - -	Do. - - -	- - -	Do. Christmas 1839 do. -	3 10 0
5, do. do. -	Do. -	Do. - -	House - -	Do. - - -	- - -	Do. Christmas 1836 to Christmas 1897 -	1 10 0
6, do. do. -	Do. -	Do. - -	Do. - -	Do. - - -	- - -	Do. do. do. -	1 10 0
7, do. do. -	Do. -	Do. - -	Do. - -	Do. - - -	- - -	Do. Christmas 1837 do. -	1 10 0
8, do. do. -	Do. -	Do. - -	Do. - -	Do. - - -	- - -	Do. Christmas 1829 do. -	2 5 0
9, do. do. -	Do. -	Do. - -	Do. - -	Do. - - -	- - -	Do. Christmas 1835 do. -	1 15 0
10 & 11, do. do. -	Do. -	Do. - -	2 Houses - -	Do. - - -	- - -	Do. Lady Day 1840 to Lady Day 1907 -	4 0 0
12, do. do. -	Do. -	Do. - -	House - -	Do. - - -	- - -	Do. do. do. -	2 0 0
13, do. do. -	Do. -	Do. - -	Do. - -	Do. - - -	- - -	Do. do. do. -	2 0 0
14, do. do. -	Do. -	Do. - -	Do. - -	Do. - - -	- - -	Do. do. do. -	2 0 0
15 & 16, do. do. -	Do. -	Do. - -	2 Houses - -	Do. - - -	- - -	Do. do. do. -	4 0 0
17, do. do. -	Do. -	Do. - -	House - -	Do. - - -	- - -	Do. do. do. -	2 0 0
18, do. do. -	Do. -	Do. - -	Do. - -	Do. - - -	- - -	Do. do. do. -	2 0 0
19, do. do. -	Do. -	Do. - -	Do. - -	Do. - - -	- - -	Do. Lady Day 1841 do. -	2 0 0
20 & 21, do. do. -	Do. -	Do. - -	2 Houses - -	Do. - - -	- - -	Do. do. do. -	4 0 0
22 & 23, do. do. -	Do. -	Do. - -	Do. - -	Do. - - -	- - -	Do. do. do. -	4 0 0
24, do. do. -	Do. -	Do. - -	House - -	Do. - - -	- - -	Do. do. do. -	1 0 0
25, do. do. -	Do. -	Do. - -	Do. - -	Do. - - -	- - -	Do. Lady Day 1842 do. -	2 0 0
26, do. do. -	Do. -	Do. - -	Do. - -	Do. - - -	- - -	Do. do. do. -	2 0 0
27 to 37, do. do. -	Do. -	Do. - -	11 Houses - -	Do. - - -	- - -	Do. Lady Day 1844 to Lady Day 1908 -	22 0 0
38, do. do. -	Do. -	Do. - -	House - -	Do. - - -	- - -	Do. Lady Day 1842 do. -	4 10 0
39 to 44, do. do. -	Do. -	Do. - -	6 Houses - -	Do. - - -	- - -	Do. Lady Day 1844 do. -	12 0 0
45 to 50, do. do. -	Do. -	Do. - -	Do. - -	Do. - - -	- - -	Do. do. do. -	15 0 0
1, Belgrave Street -	Do. -	Do. - -	House - -	Do. - - -	- - -	Do. Michaelmas 1838 to Michaelmas 1908 -	3 0 0
2, do. - -	Do. -	Do. - -	Do. - -	Do. - - -	- - -	Do. do. do. -	3 0 0
3, do. - -	Do. -	Do. - -	Do. - -	Do. - - -	- - -	Do. Michaelmas 1849 do. -	1 0 0
4, do. - -	Do. -	Do. - -	Do. - -	Do. - - -	- - -	Do. do. do. -	1 0 0
5, 6, 7, 7½, & 8, do. -	Do. -	Do. - -	5 Houses - -	Do. - - -	- - -	Do. Michaelmas 1843 do. -	0 10 0
8½, do. - -	Do. -	Do. - -	House - -	Do. - - -	- - -	Do. do. do. -	1 0 0
9 to 13, do. - -	Do. -	Do. - -	5 Houses - -	Do. - - -	- - -	Do. Lady Day 1852 do. -	2 10 0
14 to 17, & 20, do. -	Do. -	Do. - -	Do. - -	Do. - - -	- - -	Do. Lady Day 1851 do. -	2 0 0
18, do. - -	Do. -	Do. - -	House - -	Do. - - -	- - -	Do. Michaelmas 1850 do. -	0 10 0
19, do. - -	Do. -	Do. - -	Do. - -	Do. - - -	- - -	Do. do. do. -	0 10 0
21, do. - -	Do. -	Do. - -	Do. - -	Do. - - -	- - -	Do. Michaelmas 1849 do. -	0 10 0
22 & 23, do. - -	Do. -	Do. - -	2 Houses - -	Do. - - -	- - -	Do. Michaelmas 1848 do. -	2 0 0
24, do. - -	Do. -	Do. - -	House - -	Do. - - -	- - -	Do. Lady Day 1846 do. -	3 0 0
25, do. - -	Do. -	Do. - -	Do. - -	Do. - - -	- - -	Do. do. do. -	3 0 0
26, do. - -	Do. -	Do. - -	Do. - -	Do. - - -	- - -	Do. do. do. -	3 0 0
27, do. - -	Do. -	Do. - -	Do. - -	Do. - - -	- - -	Do. Michaelmas 1849 do. -	1 0 0
28 to 34, do. - -	Do. -	Do. - -	7 Houses - -	Do. - - -	- - -	Do. Michaelmas 1850 do. -	2 10 0
35, 36, 38, & 39, do. -	Do. -	Do. - -	4 Houses - -	Do. - - -	- - -	Do. Michaelmas 1851 do. -	1 0 0
37, do. - -	Do. -	Do. - -	House - -	Do. - - -	- - -	Do. do. do. -	1 0 0
1 to 4, Totton Street -	Do. -	Do. - -	4 Houses - -	Do. - - -	- - -	Do. Michaelmas 1822 to Michaelmas 1920 -	6 8 0
5, 6, 7, & 9 to 12 do.	Do. -	Do. - -	7 Houses - -	Do. - - -	- - -	Do. do. do. -	12 0 0

ANSWERS.

T. PAUL'S.

e Mercers' Company.

Designation of Property.	County.	Parish.	Description.	In whom vested.	Acreage. A. R. P.	How let.	Yearly Rent. £ s. d.
5, 6, 7, & 9 to 12, Totton Street.	Middlesex.	St. Dunstan's Stepney.	Ground in rear of	The Mercers' Company.	- - -	Lease from Midsummer 1849 to Michaelmas 1920 -	—
8, do. - -	Do. -	Do. - -	House - -	Do. -	- - -	Do. Michaelmas 1821 do. -	3 0 0
13 to 17, do. - -	Do. -	Do. - -	5 Houses - -	Do. -	- - -	Do. Michaelmas 1822 do. -	6 5 0
18 to 25, do. - -	Do. -	Do. - -	8 Houses - -	Do. -	- - -	Do. Michaelmas 1823 do. -	10 4 0
26 to 34, do. - -	Do. -	Do. - -	9 Houses - -	Do. -	- - -	Do. Michaelmas 1822 do. -	10 0 0
35 to 43, do. - -	Do. -	Do. - -	Do. - -	Do. -	- - -	Do. do. do. -	10 0 0
44, do. - -	Do. -	Do. - -	House, Mercers' Arms.	Do. -	- - -	Do. Michaelmas 1820 do. -	5 0 0
45 to 48, Totton Street, & 1 to 5, Palmer St.	Do. -	Do. - -	9 Houses - -	Do. -	- - -	Do. Michaelmas 1821 do. -	11 5 0
49 to 56, Totton St. -	Do. -	Do. - -	8 Houses - -	Do. -	- - -	Do. Michaelmas 1822 do. -	10 0 0
Spring Garden -	Do. -	Do. - -	Green Dragon, Public House.	Do. -	- - -	Do. Christmas 1853 to Christmas 1885 -	30 0 0
7 to 9, Spring Garden Place.	Do. -	Do. - -	3 Houses - -	Do.	- - -	Do. do. do. -	2 0 0
1, Walton Street -	Do. -	Do. - -	House - -	Do. -	- - -	Do. Christmas 1853 to Christmas 1914 -	2 0 0
11, do. - -	Do. -	Do. - -	Do. - -	Do. -	- - -	Do. Christmas 1856 do. -	1 0 0
14, do. - -	Do. -	Do. - -	Do. - -	Do. -	- - -	Do. do. do. -	2 0 0
12, do. - -	Do. -	Do. - -	Do. - -	Do. -	- - -	Do. Midsummer 1857 do. -	1 0 0
2, do. - -	Do. -	Do. - -	Do. - -	Do. -	- - -	Do. Christmas 1855 do. -	1 0 0
28, do. - -	Do. -	Do. - -	Do. - -	Do. -	- - -	Do. Christmas 1857 do. -	1 0 0
25 to 27, do. - -	Do. -	Do. - -	3 Houses - -	Do. -	- - -	Do. Christmas 1858 do. -	3 0 0
20 to 22, do. - -	Do. -	Do. - -	Do. - -	Do. -	- - -	Do. Christmas 1859 to Christmas 1916 -	3 0 0
5, do. - -	Do. -	Do. - -	House - -	Do. -	- - -	Do. do. do. -	1 0 0
15, 16, 23, 24, do. -	Do. -	Do. - -	4 Houses - -	Do. -	- - -	Do. do. do. -	4 0 0
Do. do. -	Do. -	Do. - -	- - - -	Do. -	- - -	Do. Christmas 1853 to Christmas 1914 -	11 0 0
3 to 6, Spring Garden Place.	Do. -	Do. - -	4 Houses - -	Do. -	- - -	Do. Lady Day 1845 to Christmas 1897 -	4 0 0
1 & 2, do., & 1, Bromley Street, West Side.	Do. -	Do. - -	3 Houses - -	Do. -	- - -	Do. Lady Day 1833 do. -	7 0 0
14, High Street -	Do. -	Do. - -	House - -	Do. -	- - -	Do. Christmas 1829 do. -	5 0 0
16, do. - -	Do. -	Do. - -	Do. - -	Do. -	- - -	Do. Christmas 1830 do. -	2 15 0
Do. - -	Do. -	Do. - -	- - - -	Do. -	- - -	Do. do. do.	—
1, White Horse Terrace	Do. -	Do. - -	House - -	Do. -	- - -	Do. Michaelmas 1821 to Michaelmas 1890 -	1 10 0
2 to 10, do. - -	Do. -	Do. - -	9 Houses - -	Do. -	- - -	Do. do. do. -	12 0 0
11 to 20, do. - -	Do. -	Do. - -	10 Houses - -	Do. -	- - -	Do. do. do. -	12 8 0
52 to 55, White Horse St., 1, 4, 5, & 6, York St., West Terrace.	Do. -	Do. - -	8 Houses - -	Do. -	- - -	Do. Lady Day 1851 to Michaelmas 1910 -	32 10 0
56 & 57, Whitehorse St.	Do. -	Do. - -	2 Houses - -	Do. -	- - -	Do. Michaelmas 1849 to Michaelmas 1871 -	28 0 0
58, do. -	Do. -	Do. - -	House - -	Do. -	- - -	Do. Michaelmas 1849 to Michaelmas 1910 -	8 10 0
59 & 60, do. -	Do. -	Do. - -	2 Houses - -	Do. -	- - -	Do. do. do. -	11 10 0
61, do. -	Do. -	Do. - -	House - -	Do. -	- - -	Do. Lady Day 1851 to Lady Day 1920 -	5 0 0
62, do. -	Do. -	Do. - -	Do. - -	Do. -	- - -	Do. Lady Day 1850 do. -	5 0 0
63 & 64, do. -	Do. -	Do. - -	2 Houses - -	Do. -	- - -	Do. do. do. -	20 0 0
66 to 70, do. -	Do. -	Do. - -	5 Houses - -	Do. -	- - -	Do. Michaelmas 1822 to Michaelmas 1892 -	15 0 0
65 & 71, do. -	Do. -	Do. - -	2 Houses - -	Do. -	- - -	Do. do. do. -	70 0 0
72 to 76, do. -	Do. -	Do. - -	5 Houses - -	Do. -	- - -	Do. do. do. -	15 0 0
1 to 8, York Street -	Do. -	Do. - -	8 Houses - -	Do. -	- - -	Do. Michaelmas 1824 do. -	10 0 0
9 to 16, do. -	Do. -	Do. - -	Do. - -	Do. -	- - -	Do. do. do.	—
2, York Terrace -	Do. -	Do. - -	House - -	Do. -	- - -	Do. Michaelmas 1850 do. -	4 0 0
3, do. -	Do. -	Do. - -	Do. - -	Do. -	- - -	Do. do. do. -	4 0 0
7, do. -	Do. -	Do. - -	Do. - -	Do. -	- - -	Do. Michaelmas 1850 to Michaelmas 1910	4 0 0
Do. -	Do. -	Do. - -	Ratcliff Workhouse	Do. -	- - -	Do. Michaelmas 1826 to Michaelmas 1896	50 0 0
17 to 22, do. -	Do. -	Do. - -	6 Houses - -	Do. -	- - -	Do. Michaelmas 1824 to Michaelmas 1892	21 0 0
1 to 8, York Square -	Do. -	Do. - -	8 Houses - -	Do. -	- - -	Do. do. do.	—
9 to 16, do. -	Do. -	Do. - -	Do. - -	Do. -	- - -	Do. do. do.	—
23 to 27, York Street West, & 22 to 26, do. East.	Do. -	Do. - -	Do. - -	Do. -	- - -	Do. do. do.	—
1, 2, 3, 7, York Street West.	Do. -	Do. - -	4 Houses - -	Do. -	- - -	Do. do. do.	—
8, York Street East -	Do. -	Do. - -	House - -	Do. -	- - -	Do. do. do. -	15 0 0
9 to 15, do. -	Do. -	Do. - -	Queen's Head Public House.	Do. -	- - -	Do. do. do. -	25 0 0
16 to 21, do. -	Do. -	Do. - -	6 Houses - -	Do. -	- - -	Do. do. do. -	24 0 0
1 to 6, Henry Street -	Do. -	Do. - -	Do. - -	Do. -	- - -	Do. do. do. -	24 0 0
7 to 12, do. -	Do. -	Do. - -	Do. - -	Do. -	- - -	Do. do. do. -	24 0 0
1 to 6, Margaret Street	Do. -	St. Anne's Limehouse.	Do. - -	Do. -	- - -	Do. Lady Day 1825 to Lady Day 1894 -	24 0 0
7 to 14, do. -	Do. -	Do. - -	8 Houses - -	Do. -	- - -	Do. do. do. -	32 0 0
15 to 21, do. -	Do. -	Do. - -	7 Houses and Ground in the rear.	Do. -	- - -	Do. Lady Day 1826 do. -	—
22, do. -	Do. -	Do. - -	Bricklayers' Arms Public House.	Do. -	- - -	Do. do. do. -	4 0 0
23 & 24, do. -	Do. -	Do. - -	2 Houses - -	Do. -	- - -	Do. Lady Day 1825 do. -	6 0 0
25 to 31, do. -	Do. -	Do. - -	7 Houses - -	Do. -	- - -	Do. Lady Day 1827 do.	—
32 & 33, do. -	Do. -	Do. - -	2 Houses - -	Do. -	- - -	Do. Lady Day 1826 do. -	13 0 0
34, 35, 38, 39, do. -	Do. -	Do. - -	4 Houses - -	Do. -	- - -	Do. Lady Day 1825 do. -	16 0 0
36 & 37, do. -	Do. -	Do. - -	2 Houses - -	Do. -	- - -	Do. do. do. -	8 0 0
1 to 4, York Terrace -	Do. -	Do. - -	4 Houses - -	Do. -	- - -	Do. Michaelmas 1833 to Michaelmas 1892	16 0 0
5 to 8, do. -	Do. -	Do. - -	Do. - -	Do. -	- - -	Do. do. do. -	16 0 0
1 to 9, Warkworth Terrace.	Do. -	Do. - -	9 Houses - -	Do. -	- - -	Do. Lady Day 1826 to Lady Day 1894 -	63 0 0
10, do. -	Do. -	Do. - -	House - -	Do. -	- - -	Do. Lady Day 1825 do.	—
11, 14, 18, 19, do. -	Do. -	Do. - -	4 Houses - -	Do. -	- - -	Do. Lady Day 1828 do.	—
12 & 13, do. -	Do. -	Do. - -	2 Houses - -	Do. -	- - -	Do. do. do.	—
15 to 17, do. -	Do. -	Do. - -	3 Houses - -	Do. -	- - -	Do. do. do.	—
Regent's Place -	Do. -	Do. - -	2 Houses - -	Do. -	- - -	Do. Lady Day 1822 to Michaelmas 1891 -	30 0 0
1 to 3, Regent's Dock Road.	Do. -	St. Dunstan's Stepney.	3 Houses - -	Do. -	- - -	Do. Michaelmas 1828 to Michaelmas 1892	16 0 0
Rose Lane - -	Do. -	Do. - -	- - - -	Do. -	- - -	Do. Lady Day 1831 do. -	11 0 0
1, do. - -	Do. -	Do. - -	House - -	Do. -	- - -	Do. Lady Day 1829 do. -	2 8 0
2 & 3 do., & 1 to 6, Regent Street.	Do. -	Do. - -	8 Houses - -	Do. -	- - -	Do. Michaelmas 1823 do. -	6 0 0
1 & 2, Salmon Lane -	Do. -	Do. - -	2 Houses - -	Do.	—		—
1, York Terrace -	Do. -	Do. - -	House - -	Do. -	- - -	Do. Michaelmas 1824 to Michaelmas 1892 -	20 0 0
2 to 8, do. - -	Do. -	Do. - -	7 Houses - -	Do. -	- - -	Do. Michaelmas 1823 do. -	14 0 0
9 to 18, do. - -	Do. -	Do. - -	10 Houses - -	Do. -	- - -	Do. do. do. -	20 0 0
1 to 5, Bird and Bush Terrace.	Do. -	St. Anne's Limehouse.	5 Houses - -	Do. -	- - -	Do. Lady Day 1824 do. -	50 0 0
6 & 7, do. - -	Do. -	Do. - -	2 Houses - -	Do. -	- - -	Do. Michaelmas 1851 do.	—
1 to 5, Mercer's Terrace & 7 to 10, do.	Do. -	Do. - -	9 Houses - -	Do. -	- - -	Do. Midsummer 1847 do. -	10 0 0
6, do. -	Do. -	Do. - -	House - -	Do. -	- - -	Do. do. do. -	4 0 0
15 to 23, do. -	Do. -	Partly in St. Anne's Limehouse, and partly in St. Dunstan's Stepney	9 Houses - -	Do. -	- - -	Do. Michaelmas 1849 do. -	10 0 0
1, Barnes Street -	Do. -	St. Anne's Limehouse.	House - -	Do. -	- - -	Do. Michaelmas 1848 do. -	3 5 0
2, do. - -	Do. -	Do. - -	Do. - -	Do. -	- - -	Do. Michaelmas 1849 do. -	3 5 0
3 & 4, do. - -	Do. -	Do. - -	2 Houses - -	Do. -	- - -	Do. Michaelmas 1848 do. -	6 10 0
5, do. - -	Do. -	Do. - -	House - -	Do. -	- - -	Do. do. do. -	3 3 0
6, do. - -	Do. -	Do. - -	Do. - -	Do. -	- - -	Do. Michaelmas 1849 do. -	3 3 0

Designation of Property.	County.	Parish.	Description.	In whom vested.	Acreage.	How let.	Yearly Rent.
					A. R. P.		£ s. d.
7, Barnes Street	Middlesex.	St. Anne's Limehouse.	House	The Mercers' Company.		Lease from Michalmas 1849 to Michaelmas 1892	3 3 0
8, do.	Do.	Do.	Do.	Do.		Do. Michaelmas 1848 do.	3 3 0
9 to 13, do., & 1 to 5, Wilson Street.	Do.	Do.	10 Houses	Do.		Do. Midsummer 1847 do.	5 0 0
1 to 13, Aston Street	Do.	Do.	13 Houses	Do.		Do. Midsummer 1848 do.	10 0 0
14 to 24, do.	Do.	Do.	11 Houses	Do.		Do. Midsummer 1849 do.	8 13 0
25, do.	Do.	Do.	House	Do.		Do. do. do.	3 5 0
26, do.	Do.	Do.	Do.	Do.		Do. do. do.	2 0 0
27, do.	Do.	Do.	Do.	Do.		Do. Midsummer 1849 to Midsummer 1892	1 17 0
28, do.	Do.	Do.	Do.	Do.		Do. Midsummer 1850 do.	5 0 0
29 to 32, do., & 13, Wilson Street.	Do.	Do.	5 Houses	Do.		Do. Midsummer 1849 do.	12 12 0
33 to 42, Aston Street	Do.	Do.	10 Houses	Do.		Do. do. do.	10 0 0
6, Wilson Street	Do.	Do.	House	Do.		Do. Midsummer 1847 do.	3 10 0
7, do.	Do.	Do.	Do.	Do.		Do. Midsummer 1849 do.	3 3 0
8, do.	Do.	Do.	Do.	Do.		Do. Midsummer 1848 do.	3 3 0
9 & 10, do.	Do.	Do.	2 Houses	Do.		Do. Midsummer 1849 do.	6 6 0
11, do.	Do.	Do.	House	Do.		Do. Midsummer 1849 to Midsummer 1926	3 3 0
12, do.	Do.	Do.	Do.	Do.		Do. do. do.	3 3 0
14, do.	Do.	Do.	Do.	Do.		Do. do. do.	0 10 0
15 to 17, do.	Do.	Do.	3 Houses	Do.		Do. do. do.	9 15 0
18, do.	Do.	Do.	House	Do.		Do. do. do.	3 1 0
19 & 20, do.	Do.	Do.	2 Houses	Do.		Do. do. do.	6 10 0
21, do.	Do.	Do.	House	Do.		Do. do. do.	3 5 0
22, do.	Do.	Do.	Do.	Do.		Do. do. do.	3 5 0
23, do.	Do.	Do.	Do.	Do.		Do. do. do.	3 5 0
24 to 28, do., & 1 to 3, do.	Do.	Do.	8 Houses	Do.		Do. do. do.	40 2 0
Rowsham Farm	Bucks		Land	Do.	256 1 32	Do. Michaelmas 1842 to Michaelmas 1863	307 0 0
Bierton & Hulcot do.	Do.		Do.	Do.	58 0 28	Do. Michaelmas 1855 to Michaelmas 1862	112 0 0
Weston Turville do.	Do.		Do.	Do.	195 2 7	Do. Michaelmas 1856 to Michaelmas 1870	330 0 0
Do. do.	Do.		Do.	Do.	141 3 28	Do. Michaelmas 1855 for 7 or 14 years	228 10 0
Do. do.	Do.		Do.	Do.	61 2 29	Do. Michaelmas 1856 do.	115 0 0
Do. do.	Do.		Land and Blacksmith's Shop.	Do.		Lease at will	12 0 0
Vatches Farm	Do.		Land	Do.	186 1 23	Lease from Michaelmas 1855 for 7 or 14 years	283 0 0
Wendover	Do.		Do.	Do.	3 0 0	At will	8 0 0
Kingswood Farm	Do.		Do.	Do.	138 3 18	Lease from Michaelmas 1855 for 7 or 14 years	200 0 0
Sherrington Farm	Do.		Do.	Do.	129 0 0	Do. Michaelmas 1857 do.	205 0 0
Manor of Hyde	Do.			Do.			1 5 4½
Lordship of the Hall	Do.			Do.			3 7 10½
Manor of Sherrington	Do.			Do.			1 10 10½
Colchester Farm	Essex		Land	Do.	49 2 30	Lease from Michaelmas 1850 to Michaelmas 1864	125 0 0
Barton Farm	Cambridge.		Do.	Do.	166 0 33	Do. Michaelmas 1855 to Michaelmas 1862	180 0 0
Nether Winchenden	Bucks		Annuity*	Do.			112 2 8
	Hereford		Fee-farm Rents	Do.			8 0 0

* This annuity is charged on an estate called Nether Winchenden, in the county of Bucks, and is a part of the consideration for an exchange of several farms and free rents from lands in the manors of Wotten and Ham, in the same county, effected under an Act of 15 Geo. 2., c. 1741.

Manors.

		£ s. d.
Manor of the Hyde	Freehold Rents	1 5 4½
Lordship of the Hale	Chief Rents	3 7 10½
Manor of Sherrington	Freehold Rents	1 10 10½
		£6 4 1½

Woods.

Amount received from the Sale of Timber.

	£ s. d.		£ s. d.
During the Year 1851	20 12 0	During the Year 1857	334 9 6
„ 1852	18 16 0	„ 1858	141 18 9
„ 1853	11 10 0	„ 1859	Nil.
„ 1854	10 17 6	„ 1860	21 2 0
„ 1855	9 11 0	„ 1861	1 0 0
„ 1856	71 8 0		£641 4 9

Personal Property (other than Leaseholds) producing Income possessed or held in trust for St. Paul's School.†

Nature of Property.	Amount.	In whom vested.	Yearly Income.
	£ s. d.		£ s. d.
Consols	4,485 7 5	Accountant-General of the Court of Chancery.	136 16 0
Consols	28,199 3 10	„ „	1,117 6 8
Consols	111 11 6	„ „	3 7 0 (Appropriated to High Master's Prize.)
Consols	102 13 11	„ „	3 1 8 (Appropriated to the Milton Prize.)
Consols	1,000 0 0	„ „	30 0 0 (Appropriated to the Truro Prize.)

† The Mercers' Company deny any trust.

There are also two sums of 300*l.* and 315*l.* respectively, paid to the Company every 21 years, commencing as to the 300*l.* on the 28th September 1752, and as to the 315*l.* on 24th March 1757, being a part of the consideration for the exchange effected under the act referred to in Note *, above.

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Statement A. 1 referred to in Answer 7, Part I.

EXPENDITURE FOR 1860.

	Cr.	£	s.	d.
Jan. 12.	By 13 Exhibitions half year due Christmas 1859	425	0	0
	Courts and Committees	27	6	0
„ 30.	Mile End Old Town Charity Schools	5	5	0
	Ratcliff do.	5	5	0
	Mile End Infant and Sunday Schools	5	5	0
	Colet National Schools (Stepney)	5	5	0
	Do. for clothing and reward	5	5	0
	Shadwell Charity School	5	5	0
	Old Stepney Church Association	5	5	0
	Christ Church, St. George's, East	5	5	0
	St. Anne, Limehouse	3	3	0
	Barton Day School	5	0	0
	Bucks Agricultural Association	5	5	0
	Aylesbury Infirmary	10	10	0
	Weston Turville Provident Society	5	5	0
	Schools, Ludgershall	2	2	0
	Provident Clothing Society	2	2	0
	Tower Hamlets Dispensary	5	5	0
	Aston Clinton National School	2	2	0
	Schools, Wingrave	5	5	0
	Aston Clinton Provident Clothing Fund	5	0	0
	Weston Turville Schools	5	5	0
	St. Paul's, Shadwell, Infant Schools	5	5	0
	St. Mary's, Christ Church, School	5	5	0
	Afternoon Lecturer, St. Dunstan's, Stepney	10	10	0
	By property tax on half year's dividend on 2,829*l.* 17*s.* 5*d.* Consols	2	6	0
	By property tax on half year's dividend on 1,730*l.* 2*s.* Consols	1	8	1
Feb. 15.	Courts and Committees	29	8	0
	Philanthropic Society, Mile End	5	5	0
	Half-year's water rate, school, &c., Christmas	7	17	6
„ 28.	By property tax on half year's dividend on 31,214*l.* 5*s.* 5*d.*	25	7	0
March 7.	One year's income tax on salaries of seven Masters of St. Paul's Schools	88	17	6
„ 9.	Courts and Committees	46	4	0
	Quit rent, one year, manor of Stepney	2	17	8
„ 24.	By High Master, quarter year's salary	225	0	0
	„ Sur-Master do.	100	0	0
	„ Third Master do.	80	0	0
	„ Fourth Master do.	75	0	0
	„ Mathematical Master do.	50	0	0
	„ French Master do.	37	10	0
	„ Assistant French Master do.	25	0	0
	Rev. J. Cooper, late Mathematical Master, quarter year's retiring allowance	12	10	0
	Do. junior, quarter year's salary	12	10	0
	By Mrs. Roberts, widow of late C. C. Roberts	37	10	0
	„ Clerk of the Company, quarter year's salary	25	0	0
	„ Accountant do.	20	0	0
	„ Beadle do.	1	5	0
	„ Under Beadle do.	1	5	0
	„ George Capling, Porter do.	22	10	0
„ 30.	Gaslights to Christmas	8	8	0
„ 31.	E. S. Thompson, a present on obtaining sundry University honours	21	0	0
	Subscription towards building parsonage at Stepney	100	0	0
	Donation, Christ Church School, Stepney	50	0	0
	Committees	5	5	0
April 20.	One year's subscription to Cricket Ground, Kennington Oval	20	0	0
May 11.	Courts and Committees	21	0	0
	By Dr. Kynaston on account of taxes, rates, &c.	71	16	10
„ 18.	„ One year's care of York Square	5	5	0
„ 19.	„ New 3 per Cent. Annuities, purchase of 2,684*l.* 11*s.* 3*d.* stock at 93*l.* and commission	2,500	0	0
„ 30.	By half year's land tax on school and houses to Lady-day	18	15	0
	By quit-rent, St. Magnus, two years to April 30	1	6	3
June 1.	Courts and Committees	28	7	0
„ 7.	Two Classical Examiners, Rev. T. H. Steele and Ven. Archdeacon Browne	52	10	0
	One Mathematical do.	26	5	0

		£	s.	d.
June 7.	One French Examiner	10	10	0
	Surveyor Accountant, one year's salary	4	0	0
	„ Assistant do.	4	0	0
„ 15.	Stationer	4	2	0
	Bookbinding	84	17	4
	Upholsterer	94	3	0
„ 22.	Land Agent	8	8	0
	Clerk of Company, one year's gratuity	21	0	0
	Repairs, Schoolmasters' houses, &c.	58	8	11
„ 24.	Clerk of Company, quarter year's salary	25	0	0
	Accountant do.	20	0	0
	Beadle and Under Beadle do.	2	10	0
	Porter do.	22	10	0
	By High Master, quarter year's salary, less one year's income tax	195	0	0
	„ Sur-Master do. do.	85	0	0
	„ Third Master do. do.	89	5	0
	„ Fourth Master do. do.	63	15	0
	„ Mathematical Master do. do.	42	10	0
	„ French Master do. do.	31	17	6
	„ Assistant French Master do.	21	5	0
	Quarter year's pension, widow of C. C. Roberts	37	10	0
	Income tax on Receivers' poundage	5	17	9
	Half-year's water rate to Midsummer	7	17	6
	Receivers poundage on rents to Midsummer	80	17	0
	Committees	2	2	0
July 6.	Captain on going to College	31	10	0
	F. Fellowes examination papers	40	16	0
	Composition prizes	40	19	0
	School do.	59	4	6
	Mathematical do.	30	12	6
	French do.	13	4	6
	Books for library, one year	24	3	0
	Binding account	28	8	0
„ 6.	Fourteen exhibitions, half year to Midsummer	450	0	0
	Dr. Kynaston, for rates, taxes, &c. on school, &c.	88	3	4
	Do. one year's disbursements to July 1860	193	19	4
	Sur-Master, one year's rates and taxes on house	30	5	5
	Third Master do.	35	7	4
	Fourth Master do.	35	12	6
	F. Fellowes for books	10	0	6
	Taverner	9	9	6
	Committees	4	4	0
	Property tax on Consols, 31,214*l.* 5*s.* 5*d.*	19	10	3
	Do. do. 2,829*l.* 17*s.* 5*d.*	1	15	5
	Do. do. 1,730*l.* 2*s.*	1	1	7
	Do. do. allowed tenants on rents to Christmas 1859	46	16	8
„ 13.	Repairs, &c.	18	4	10
	Receivers' poundage	46	16	0
	Woodman's bills	7	6	9
	Do. half year's allowance	10	0	0
	Rates and taxes on woods	1	5	5
	Dinner to tenants on rent day	9	7	1
Sept. 14.	Present to Howard, obtaining scholarship	21	0	0
	Do. P. Whaller	21	0	0
	Do. T. Miller	21	0	0
„ 28.	High Master, quarter's salary to Michaelmas	225	0	0
	Sur-Master, do. do.	100	0	0
	Third Master do. do.	80	0	0
	Fourth Master do. do.	75	0	0
	Mathematical Master do. do.	50	0	0
	French Master do. do.	37	10	0
	Assistant French Master do.	25	0	0
	Widow of late Rev. C. C. Roberts	37	10	0
	Clerk of Company, quarter year's salary	25	0	0
	Accountant	20	0	0
	Beadle and Under Beadle	2	10	0
	Porter	22	10	0
	Half year's land tax to Michaelmas 1860, on schools and Masters' houses	18	15	0
	Rev. J. Cooper, late Mathematical Master, quarter year's allowance	12	10	0
	Do. Junior do.	12	10	0
	Court and Committees	56	14	0
Oct. 10.	Dr. Kynaston, one year's interest on 111*l.* 11*s.* 6*d.* Consols, due 5th July	3	7	0
	Do. do. 102*l.* 13*s.* 11*d.* do.	3	1	8
„ 26.	P. Whalley, for obtaining 24th place E. I. Competitive Examination	20	0	0
	B. F. Powell, do. 17th do.	20	0	0

		£	s.	d.
Oct. 26.	Insurance, one year, in the Sun, to Michaelmas 1861	60	19	9
	Do. do. in the London	17	10	0
	Do. do. in the Royal Exchange	58	0	6
Nov. 2.	Courts and Committees	7	7	0
	Quit-rent	3	6	8
	Property tax	4	4	0
Dec. 1.	Bucks County Infirmary	50	0	0
	Proportion of Apposition Dinner, 6th June 1860	200	0	0
	Land Agent's bills	9	18	0
	Receivers' poundage	76	7	3
„ 7	Repairs	267	1	5
	Clocks	3	2	0
	Upholsterer	39	18	6
	Bookbinder	37	11	6
	Present to T. A. Adams, obtaining scholarship	20	0	0
	Committees	2	2	0
	Donation, Poor Box, Stepney Police Office	20	0	0
	High Master, quarter year's salary to Christmas	225	0	0
	Do. Gown	7	13	4
	Sur-Master, quarter year's salary to Christmas	100	0	0
	Do. Gown	7	13	4
	Third Master	87	13	4
	Fourth Master	82	13	4
	Mathematical Master	50	0	0
	French Master	37	10	0
	Assistant French Master	25	0	0
	Rev. J. Cooper, late Mathematical Master	12	10	0
	Do. Junior do.	12	10	0
	Widow of late C. C. Roberts	37	10	0
	Porter	22	10	0
	Clerk of Company, quarter year's salary	25	0	0
	Accountant	20	0	0
	Beadle and Under Beadle	2	10	0
	Property tax allowed tenants	32	18	1
„ 23.	Repairs to farms	11	8	0
	Receivers' poundage on rents	45	0	11
	Taylor, Woodman, half year's pension	10	0	0
	Do. repairs, &c.	0	18	3
	Dinner to tenants	8	18	1
	Property tax on rent received, J. Holbein	5	12	6
	Do. do. J. Harwood	15	17	9
	Do. do. J. Harwood	23	12	0
Dec. 30.	George Smith, Surveyor	41	16	0
	G. F. P. Sutton, law charges	425	5	6
		£9,910	4	11

STATEMENT A. 2 referred to in Answer 7, Part I.

AVERAGE RECEIPTS FOR SEVEN YEARS.

	£	s.	d.
1854	8,792	2	8½
1855	9,181	10	8½
1856	9,237	0	8½
1857	9,308	10	8½
1858	9,428	5	9½
1859	9,518	5	9½
1860	9,549	16	5½

II.

1. The school was founded in or about the year 1511 by Dr. John Colet, Dean of St. Paul's, and son of Sir Henry Colet, Knight, citizen and mercer; and the nature of its foundation is for the continuance and support of a school in the Churchyard of St. Paul's for 153 boys of all nations and countries, to be taught in good manners and literature, and for the support of a High Master and one or two Ushers, according to certain Ordinances of the Founder, made by him in 1512. The estates given by Dean Colet to the Mercers' Company are vested in them by grants and letters patent, but the management of the estates and of the school and everything relating to it is given to the Court of Assistants of the Mercers' Company by the Ordinances of Dean Colet, and it has always been considered that the school is constituted under such Ordinances, and it is not connected with any Ecclesiastical Corporation.

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2. This question does not apply to St. Paul's school.

3. The government of the school (see Ordinances) is vested in the Court of Assistants of the Mercers' Company and the Surveyor-accountant and Surveyor-assistant of the school, and their powers are considered to be to carry out the intentions of Dean Colet as expressed in his Ordinances.

4. The school is not governed by statutes, but by the Ordinances of Dean Colet, and by the rules and regulations from time to time made by the Court of Assistants of the Mercers' Company.

5. The original Ordinances and Regulations have been altered in many respects, the better to adapt them to the change of times and circumstances since the foundation of the school; and new Ordinances and regulations have from time to time been made in the mode and system of education and the general management of the school and property under the authority of the original Ordinances (see Ordinances and amended Ordinances).

6. Copies of the original Ordinances and amended Ordinances are sent herewith. The originals are in the possession of the Mercers' Company.

7. The power of altering, amending, and dispensing with the Ordinances is with the Court of Assistants of the Mercers' Company, under the advice of "*good, lettered, and learned men.*"

8. The school never had any visitor, except it may be said the Surveyor-accountant and Surveyor-assistant have visitorial powers, such as are defined by the original Ordinances.

9. The only charters or instruments of foundation or endowment, besides the Ordinances, are the grants from Dean Colet to the Mercers' Company of various lands and houses towards the maintenance and support of the school and a chauntry and chaplain, the licences to hold lands and houses in mortmain, and the will of Dean Colet. Copies of these are sent herewith. The originals, if in existence, are not in the custody of the Mercers' Company.

10. The original nature and amount of the emoluments of the High Master and Ushers are defined by the original Ordinance. Their present emoluments are stated in Schedule O., sent herewith; and they are paid out of the revenue of the property generally, and their stipends are subject to no outgoings.

11. The original number of Masters was two, with a priest or chaplain; the number of Masters has been increased within the last 50 years to seven, the present number, and they have been so increased by the Court of Assistants of the Mercers' Company from time to time, as change of time and circumstances have rendered it advisable, and the increased revenues of the property have enabled the Court of Assistants to enlarge the system of education. There is not any authoritative rule or custom regularly observed as to the proportion between the number of Masters and boys.

12. The specific powers and duties of the High Master and Under Masters are specified in the answers to Part III.

All the Masters are now appointed by the Court of Assistants of the Mercers' Company; the conditions of eligibility of the High Master and two ushers are specified in the Ordinances of Dean Colet. The Masters of the school are re-elected annually, and hold their office from year to year, or during the pleasure of the Court. There is no rule or usage as to the superannuation of the Masters, but provision is made for the retirement of the High Master and two ushers under the Ordinances of Dean Colet, but the amount of retiring pension is left to the "*charity*" of the Mercers' Company.

13. This does not apply to St. Paul's school, as all the boys are upon the same footing.

14. The number of boys is fixed by the Ordinances of Dean Colet at 153, and the Court of Assistants of the Mercers' Company have been advised by counsel that that number can be increased.

15. The qualification for the election of a scholar is, by the Ordinances, that "*he must read and write competently.*" A present regulation stipulates that he be born in wedlock, and the scholars are nominated by each member of the Court of Assistants in rotation, and they are admitted to the school by the High Master under the direction of the Surveyor-accountant.

16. By the Ordinances of Dean Colet, the school is open to "*boys of all nations and countries,*" and no special advantages are given to any particular class of boys.

17. As all the boys are upon the same foundation, this question does not apply to St. Paul's school. All the boys

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are taught gratuitously, except that each has to pay 1s. entrance money to the porter and no more.

18. As all the boys are day scholars and are taught gratuitously, this question does not apply.

19–30. With reference to these questions, the High Master has of late years been prohibited from taking boarders, and no responsibility has been considered as belonging to the Court of Assistants as to places or homes where the scholars reside, and the Court of Assistants have no knowledge thereof.

31. It would be difficult to give the average period for which boys remain at school, and the remainder of the question does not apply to St. Paul's school.

32. (1.) The total number of boys now at school is 146, and there are seven vacancies, which will be immediately filled up.

(2.) The greatest number of boys in each year during the last 20 years is 153.

(3.) The number of boys now in each form, class, or division is—

Eighth or highest class	18
Seventh class	16
Sixth „	15
Fifth „	19
Fourth „	20
Third „	21
Second „	18
First „	19
Vacancies	7

(4.) This does not apply to St. Paul's school.

SCHEDULE O. referred to in ANSWER 10, Part II.

PRESENT EMOLUMENTS OF MASTERS.

	£
High Master	900
Sur-Master	400
*Third Master	320
Fourth Master	300
Mathematical Master	200
French Master	150
Assistant French Master	100

In addition to the above, the High Master has the rents of two houses at Stepney, a residence for himself, with rates, taxes, and repairs found him, and a gown every year.

The Surmaster, the third and fourth Masters, have residences found them, and their rates and taxes paid, and a gown every year.

Rev. H. Kynaston.

ANSWERS of the Rev. H. KYNASTON, D.D., High Master of St. Paul's School.

III.

1. A boy may be admitted when nine years old. To be eligible for an exhibition he must not have exceeded his 12th year. For the general advantages of the foundation there is no restriction of age.

2. By the statutes a candidate for admission is only required "to be able to read and write Latin and English "sufficiently to be able to read and write his lessons." This, as regards little boys, is understood as implying ability to read and write and spell correctly their own language. In those above 10 years old, the High Master has the discretion of requiring a superior amount of qualification proportionate to age. No particular standard has, however, been as yet appointed.

3. There is no limit actually prescribed to the age at which a boy may be originally placed, or beyond which he cannot remain in any of the lower forms. But the High Master would consider it to be his duty to consult with the parents, or the Surveyor-accountant of the Mercers' Company, should such probable placing be wholly incongruous to the boy's age, and an evident disqualification for his reception into the school.

4. There is no limitation to prevent a boy's being placed in the higher classes. Only, to be eligible for an exhibition, he must be in the eighth, that is, the highest class, and have been four years on the foundation.

5. No boy can remain in the school after the completion of his 19th year.

6. See tabular statements, which accompany these answers, marked B., C., and D.

7. The High Master has no power to modify the system and course of study, such authority being vested only in the Governors, viz., the Master Wardens and Court of Assistants of the Mercers' Company. But as regards the books, or editions of books used in the school, the option rests with the High Master.

8. The Sur-master and Assistant Masters have no voice, consultative or other, in the direction of the general studies of the school.

Any material change in the business of their own classes would require the consent of the High Master, or a reference possibly to the Surveyor-accountant of the school.

9. A boy rises to the superior classes by proficiency and not by seniority, and by proficiency in classical scholarship alone; though this, no doubt, must be taken to include to some extent history and geography.

Promotion is timed, for the most part, by the annual Apposition Examination which concludes the year's work, and it is usually made by reference to the masters' marks in the different classes.

The classes and divisions of the mathematical department are not necessarily coincident with those of the classical. Those of the French, the only modern language taught, are for the most part coincident, that is, six classes of the classical division become four with the French as follows:—

8th (head class) separate.
7th separate.
6th and 5th.
4th and 3rd.

10. *a.* In the classical department there are eight classes, according to the founder's division of the 153* scholars of St. Paul's school.

These are taught by four masters, each taking two classes thus:—

8th and 7th, the High Master.
6th and 5th, the Sur-Master.
4th and 3rd, the Chaplain, or third Master.
2nd and 1st, the Assistant Master.

b. In the mathematical department there is a mathematical Master, separately appointed, who takes the more advanced scholars. The others are instructed by the classical Masters, with the exception of the High Master, whose place is, as it were, taken by Mr. Lethbridge, the mathematical teacher, during the afternoons from two to four on Mondays and Thursdays.

c. For the instruction of the school in French two masters are appointed, who attend during the afternoons of Tuesdays and Fridays, under the general superintendence of the High Master, who is always present.

Mathematics, or arithmetic, as well as French, form a necessary part of the regular course of study: only, a discretion is allowed to the High Master in the case of those scholars of the head class whose parents may wish them to devote their last year to additional study in the classical or mathematical department.

11. The instruction given at St. Paul's school is wholly gratuitous in all its departments of teaching.

As in other public schools, the chief amount of proficiency may be expected to belong to the classical department, that is, to the more comprehensive, the more generally interesting, the better adapted to class teaching, and, as regards University and College distinctions and rewards, the more valuably endowed division of study.

Beyond these general disadvantages, I see no reason to consider that the progress of the boys in mathematics or French is otherwise than in fair proportion to their attainments in Greek and Latin.

12. The whole school is examined by examiners specially appointed every year in the several departments.

In classics, by the Rev. T. H. Steel, M.A., and the Ven. Archdeacon Browne, M.A.

In mathematics, by W. H. Besant. Esq. M.A., Fellow of St. John's Cambridge, examiner to the University of London.

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* Since the above was sent in the Third Master's income has been increased to 350*l.* per annum.

* St. John xxi. 11.

In French, by M. Dupont, French teacher at Westminster school, and examiner for the Civil Service, &c.

The election to the exhibitions depends mainly on the results of this examination, and the whole school is arranged in order of merit, and prizes awarded to the best boys in the several classes, in accordance with the report of the examiners to the Court of Assistants of the Mercers' Company and the Masters' previous classification of the boys for the year's concluded work.

13. The exhibitions annually awarded are as follows:—

One of 120*l.* a year, tenable at any College either at Oxford or Cambridge.
One of 100*l.*, } tenable only at Trinity College, Cambridge,
One of 80*l.*, } founded by Lord Viscount Campden.
One or more of 50*l.*, tenable without restriction at Oxford or Cambridge.
All tenable for four years.

These are awarded strictly in accordance with the results of the apposition examination, in which the mathematical marks count in the proportion of one-fourth to the classical.

Besides these exhibitions, there is one of 30*l.*, tenable for seven years, at Corpus Christi College, Cambridge, given by the Court of Assistants, on the recommendation of the High Master, without special reference to the examination or to the age of the candidate at the date of his admission into the school.

There are also four small exhibitions of 10*l.* a year each in the same College, and five of 13*l.* a year at Trinity, and two of 10*l.* a year for the sons of clergymen at St. John's College.

The prizes annually awarded in the school are as follows:—

After the apposition, to the head boys of all the classes in the several departments—classical, mathematical and arithmetical, French.

At the apposition composition prizes are presented, viz.:—

Governors' prizes.—For Greek iambics, Latin hexameters, English essay.

Sleath prize.—For a Latin essay.

Truro prize (books and gold medal).—For an English essay.

Milton prize.—For an English poem on a sacred subject.

At the winter speeches there is a prize also for Latin lyrics.

The award of these prizes turns on the regular work of the school. The Truro English essay prize encourages usually much private reading. The school prizes are awarded in accordance with the joint recommendation of the Masters and Examiners. The composition prizes, with the exception of those given for Greek iambics and Latin hexameters, are adjudged by the High Master.

14–17 inclusive. St. Paul's school being purely a day-school, private tuition can scarcely enter into its system of teaching. Out of school assistance is therefore neither recognized nor permitted, so far as we know, to be given to the boys.

As regards the number taught in the different classes, the founder's appointment for the distribution of the 153 scholars was as follows:—

1st (lowest)	21
2nd	21
3rd	21
4th	18
5th	18
6th	18
7th	18
8th	18
	153

The number, however, in each class has now no particular limit.*

18. No particular facilities are afforded to qualify boys for special and professional examinations elsewhere, in the way of dispensing with out of school composition or other exercises, or substituting more immediately practical instruction in their room.

19. I conceive that the instruction given in the course of ordinary work by the Masters is sufficient in general to qualify boys not only for the Universities, for which it is more immediately designed, but also for success in competitive examinations of a more professional character elsewhere. Scholars of St. Paul's have recently distinguished themselves in the Civil, Military, and East India Civil Service competitive examinations.

20. The scholarships and other distinctions gained by scholars of St. Paul's at the Universities or elsewhere, for the last 10 years, and during a much longer period, may be seen in the printed list in the Apposition Book of this year, of which a copy shall accompany these answers. (See page 234.)

As the average number of exhibitioners proceeding to the Universities is not above five or six in the year, it is to be presumed that these lists of honours will be considered satisfactory. As all scholars are considered on the foundation who are admitted under 12 years of age, the exception of those not on the foundation is not worth mention.

21. St. Paul's school has an excellent library immediately adjoining the school-room, to which the 8th class have unlimited access out of school hours, the six seniors occupying places in it in school time. Books in all or most departments of science are continually supplied and allowed to be taken out by the scholars. The collection includes the best standard French writers, and every facility is afforded for the cultivation of literary and scientific reading according to the different tastes and capacities of the scholars.

There is no collection of natural history or apparatus for experiments in natural philosophy.

22. There is no provision for instruction in music or drawing.

23. St. Paul's being a day-school, wholly without boarders on the premises, the employment of monitors has reference to school hours, and the very limited precincts of the school, alone.

The monitors, that is, the scholars of the 8th class, assist the Masters in enforcing the discipline of the school. They have no power of inflicting corporal or other punishments, save that of placing in the middle of the school-room those whom, in the absence of any of the Masters, they wish to reserve for their notice. They report to the High Master, who sends the offender to the Master of his class, or inflicts, in certain cases, summary punishment himself.

24.—No. 5. With regard to the religious instruction of the boys, as all questions about preaching, or observance of Sunday, and, in general, preparation for Confirmation also, do not concern us, I need only refer the Commissioners to the tabular statement of the work done in the different classes, and the Scriptural lessons there set down as portion of the regular training and instruction of the school.

Occasionally I am requested by parents to prepare a boy for Confirmation, when I have much satisfaction in doing so. Such instances are, however, exceptional, and not sufficient for the formation of a class.

25, 26. The infliction of corporal or other punishment rests, for the most part, with the Masters of the several classes, when the offence connects itself with the particular business on which they are separately employed. Very grave offences would, however, come under the consideration of the High Master, and subject the offender to a more public chastisement before the assembled school.

The implement of corporal punishment is only the cane, with which six blows are at most inflicted, and on the palm of the hand alone.

The extreme penalty of expulsion cannot be adjudged by the High Master without reference to the Surveyor-accountant, that is, the Member of the Court of Governors more immediately chargeable with the superintendence of the school.

27–30. Questions relative to monitorial supervision appear to have been already answered (Question 23) sufficiently. I will only add that it extends to the whole school, and that the duty is assigned to the 8th class alone.

With regard to enforced attendance or personal service, commonly called fagging, at play and other times, it can hardly exist at a day school, and I am not aware of any approximation to such a system at St. Paul's, where there are no boarding houses, and very little, if any, opportunity for such games in the school precincts,—cricket, for instance,—as suggest the probability of enforced attendance of the lower at the bidding of the upper boys.

31. During about 40 weeks in the year the boys attend school.

32. Twice a year the boys go home for the holidays, for

* The actual numbers in each class are stated in Answer to Question 32, Part II. p. 211.

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something less than seven or five weeks, in summer and winter, viz.—

Six weeks from the Tuesday following the third Thursday in July, the day of breaking up.

Four weeks from the Tuesday following the third Thursday in December, the day of breaking up.

There is also a week at Whitsuntide in lieu of the same allowance at Easter in former times, with two days, Whit-Monday and Whit-Tuesday.

33. While the boys are at school the usual half holidays are Wednesdays and Saturdays.

The whole holidays ordered are as follows :—

Shrove Tuesday.
Ash Wednesday.
Queen's Birthday.
Coronation Day.
Founder's Day.
Fifth of November.
Lord Mayor's Day.

Other holidays can be granted, by appointment of the founder, if commanded by the Sovereign, or a Bishop attending in the school-room.

35. The attendance is from nine to one, and two to four, winter and summer.

A quarter of an hour's break is permitted to the different classes during morning school, in addition to the time available for play or dining between one and two.

36–41. The size of the cloister under the school-room is 67 feet in length by 34 in breadth. It is hardly necessary to add that it is covered, and paved with flag stones.

It is closed on all sides except that nearest to St. Paul's Churchyard. It is available for some ordinary games of boys, such as prisoners' bars, &c., and fives, though not very well adapted for the latter purpose, and affords some opportunity of healthful recreation.

Through the kindness of the Court of Governors there is a portion of the Kennington Oval Cricket Ground rented for the use of the boys during the cricket season.

St. Paul's school being wholly a day-school, the question of further accommodation in the way of playgrounds is of less consequence, and the site of the school offers no possibility of enlargement for such a purpose.

Athletic exercises are exceedingly popular in the school, but there is no provision for any instruction in this useful department of education.

42. The opportunity for manly games being thus limited, I can scarcely judge to what extent boys distinguished, as far as might be, in such amusements have or have not distinguished themselves by their intellectual progress. It must be remembered also that the boys of St. Paul's school are occupied during about two hours every day in travelling to and fro between school and home. Residing, moreover, with their parents, the boys have less tendency than under the ordinary circumstances of a public school to partake with interest in such manly games.

43. As far as I can judge of the results in after-life of the education afforded at St. Paul's school, I consider them to be satisfactory.

My opinion is, however, that a higher standard of excellence, both as regards University distinctions, and the more important successes of after-life, would be attained by extending the number of the scholars, which has long seemed to me to fall far short of the lowest sufficient to sustain effective emulation in a public school.

With regard to University and other distinctions gained by Paulines after leaving school, the Commissioners can judge for themselves, as I have already suggested in my answer to their 20th Question, by examining the printed lists given with the Apposition Questions, &c. for 1861.

Comparing the results of my own mastership, now exactly equalling the duration of my predecessor's period of holding office, 1814–1838, 1838–1862, I should venture to describe them as being "numero plures," though "honore minores."

And this I would say not so much with reference to the comparative efficiency of the Masters during these separate periods, but as suggesting whether the results are not, severally, such as might have been expected when, as in the former period, the instruction was exclusively classical, with more abundant leisure for composition and other work out of school hours; whereas the boys are now compelled to study in two additional departments, mathematics and French, which, however required for the now extended fields of public competition, have only an optional, or no connexion at all with the University course of study.

The condition of the school is, moreover, materially altered since 1838, or soon after, by becoming, through changing the hours of attendance, more purely a day-school for London boys. Previously there were often some 50 or 60 boarders residing with the Masters, who, at such an expense to their parents, would not in general be kept at school without greater proficiency than now seems to satisfy the London parents; and had also better opportunities for private study, and no travelling backwards and forwards to occupy their time, and, perhaps, over-fatigue their physical powers.

The London boys had also less travelling in former times, residing much nearer the school, when the suburbs were less extended, and no such communication by railway existed as at present for convenient access to the environs of the metropolis.

44. The only alterations in the system and course of education at St. Paul's school which I have before now suggested to the Governors, and through them now offer to the Commissioners, as still appearing to me very desirable, are,—

a. That a greater amount of proficiency be required of candidates for admission into the school in elementary English language, history, and simpler literature, Bible knowledge, and geography; or that provision be made for their learning these before they advance beyond the accidence of the Latin grammar, by placing them under a Master, additionally appointed for this purpose, instead of commencing at once the higher business of the school.

Dean Colet appears to have had some such design as this, when he proposed a proscholium and porch, from which the children were to be taken up in due course to the grammar school.

b. I also hold it to be a matter of great consequence, that the High Master should have only one class to occupy his attention.

The High Master, it seems to me, should devote his whole time to his 8th or head class, taking their composition and book lessons alternately, instead of dividing himself, for the most part, between the book lessons, as now, of the 8th and 7th classes.

The High Master has under him usually from 30 to 35 in these classes, in addition to the duty of the general superintendence of the school, and the periodical examination of the lower classes. This seems too large a number where no assistance, as at Eton, or Harrow, or Rugby is provided in preparing the lessons or correcting exercises out of school.

But any suggestions for a different distribution of labour may be more conveniently considered in connexion with the proposed enlargement and consequent reconstitution of the classes of the school, Dean Colet's eight divisions having reference chiefly to his limitation of the aggregate number to 153 scholars.

To sum up, therefore, all recommendations for the improvement of St. Paul's school in one preliminary measure, which shall be at once the extension and amelioration of the instruction now afforded, I conclude by advising, that the number be greatly increased, additional accommodation being provided by including the four Masters' houses, who need not themselves reside on the premises, in which case room might easily be found on the present site for 300 or 350 boys.

" H. KYNASTON, D.D.,
High Master.

St. Paul's School,
Dec. 30, 1861.

LIST referred to in Answer to Question 20, Part III.

HONOURS SINCE 1838.

CAMBRIDGE.

UNIVERSITY PRIZES.

NORRISIAN PRIZE.		BURNEY PRIZE.	
1849.	R. Whittington, Trin.	1850.	A. J. Carver, Trin.*
		1851.	G. F. Prescott, Trin.

CARUS PRIZE.

1859. H. J. Matthew, Trin.

* Master of Dulwich, late Sur-Master of St. Paul's School.

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MEMBER'S PRIZEMAN.

1855. J. T. Bartlet, Corpus.

BELL'S UNIVERSITY SCHOLARSHIP.

1846. A. J. Carver, Trin.

FIRST CLASS, CLASSICAL TRIPOS.

1843. J. H. Glover.
1844. G. R. Kingdon.
1849. A. J. Carver.
1850. C. J. Clay.
1850. G. F. Prescott.
1855. G. W. Lawrance.
1856. H. W. Lord.
1857. J. Kempthorne.
1862. T. Miller.

SECOND CLASS.

1848. S. Vincent.
1851. H. Shebbeare.
1852. C. A. Prescott.
1853. P. S. Royston.
1853. W. Griffith.
1854. J. D. Kingdon.
1854. R. C. May.
1859. H. C. Smith.
1859. H. J. Matthew.
1861. P. Whalley.
1862. W. J. Lawrance.

WRANGLERS.

1852. S. J. Hunter.
1852. C. A. Prescott.
1855. S. Lobb.
1857. A. De M. Hensley.

SENIOR OPTIMES.

1843. G. R. Kingdon.
1843. G. Cooper.
1849. A. J. Carver.
1849. M. Thomas.
1852. J. Hyde, Emman.
1853. A. B. Suter.
1853. H. Bolland.
1854. S. B. Burnaby.
1854. J. D. Kingdon.
1860. R. J. Graham.
1861. W. D. Sweeting.
1862. F. N. Williams.

VOLUNTARY THEOLOGICAL EXAMINATION, SECOND CLASS.

1856. A. Williams,* Clare.
1860. H. J. Matthew, Trin.

TRINITY COLLEGE FELLOWSHIPS.

1858. H. W. Lord.
1859. J. Kempthorne.†

TRINITY COLLEGE FOUNDATION SCHOLARSHIPS.

1842. S. N. Stokes.
1842. G. R. Kingdon.
1848. A. J. Carver.
1849. G. F. Prescott.
1850. S. J. Hunter.
1851. C. A. Prescott.
1854. S. Lobb.
1855. H. W. Lord.
1855. J. Kempthorne.
1855. A. De Morgan Hensley.
1860. P. Whalley.
1860. T. N. Miller.
1862. J. W. Spurling.

TRINITY MINOR SCHOLARSHIPS (Instituted 1860).

1860. W. P. Howard.

OTHER FOUNDATION SCHOLARSHIPS.

1839. J. H. Glover, Clare.
1850. A. Field, Clare.
1850. W. Griffith, Caius.
1851. A. Williams, Clare.
1852. S. B. Burnaby, Christ's.
1853. J. T. Bartlet, Corpus.
1858. H. C. Smith, St. John's.‡
1858. A. C. Whitley, Corpus.

MINOR SCHOLARSHIPS (Instituted 1860).

1860. F. M. Adams, Sidney Sussex.
1861. R. D. Bennett, Trinity Hall.

FELLOWSHIPS.

1845. J. H. Glover, Clare.
1852. A. J. Carver, Queen's.

TRINITY COLLEGE COMPOSITION, AND OTHER PRIZES.

ENGLISH ESSAY.

1848. A. J. Carver.

LATIN ELEGIACS.

1848. A. J. Carver.

BATCHELORS' ENGLISH ESSAY.

Character of King William III.

1850. A. J. Carver.

LATIN DECLAMATION.

1848. A. J. Carver.
1859. P. Whalley, 2d.

READING.

1848. A. J. Carver.

YEATS PRIZE.

Good Conduct.

1850. G. F. Prescott.

GREEK TESTAMENT.

1862. J. W. Spurling.

OTHER COLLEGE COMPOSITION PRIZES.

THEOLOGICAL ESSAY.

1851. A Field, Clare.

THEOLOGICAL ESSAY.

1852. W. Griffith, Caius.

OXFORD.

MATHEMATICAL UNIVERSITY SCHOLARSHIP.

1849. Edgar Hyde.

DEGREE EXAMINATIONS.

FIRST CLASS CLASSICS.

1843. Wm. Smith.
1855. W. W. Capes.

SECOND CLASS CLASSICS.

1851. R. B. Brien.
1852. T. F. S. Rawlins.
1858. A. S. Thompson.
1861. E. F. Griffin.

FIRST CLASS MATHEMATICS.

1851. Edgar Hyde.

SECOND CLASS MATHEMATICS.

1855. W. W. Capes.

MODERATIONS.

FIRST CLASS CLASSICS.

1853. W. W. Capes.

FIRST CLASS MATHEMATICS.

1853. W. W. Capes.

SECOND CLASS CLASSICS.

1852. T. H. Girtin.
1852. A. W. Monkhouse.
1854. R. N. Sanderson.
1855. A. G. Begbie.
1856. C. Nicholl.
1859. E. F. Griffin.
1859. G. W. Butler.

INSTALLATION GREEK VERSE.

1853. R. N. Sanderson.

OPEN FELLOWSHIP.

1856. W. W. Capes, Queen's.

OPEN SCHOLARSHIPS.

1840. William Smith, Lincoln.
1842. Charles C. Crakanthorp, Lincoln.
1847. Joseph R. Monkhouse, Queen's.
1847. Edgar Hyde, Corpus Christi.
1848. Arthur T. Bonner, Lincoln.
1848. T. F. S. Rawlins, Worcester.
1849. R. B. Brien, Lincoln.
1851. Maxwell Miller, Queen's.
1851. W. W. Capes, Michel Exhibitioner, Queen's.
1852. R. N. Sanderson, Lusby, Magdalen Hall.
1853. A. G. Begbie, Queen's.
1853. E. H. Blyth, B. Clerkship, University.
1854. W. W. Capes, Old Foundation, Queen's.
1857. G. W. Butler, B. Clerkship, University.
1858. E. F. Griffin, Lusby, Magdalen Hall.
1858. P. E. Monkhouse, Exhibitioner, Lincoln.
1858. W. Little, Oriel.
1859. P. E. Monkhouse, B. Clerkship, Merton.
1859. G. A. How, Brasenose.
1861. R. B. Gardiner, Wadham.
1861. S. Wetherfield, B. Clerkship, All Souls'.
1862. J. W. Spurling, Wadham.

COLLEGE PRIZES.

1841. English Essay, W. Smith, Lincoln.
1842. Mathematics, G. Rice, University.
1862. Reading in Chapel, G. A. How, Brasenose.

DURHAM.

FIRST CLASSICAL HONOURS.

1847. G. B. Ferris.

FELLOWSHIP.

1849. G. B. Ferris.

LONDON UNIVERSITY.

FIRST EXAMINATION HONOURS.

1853. A. O. Black.*
1857. G. W. Eccles.

FIRST M. B. EXAMINATION.

Honours in Botany.

1857. E. Symes Thompson.

SECOND M. B. EXAMINATION.

First Class Honours.

1859. Scholarship - - - - } E. Symes Thompson.†
1859. Gold Medal - - - - }

1859. First Class { Physiology - - } E. Symes Thompson third place.
{ Surgery - - }
{ Obst. Medicine - - }

KING'S COLLEGE.

PRIZES.

1853. Divinity - - - - }
1853. Military Drawing - - - }
1853. General proficiency in subjects not strictly military. } J. H. F. Blyth.

1857–59.

Prizeman in Theology - - - }
„ Comparative Anatomy and Physiology - - - }
„ Clinical Medicine - - } E. Symes Thompson.
„ „ Surgery - - }
„ Leathes and Warneford Endowments - - - }

HAILEYBURY COLLEGE.

GOLD MEDAL.

1843. F. Glover.

PRIZES.

1843. English Essay - - } F. Glover.
1843. Hindustanee - - }

CALCUTTA COLLEGE.

GOLD MEDAL.

1844. F. Glover.

* Distinguished in Hebrew.
† Now Sur-Master of St. Paul's school.
‡ Reading Prize, 1858.

* Prize in Botany.
† Now Assistant Physician at King's College Hospital.

ANSWERS.

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P *Rev. H. Kynaston.*

ADDISCOMBE.

1846.	First Engineer - - -	J. Hyde.*
1846.	First prize in Fortification - -	
1846.	,, Drawing - -	
1846.	,, Chemistry - -	
1859.	Third Engineer - - -	W. Heaviside.

WOOLWICH.

ENGINEERS.

1858. G. Harris.

PRIZES.

1859. Fortification, F. Hand.
1859. Rifle Practice, Hardinge Browne.

* Late Mathematical Professor at Addiscombe.

EAST INDIA CIVIL SERVICE APPOINTMENTS.

1860. B. H. Powell. | 1860. P. Whalley.

CHINA CIVIL SERVICE APPOINTMENTS.

1862. W. M. Deane. | 1862. C. C. Smith.

LINCOLN'S INN.

FIRST CLASS.	STUDENTSHIP.
1856. S. J. Hunter.	1858. S. J. Hunter.

ST. BARTHOLOMEW'S.

1845. Wix Theological prize - - G. R. Kingdon.

QUESTIONS, &c.

I.

1. State generally the various kinds of property held by or in trust for the School, and the various kinds of revenue which it possesses, mentioning any special trusts to which such property and revenues or either of them are subject.

2. Be so good as to specify in detail the several properties and sources of revenue possessed by or held in trust for the School. For the sake of clearness it is recommended that the statement should be in a form corresponding as nearly as may be with the accompanying specimen (A).

3. State the system adopted for the management and receipt of the rents or other produce of the property and endowments of the School, and for the audit or examination of the accounts.

4. Have any material changes been made in the system of letting and management since the foundation of the School, and, in particular, within the last 50 years? Are any portions of the property now let at rackrent upon which fines or any payments of that nature were formerly taken, or *vice versâ?*

5. If it is or has been the practice to take fines, or any payment of that nature, on renewal of leases of property belonging to the School, can you state when this practice was introduced, and on what principle fines are set?

6. Can you furnish any information showing the alterations in value of the property or any part of the property of the School since its foundation, and particularly within the last 50 years, and the rates of any increase or decrease that may have taken place?

7. Be so good as to furnish the following statements :—

(1.) A statement showing the total amount received by or on account of the School for the year 1860, including rents, fines, heriots, the produce of timber, and all other receipts of every kind, and also a detailed statement or account of the application of the money so received, pointing out any particulars in which such latter statement would not fairly represent your ordinary practice, and likewise pointing out how far and in what respects you consider such application to be directed or authorized by your statutes or regulations, by usage, or on other grounds.

(2.) A statement showing the average receipts under different heads during the last seven years.

8. Do the statutes or regulations contain any directions respecting the application of surplus revenue? Have those directions always been followed, and are they considered to be now in force? If not, will you state the grounds upon which they are or have at any time been departed from?

9. Please to furnish a statement of the ecclesiastical benefices in the gift of or otherwise attached to the foundation, with the actual value of each, specifying which of them are now held by persons who are or have been Fellows of the foundation, or connected with the School as masters or assistant masters or otherwise. Is there any rule, usage, or practice regulating the exercise of the ecclesiastical patronage belonging or attached to the foundation?

II.

1. When and by whom was the School founded? What is the nature of the foundation, and how is it constituted? and in what relation does it stand to any corporate body, ecclesiastical or civil, with which it is connected?

2. Be so good as to state the original and the present constitution of the foundation; the powers, duties, privileges, and emoluments (by statute or usage) of its head; the number, privileges, emoluments, and duties of the Fellows, or other members of it (not being scholars); the statutory qualifications for and the mode of election or appointment to the headship or to a fellowship or other place on the foundation (not being a scholar's place), and any statutory restrictions to which the head or any of the other members are subject. Has the original number of members been increased or diminished; and if so, by what authority? and does any power now exist of increasing or diminishing the number? Do you conceive that any such increase or diminution would now be beneficial to the foundation?

3. In what person or body of persons is the government of the School vested, and what are the powers considered to belong to such person or persons?

4. Is the School governed by statutes? If not, are there any rules or regulations by which it is governed?

5. Have the original statutes or regulations made for the government of the School been altered; and if so, when and by what authority? Have they in any, and what respects ceased to be observed? If so, will you state any reasons by which you consider the non-observance of them to be justified?

6. Will you furnish the Commissioners with a copy of the original statutes or regulations, of any others which may have been subsequently made, and of any ordinances and dispensations which may have been made or granted by authority in relation to the School? And can you state where the originals now are, or give the Commissioners any information on the subject?

7. Is there any power of altering or amending the statutes or regulations, or of granting dispensations from the observance of them, and if so, in whom does it reside?

8. Has the School any visitor or visitors? If so, is the visitor's authority defined by the statutes, or does it depend solely on the general law affecting visitors and visitorial powers? Is it subject to any special limitations? Are there periodical visitations? If not, will you mention any cases in which the visitor's authority has been exercised during the last 50 years? Has it ever been exercised to relieve from the observance of statutes, or to make new statutes?

9. Are there any charters or instruments of foundation or endowment relating to the School? If so, can you furnish the Commissioners with copies of them, or of any of them, and can you state where the originals now are, or can you give the Commissioners any information on this subject?

10. What were originally, and what are now, the nature and amount of the emoluments of the head master, and other masters and assistant masters? State particularly the sources of these emoluments, and the average amount derived from each source. If stipends are paid to them, or any of them, out of the revenues of the foundation, what proportion did those stipends originally bear, and what proportion do they now bear, to the emoluments of the Fellows or other members of the foundation? Is the income of the head master chargeable with any outgoings not bringing back any direct personal emolument to him, such as partial or entire payments of the salaries of assistant masters or other persons on the School establishment, or any similar expenses? If so, state the amount of such outgoings.

11. What was the original number of masters, and what is now the number of masters, and assistant masters? Can you state at what times the increase has taken place, and what additions, if any, have been made to the number, and when, during the last 50 years? Is there any authoritative rule or any custom regularly observed as to any proportion between the number of masters and the number of boys? If so, when was the rule introduced, and with whom does it rest to see that it is adhered to?

12. What are the specific duties and powers, and what is the authority in the School, of the head master and of each of the masters and assistant masters (including all persons engaged in any way in the work of teaching)? How and by whom are they appointed? Are they, or any of them, customarily, or by rule, taken from any particular profession, place of education, class, or body of persons, and are there any conditions of eligibility established by rule or custom? Is there any power of removing them, and, if so, how and by whom is it exercised? Is there any rule or usage respecting superannuation, or any provision for it?

13. What are the privileges or advantages given by the original statutes or regulations to scholars on the foundation? and what, according to the statutes or usage of the School, constitutes a foundation scholar? What privileges or advantages do such scholars now actually enjoy? If there is any difference between their original and their actual condition as to such privileges or advantages, can you explain how and when it arose? Are there any advantages common to the other boys from which they are excluded? Do you consider the position of a foundation scholar to be as advantageous (either positively or relatively to that of a Fellow, or to that of boys not on the foundation) as it was originally, or to be more or less so, and to what causes do you attribute the change? Can you represent the amount of it in money? Is any money paid by a foundation scholar on account of board, lodging, instruction, or general school charges, over and above what is provided for him out of the foundation? If so, state the average amount and the nature of the charges.

14. Is the number of foundation scholars fixed by the statutes or regulations? Do they provide for or authorize, or do they expressly or implicitly prohibit, an increase or diminution of the number? Mention any portions of them which in your opinion bear upon this subject. Can you state whether the actual has ever fallen below the statutory number, and when, to what extent, from what length of time, and from what causes?

15. What are the qualifications for election or admission as a foundation scholar, and how and by whom are such scholars elected or admitted? Have there been any and what changes in these respects within the last 50 years?

16. Besides foundation scholars (or if Merchant Taylors' has no such scholars), do the statutes or regulations give special advantages to any particular class of boys having a local or other qualification? If so, are the statutes or regulations observed in this respect, or when and how did they cease to be so?

17. Is the admission of boys, not being foundation scholars, and having no local or other special qualifications, provided for or contemplated in the statutes or regulations? Is there any limit to the number of boys who may be so admitted, and to what extent are they entitled to share in the advantages of the School? Are they entitled to be taught gratuitously or at fixed charges? Are the statutes or regulations observed in this respect, or when and how did they cease to be so observed?

18. Be so good as to state particularly the ordinary charges and expenses of a boy at Merchant Taylors' (that is to say, all such charges and expenses as are usually included in the bills sent to parents), their average amount, and the limits within which they usually range, distinguishing those which are variable from those which are uniform, and such as are only usual from such as are obligatory. Are these charges and expenses bounded by any definite limit or subject to any supervision or control? What charges are made, under what heads, and in what manner, for instruction or tuition in or out of School, to whom are such charges respectively paid, and are any, and which of them, considered as "extras"? Does your statement of charges and expenses apply equally to all the boys, and, if not, what are the differences or exemptions, nominal or real?

19. Please to state the total amount of the sums received from boys or their parents or guardians during the year 1860, for instruction or tuition.

20. Are there any boys participating in the general instruction of the School who lodge and board either with their parents or in other houses not recognized as boarding houses by the authorities of the School? If so, what are the payments obligatory in such cases for each boy, and are such boys, as regards instruction and the use of playgrounds, and in all other respects, on an equal footing with the other boys, or what differences are there?

21. What is the amount of accommodation afforded for boarders, whether in the School itself or in boarding houses? What rules or regulations (if any) are there, and how are they established and enforced, respecting the persons authorized to keep boarding houses, the *maximum* number in each house, and the general management of such houses as regards the health, comfort, and good order of the inmates?

22. Is there one uniform kind of domiciliary accommodation furnished to all the boys of the School? if so, what is its nature? if not, what are the varieties, and do these depend on the boarding house in which the boy boards or on the part of the School to which he belongs, or on the option of the parents and guardians of the boy, or on rank? Is there a varying rate of charge for lodging correspondent in each case with the varying nature of such domiciliary accommodation? To what extent, and subject to what distinctions, do the boys prepare their school work, and generally prosecute their studies in such domiciles, and to what extent elsewhere? if to any extent elsewhere, in what place, and under what conditions as to privacy or otherwise?

23. Is there one uniform scale of diet supplied to all the boys? If so, what is the number, what the hours, and generally what the description of such meals? If not, what are the varieties? and do they depend on age or position in the School, or on the varying practices of different boarding houses, or on the option of parents and guardians, or on the rank of the boys? and is there in all cases a varying rate of charge for board correspondent with the varying quality and number of such meals?

24. Does the rate of charge, for either board or lodging, depend at all upon the social or scholastic status of the person keeping the boarding house? Does it depend at all upon the rank or the scholastic status of the boys lodged and boarded?

25. Is any part of the profits derived from the charges for board and lodging regarded as an indirect payment (total or supplementary) for other services to the School, whether instructional or disciplinary; such as teaching, tuition, moral superintendence, preaching to the boys, or any similar service?

26. Is the resort by the boys to pastry-cooks' shops, inns, or other houses of entertainment a recognized or a customary method of obtaining either meals or any considerable portion of their food?

27. What is the system upon which furniture is provided for the boys' rooms, and what charges are made in respect of it?

28. With whom does the selection of the boarding house in which a boy lodges rest? Is a recommendation commonly given by any school authorities?

29. How many of the classical, mathematical, and other masters and assistant masters keep boarding houses? Is it a privilege which any of them are unable to obtain? How many boarding houses (if any) are kept by persons taking no part in the work of teaching?

30. Have the authorities of the School any, and what, power to limit the number of boarding houses within certain bounds? If so, can boarding houses be kept, and are any kept, without their permission, beyond those bounds?

31. What is the average period for which boys remain at the School? Is there any difference in this respect between boys on the foundation and boys not on the foundation?

32. Please to state,—

1. The total number of boys now at the School.
2. The greatest number in each year during the last 20 years.
3. The number of boys now in each form, class, or division.
4. The number of boys now in each boarding house.

III.

1. What is the earliest age, and what is the latest age, at which a boy may be admitted into the School?

2. Is any preliminary knowledge (proved by examination or otherwise) in spelling, writing, and arithmetic, or in any other subject, required of a boy on admission into the School?

3. Is there any limit to the age at which a boy may be originally placed in any of the lower forms, or beyond which he can *remain* in any of the lower forms?

4. What is the highest form in which a boy can be placed on admission into the School?

5. What is the latest age at which a boy may remain in the School?

6. Be so good as to furnish, with respect to each form, class, or division of the School, tabular statements corresponding respectively with the accompanying forms B., C., and D.; and with respect to the private pupils of each master and assistant master, a tabular statement corresponding with the form E. Add an explanation of the character of the books read or used, when not sufficiently indicated by the title.

7. Has the head master any power to modify the system and course of study, or to change from time to time the books or editions of books used in the School? If not, in whom are such powers vested?

8. Have the assistant masters any voice, consultative or other, in the direction of the studies of the School?

9. On what system, and whether by seniority or proficiency, or both, does a boy rise in the School; and in determining the rate of his rise, what relative weight, as nearly as can be stated, is assigned to proficiency in the under-mentioned subjects respectively:—classical scholarship; modern languages and literature, including English; English composition; history and geography, ancient and modern; arithmetic; mathematics; physical science? In what manner is such proficiency ascertained, and in what manner is such weight assigned? Are the classes or divisions of the mathematical and of the modern language departments of the School coincident with those of the classical; so that Class N. (say) in classics consists of the same boys as Class N. in French, German, or mathematics?

10. What provision is made for the teaching of each of these subjects, and for promoting the study of them? Can you furnish any information showing to what extent they are severally studied, and with what success? Which of them do, and which do not, form a necessary part of the regular course of study?

11. Is any extra fee exacted for instruction in modern languages, mathematics, or physical science, and if so, what is the amount of such extra fee or fees? Do you consider that the progress of the boys in these studies is in proportion to their progress in Greek and Latin; and if not, to what do you attribute the comparative deficiency?

12. What periodical examinations are held at the School, and in what subjects? By whom are they conducted, and do they extend to the whole School, or to some and what part of it?

13. What scholarships, exhibitions, prizes, or other rewards are established in the School, or in connexion with it, and by whom and on what principles are they severally awarded, and to proficiency in what subjects? State clearly how far the examinations for any such rewards turn upon the regular work of the boys, whether in School or with their tutors; and, in the case of such examinations ranging beyond the limits of such work, point out what the extent of such range is, and how far and in what way boys aiming at those rewards are enabled and assisted to apply to that pursuit, whether in the way of reading or composition, any of the time which they have at their disposal beyond what is required for their school work.

14. Is it compulsory, formally or practically, on every boy to have, in addition to the master attached to his form or class, a tutor or tutors (whether called a private tutor or not), or is it usual, without being compulsory, or permitted (in any and in what cases) without being usual? Are boys (if any) without such tutor at a clear disadvantage, as compared with others, in respect of their studies? What are the tutor's duties? Describe fully the system of instruction or tuition, so far as regards the relation in which each boy stands to the masters and tutors with whom he has to do; state how long it has existed, and what you conceive to be its advantages and disadvantages.

15. Is it the custom in any and in what forms for the boys to construe their lessons to a tutor, either public or private, before they construe them in School to the master? If so, how much time, in proportion to the regular lesson in School, is usually spent in such previous construing?

16. Is the number of boys under the charge or teaching of each master or tutor limited, and if so, how and what is the limit? What is the average number of boys under each master or tutor?

17. Is it the custom for the parent or guardian of a boy sent to the School to select, or for the head master to nominate or recommend, his tutor?

18. Is it practicable, and usual, to any and what extent, to pay attention to individual character, capacity, and mental bias, and to give boys particular facilities for or encouragement in the pursuit of studies for which they may show a special aptitude? Are particular facilities given for the pursuit of studies of a professional character for which special examinations have to be passed, and in which, therefore, special preparation must sooner or later be gone through? If so, please to point out distinctly to what extent, and in what manner, such facilities, if granted in particular cases, are adapted, and subordinated to the general principles of the education of the School.

19. Do you conceive that the instruction given by the master in the course of the ordinary work would be sufficient, without supplementary aid, to prepare a boy of good ability for a successful career at the Universities, or for success in the competitive examinations established in connexion with the civil, military, or East India services? If not, would it in your opinion be possible so to improve the ordinary teaching as to make it sufficient for these purposes?

20. Can you furnish the Commissioners with any information showing what scholarships at the Universities, or other distinctions (there or elsewhere), open to general competition, have in each of the last ten years, or during any longer period, been gained by foundation scholars and by boys not on the foundation respectively?

21. Has the School any library to which the boys have access? and if so, under what conditions are they permitted to use it? Has the School any collection of natural history, or any apparatus for experiments in natural philosophy?

22. Is provision made for systematic instruction, elementary or advanced, in music or drawing, or both; if so, what time is allotted for the prosecution of such studies, what is the general course of such instruction in each, up to the highest point at which it is cultivated; what was the number of boys during the last six months of 1860 availing themselves of such provision, and how long had each then been cultivating it at School; are these studies successfully prosecuted?

23. State what means are adopted to promote the religious and moral training of the boys, and to enforce order and good conduct, by the presence and personal influence of masters or tutors, by the help of monitors or prefects, or the co-operation in any other way of the boys themselves, by rewards and punishments, or otherwise.

24. State accurately what, if any, regulations are in force by law or usage on the following points relating to the religious teaching or training of the boys:—

(1.) The system of preaching in the college, chapel, or church attended by the boys. Are the sermons specially addressed to the boys? To whom is the duty of preaching intrusted or confined?

(2.) The confirmation of the boys.

(3.) Their attendance at the church services, and especially at the Holy Communion.

(4.) The observance of Sunday.

(5.) Their religious instruction at the hands of their tutors and in public work in School. State particularly how their religious knowledge is tested and ascertained by their tutors or in any of the public examinations.

25. Are the same offences uniformly visited with the same punishment? If so, give some account of the system, specifying the punishments, and the offences to which they are awarded respectively.

26. Do all offences come before the head master? If not, do any? In the latter case, state what they are, and state in either case, through what channel they are brought before him. Does he enquire into the nature and gravity of the offences which come before him, and does he require evidence of their having been committed? Does he in all cases award, and in any cases inflict, the punishment? Are these duties, or either of them, performed, in any and what cases, by other masters or assistant masters?

27. What powers and duties in maintaining the discipline of the School are assigned to any of the boys themselves? What portion of the School has such powers and duties? and over what portion of the School are they exercised?

28. Do you consider such powers essential or useful to the effective maintenance of school discipline? State the grounds of your opinion. Do they on the whole tend to produce, or to suppress, tyranny of the stronger boys over weaker, and how?

29. What powers and privileges are given to any portion of the School over any other portion of it, either to enforce attendance at games, or to exact personal services of any description? What portion of the School has such powers? Over what portion are they exercised? Are such powers and privileges *generally* in any way detrimental either to health, to the reasonable enjoyment of liberty, or to the opportunities of bodily or mental recreation or study on the part of the lesser boys? Please to assign the reasons for your opinion.

30. Have you known instances of the abuse of the before-mentioned disciplinary powers and privileges? And

do you consider that such instances, where they exist, are likely to come to the knowledge of the masters?

31. During how many weeks in the year are the boys at School?

32. How often, and when, and for how many weeks each time, do the boys go home for the holidays?

33. While the boys are at School, what are the usual holidays or half-holidays during the week?

34. At what hours in winter and summer respectively are the boys required to be dressed in the morning, and to go to bed at night?

35. On regular School days, what is the time allowed for play?

36. What is the acreage of the ground allotted to the boys for their out-door amusements and games?

37. What is the nature of such ground, viz., whether (1) covered or entirely open; (2) paved or field; (3) grass or bare?

38. What is the nature of the ground immediately surrounding such playground, and especially is it occupied by inhabited buildings, or by factories, or is it open?

39. What are the common games or other bodily exercises of the boys?

40. What range is practically (whether by express permission or by customary connivance) allowed to boys over the ground lying beyond the precincts of the School and playground, and to what extent, and for what purposes, do the boys commonly avail themselves of it?

41. What athletic exercises are taught as part of the education, and of these which are extra and which compulsory, either absolutely or with reference to some particular purpose (as swimming in order to have liberty to go in boats)? Are any special teachers appointed to superintend such exercises?

42. Is it, or is it not, the general habit of boys most distinguished for their progress in intellectual studies to distinguish themselves also, or to partake with interest, in the manly games of the School, or is any difference in the tendencies of different intellectual studies in this respect discernible?

43. So far as you can judge of the results in after-life of the education afforded at Merchant Taylors', do you consider those results satisfactory? Or is it your opinion that the system in any respects falls short of what a great public School might accomplish in preparing boys for the various lines of life, professions, and employments in which they may engage? If so, will you state what the deficiencies are; whence in your judgment they arise; and how far you think them remediable?

44. Does any alteration in the system and course of education at Merchant Taylors' appear to you desirable? Will you be good enough to lay before the Commissioners any suggestions on this head which you may think expedient?

MERCHANT TAYLORS'.

ANSWERS of the MERCHANT TAYLORS' COMPANY.

I. and II.

As all the questions in the first Part and many of those in the second and third, have no reference to, or bearing upon, Merchant Taylors' School, it has occurred to the Master, Wardens, and Assistants of the Merchant Taylors' Company (who are commonly spoken of as the Court of Assistants), that a general statement as to the foundation and present position of the School will best afford to the Commissioners the required material information, and they have consequently abstained from giving a separate answer to each of the questions submitted to them. This course has been adopted, not from any desire to withhold information, but under the impression that it will prove more practically convenient, and the Court will be happy to afford such further information as may be in their power upon any matters connected with the School, which the Commissioners may desire to inquire into.

The School was established by the Merchant Taylors' Company in the year 1561. At that time, Sir Thomas White the Founder of St. John's College, Oxford, was an active Member of the Court, and he and others influenced the Court to found the School, and it has been generally considered that he held out promises to the Company to secure to the Scholars important privileges at his College.

The Company accordingly purchased the site and built the School, and from that time to the present, the School has been maintained freely and voluntarily, and every expense connected with it has been borne by the Company, save only that entrance and quarterage fees have been paid by the Scholars, and that in the year 1610 Mr. Dow a former Member of the Court, charged certain freehold property with the yearly sum of 8*l.* to provide food for the Masters and Examiners at the Probations or half-yearly examinations of the scholars.

The School remains the absolute property of the Company, and there is not, nor was there ever, any estate or property belonging to or held in trust for the School, with the exception of Mr. Dow's above-mentioned grant of 8*l.* a year. The School is not subject to any trust whatever. The Court of Assistants are the Patrons and Governors of the School, which is in every respect subject to their orders and authority. There is no Visitor. There are not, nor were there ever, any Statutes in the common acceptation of the term. On the establishment of the School, a code of rules and regulations, to which the title of "Statutes" was given, was drawn up and adopted by the Court, but of such rules and regulations the greater part have either become obsolete or have been from time to time altered by the Court; the School exists in fact on the resolutions of the Court, who have full power to make, and have from time to time made, such orders and rules, either of a permanent or of a temporary character, as they have considered expedient.

All the Masters are appointed and their duties are regulated by the Court, who in selecting the Masters, are not bound by any rules beyond such as they may from time to time impose upon themselves for the purpose of securing as efficient a person as possible to supply the existing vacancy.

The School is established for 250 boys, and nominations are only made as vacancies occur. It is difficult to maintain the number of boys precisely at 250, and there are generally a few in excess of that number.

The advantages of the School are open to every Scholar. The Court are 40 in number, and each Member has a nomination in turn. Each boy pays to the Company an entrance fee of 3*l.* and a quarterage equal to 10*l.* a year; beyond this there is no charge to the Scholar, save for books, which he buys where he pleases. Everything taught in the School is comprised in the above charges. The School is not a School for boarders; the boys board and lodge either with their parents or guardians, or where their parents or guardians place them. The Masters in some cases take boarders; the Court do not object to this, but they do not in any way interfere with the arrangements between the Masters and the parents or guardians.

In the foregoing statement the Court have endeavoured to give a substantial answer to every question in Parts 1 and 2, with the exception of questions 12, 31, and 32 in Part 2, so far as such questions have application to Merchant Taylors' School.

In answer to question 12 in Part 2 the Court reply as follows:

All the Masters are appointed by the Court, and hold their offices during the pleasure of the Court. The duties of the Head Master are set forth in a paper given to him by the Court at the time of his appointment, and he will be best able to state what are the duties and powers of all that are engaged in the tuition of the School.

The Head Master makes detailed quarterly reports to the Court, and he communicates with the Court on casual questions, as they from time to time arise; but the general management of the School is left to his judgment and discretion, and the Court, without shrinking from expressing their opinions to him, deem it of the highest importance to support his authority, as well with the Assistant Masters as with the Scholars and their parents. In appointing the Masters, the Court avail themselves of the best means of inviting eligible candidates, and the consideration of choosing the most efficient is paramount to every external influence; when a vacancy occurs canvassing is in every way discouraged, it is but rarely resorted to, and never with any advantage to the party adopting it.

The Court require that all the Masters with the exception of the Writing, French, and Drawing Masters, should be Clergymen of the Church of England, educated at Oxford or Cambridge, and that the Writing, French, and Drawing Masters should be Protestants. There is no rule or usage respecting the superannuation of Masters or any provision for it.

The answers to questions 31 and 32 in Part 2 will be best given by the Head Master.

III.

The Court refer the Commissioners to the answers which the Head Master will give to questions 6, 9, 10, 18, 19, 20, 22 to 30, and 42 in this Part.

1. The earliest age at which a boy can be admitted is 9 years; no rule exists as to the latest age.

2 and 3. Each boy must have at least some knowledge of the elementary parts of the Latin Grammar, at the time of his admission, and if he exceeds eleven years he must have made such further progress as will justify his being placed in a Form where the boys are somewhat of his own age; no rule exists as to the time a boy may remain in a lower Form.

4 and 5. There are no rules on these points; but, in fact, no boy on admission is ever placed in the Sixth or Head Form, and 19 is considered the extreme age to which a boy remains.

7. The Head Master has no power to make any material change in (and in that sense modify) the system or course of instruction. That power rests only with the Court. The Head Master selects the books to be used, and a list of them is published by the Court.

8. The Assistant Masters have no consultative voice, but the Court confer with them as occasion requires, not only as regards the studies of the School, but on matters connected with the School. In fact, the Court seek for all the information that can be obtained from existing assistants or former experienced Masters to guide their judgment.

11. There is no extra charge for instruction in Modern Languages, Mathematics, or any subject taught in the school. The Quarterage (equal to 10*l.* a year) comprises everything.

12. There are half-yearly Examinations in all the subjects taught in the school, and extending to every Form and Class. There are two Classical Examiners, Professors Browne and H. S. Maine; one Mathematical, Professor Hall; one for French, and one for Writing and Arithmetic; all are chosen and paid by the Court. The result of such Examinations as regards each boy is printed, and two of such printed copies accompany these answers.

13. A list of the Scholarships, Exhibitions, and Prizes accompanies these answers. It may be stated generally that no Scholarship, Exhibition, or Prize is obtained except by the scholars' industry, and distinction. As a rule it may be taken, that they go to the most proficient, as evidenced by the regular work done in the School, but, as regards Fish's, Wooller's, and Vernon's exhibitions, which are given to former scholars resident at the University, the pecuniary circumstances of the youths, as well as their industry and character, are taken into account by the Court. The printed results of the School Examinations referred to in the last answer

ANSWERS.
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Rev. J. A. Hessey.

show who obtain the School Prizes and the principle on which they are awarded.

14, 15, 16, and 17. There are no Tutors in the School in the sense here indicated.

21. The School has a valuable Library, to which additions are yearly made, and the boys have the use of it under the sanction of the Head Master.

43 and 44. Looking to Merchant Taylors' School as a great public place of education established in the heart of the City of London, surrounded by buildings, and with no contiguous open grounds, the Court have every reason to be satisfied with the results of the education there afforded, and in their opinion, the system does not fall short of what a great Public School so circumstanced may be reasonably expected to accomplish; still it is open to consideration, whether by an increased expenditure the system or course of instruction may not in some particulars, be altered or extended, so as to afford additional advantages to the large number of scholars who are not seeking for a University career. The Court already expend from their own funds and property, between 2,000*l.* and 3,000*l.* a year on the School, and they have recently laid out about 20,000*l.* in the purchase of adjacent buildings, with the view, when the leases (which have but about 5 years to run) fall in, of enlarging the School accommodation. To this object primary attention must be given, as no separate or extended course of instruction could be entered upon without larger buildings and additional Masters.

By Order of Court of the 30th January 1862.
JOHN EWART, Master.

UNIVERSITY SCHOLARSHIPS, EXHIBITIONS, &c.

Referred to in answer to question 13.

Twenty-one Scholarships at St. John's College, Oxford, of the value of 100*l.* a year each, tenable for 7 years.

Six Andrews civil law Scholarships or Exhibitions at the same College of the value of 60*l.* a year each, tenable for 12 years on certain conditions.

One Stuart's Scholarship at the same College, of the annual value of 50*l.*, tenable for 8 years.

Five Fish's Exhibitions at the same College each of the annual value of 25*l.* (augmented recently to this amount by the Court,) tenable until of standing for M.A.

Four Vernon's Exhibitions at the same College, of the annual value of 4*l.* each, but augmented by the Court to 10*l.* each.

One Wooller's Exhibition at the same College, of the annual value of 4*l.*, but augmented by the Court to 10*l.*

One school Exhibition at the same College, of the annual value of 63*l.*, at the disposal of the Head Master of the School, the President, and a Barrister educated at the School.

One Stuart's Exhibition at any College at Cambridge, annual value 61*l.* 11*s.* 4*d.*, tenable for 4 years.

Four Parkin's exhibitions at any College at Cambridge, annual value 43*l.* each, but augmented by the Court to 50*l.* tenable for 4 years.

One Juxon's, value 12*l.* in books, for a Scholar at either University.

Two Pitt Club Exhibitions, annual value 30*l.* each, for scholars at either University, tenable for 4 years.

Two Company's Exhibitions for Scholars, at either University, annual value 50*l.*, each tenable for 5 years.

N.B.—These Company's Exhibitions were established by the Court some years since, and are continued at their pleasure. The Court has for many years set aside the entrance fees paid by the scholars, with the design to form an Exhibition Fund. By investments and accumulations this Fund has reached 6,000*l.* and upwards, and it is from this Fund that the Company's Exhibitions are paid.

SCHOOL PRIZES.

The Court of the Merchant Taylors' Company expend yearly in books given as Prizes on the result of the half-yearly Examinations 52*l.* 10*s.* A reference to the printed Probation papers will show how these are awarded.

There is a Prize Medal for Hebrew scholarship, called the Montefiore Medal. This originated with Sir Moses Montefiore, Bart.

Also, a Prize of 3*l.* a year in books, for good conduct, called the Gilpin prize.

Also, a Prize of 6*l.* a year in books, for English History, called the Tyler prize.

Also, a Prize of 6*l.* a year in books, for subjects connected with mercantile and professional pursuits, called the Pigeon and Pugh prize.

N.B.—These three last Prizes originated with existing members of the Court, who placed the requisite funds for their establishment at the disposal of the Court.

ANSWERS of the Rev. JAMES AUGUSTUS HESSEY, D.C.L., Head Master of Merchant Taylors' School.

II.

1. Merchant Taylors' School was founded in A.D. 1561, by the Master, Wardens, and Court of Assistants of the Merchant Taylors' Company, out of their "general funds," aided by liberal subscriptions from the members of the Court. Perhaps, in the strict sense of the word, the School could at that time scarcely be called a *Foundation*. It had, indeed, some scholars paying a small sum per quarter, some paying a yet smaller sum, and some absolutely free. But no scholars were clothed or boarded free of cost, or distinguished from the rest as foundation scholars; nor indeed are any distinguished in these respects now. What the Company did, was to find premises for the School, which they purchased, and to defray all costs connected with its instruction and upholding, which were not covered by the payments of the scholars. Out of their "general funds," too, until Sir Thomas White's benefaction came into play, they frequently granted Exhibitions to deserving scholars at the Universities. A very few years after the School was founded, A.D. 1563, Sir Thomas White, knight, a member of the Court, endowed the School with thirty-seven life Fellowships in St. John's College, Oxford, of which he was the founder. The boys elected to these from the School were on probation for three years, and then, if found worthy, made full Fellows. This noble endowment at once raised the position of the School, for its relations to the College became analogous to those between Westminster School and Christ Church, Winchester and New College, and Eton and King's College, Cambridge. Henceforth it might be called a *Foundation*.

The only corporate body to which the School is related, so far as government is concerned, is the Court of the Merchant Taylors' Company. It had and has certain relations to St. John's College, Oxford, in the way of supplying a portion of the scholars of that body. These relations have been of late considerably modified by ordinance of Privy Council, but they still exist. The College, however, has not and never had anything to do with the management of the School, or the appointment of the Master and Under-masters.

2. This does not apply to Merchant Taylors' School, which has no Collegiate foundation or Chapter to which it is affiliated, as the Dean and Chapter of Westminster, the Wardens and Fellows of Winchester, and the Provost and Fellows of Eton.

3. The court of the Merchant Taylors' Company is the governing body of the School, and can at any time alter or amend its constitution.

4, 5. There are, strictly speaking, no Statutes of the School, unless some forty-five rules passed by the court at the time of its foundation can be called such. A great many of these have become obsolete, partly in consequence of change of manners and of the value of money, partly because the circumstances to which they applied have ceased to exist, partly because new circumstances have caused a necessity for new regulations.

6, 7. I could furnish the Commissioners with a copy of the forty-five regulations above referred to, as they are given in Dr. Wilson's History of Merchant Taylors' School. But I am unable, without going through the whole of the records of the Company, to give anything like an account of the changes which have been made from time to time by "Order of the Court." I have a short Paper of Instructions as to *the Duties of the Head Master*, of which I give a copy lower down (see answer 12); it was put into my hand on my appointment in 1845, and has been my general guide in the management of the School, but I have no methodized or collected code of regulations for the particular government of the School. This has been, perhaps, the less necessary in my case, because, having been educated in the School myself, I am tolerably well acquainted with its practices and traditions. I have always found the Company disposed to place full confidence in me, and ready to consider attentively any important alterations in the studies, or hours or discipline of the School which I have thought it right to lay before them; I say important alterations, for in small matters, purely administrative, they would not wish to be consulted.

N.B.—I have given answers to questions 4–7, though I rather doubt whether they were intended to apply to a foundation like that of Merchant Taylors. This

remark will in a great measure render any reply to questions 8 and 9 unnecessary.

8. The School has no *Visitor* other than the Examiners appointed by the Court of the Merchant Taylors' Company.

9. I know of no Charters whatever.

10. This question, so far as the original Emoluments, &c. of the Head Master and other masters are concerned, is purely an archæological one, and could be answered with some little trouble if necessary: but it does not seem necessary to answer it, because it is obviously asked with a view to ascertaining whether the working, as opposed to the non-working members of a foundation like Eton and Winchester, are remunerated in the proportion intended by the Founders. I proceed, therefore, at once to the Emoluments enjoyed by the Head Master and other Masters at the present time, premising that the Head Master is not chargeable with any payments or salaries to any Under or Assistant Masters.

The Emoluments are derived in the case of the Classical Masters partly from a certain proportion of the School quarterages, partly from Form entrance fees, partly from direct payments made by the Company.

	£	s.	d.
Head Master:			
Ancient stipend paid by Company	120	0	0
Allowance in lieu of house	200	0	0
Allowance for fuel	20	0	0
Quarterage from 260 boys at 10*s.* per qr.	520	0	0
,, ,, 40 boys at 15*s.* per qr.	120	0	0
Entrance fees, say from 55 boys	13	5	0
Form entrance fees, say from 15 boys	3	15	0
	997	0	0
Head Master's Assistant:			
Paid by Company	200	0	0
First Under Master:			
Paid by Company	150	0	0
Quarterage from 55 boys at 15*s.* per qr.	165	0	0
Form entrance fees about	12	0	0
	327	0	0
(But see under 1st Mathematical master)	200	0	0
Total	527	0	0
Second Under Master:			
Paid by Company	100	0	0
Quarterages from 55 boys at 15*s.* per qr.	165	0	0
Form entrance fees about	17	0	0
	282	0	0
(But see under 3d Mathematical master)	100	0	0
Total	382	0	0
Third Under Master:			
Paid by Company	100	0	0
Quarterages from 55 boys at 15*s.* per qr.	165	0	0
Form entrance fees about	17	0	0
	282	0	0
(But see under 2d Mathematical master)	100	0	0
Total	382	0	0
Fourth Under Master:			
Paid by Company	100	0	0
Quarterages from 55 boys at 15*s.* per qr.	165	0	0
Form entrance fees about	20	0	0
	285	0	0

N.B.—Every boy at entrance into the school pays 3*l.*; of this, 2*l.* 10*s.* is received by the company, 5*s.* by the Head Master, and 5*s.* by the Master of the Form in which the boy is placed. Every boy on rising to a higher Form pays 5*s.* to the Master into whose Form he is removed. Every boy pays 10*l.* per annum in quarterly instalments.

	£	
Of this the Company receives 5*l.* from each boy	1,300	per ann.
—— the Head Master receives 2*l.* from each of the 260 boys	640	,,
—— from 40 boys 3*l.* from each boy		
—— the 1st, 2d, 3rd, and 4th Under Masters (each from 55 boys) receive respectively 3*l.*	660	,,
Total from quarterages	2,600	,,

The above calculations are made on the supposition that there are 260 boys in the school; they are necessarily rather over than under the actual receipts.

Paid by the Company.

	£	
1st Mathematical Master (who is also 1st Under Master)	200	per ann.
2d Mathematical Master (who is also 3rd Under Master)	100	,,
3rd Mathematical Master (who is also 2d Under Master)	100	,,
4th Mathematical Master receives no stipend as such, but is also 4th Under Master.		
1st Writing and Arithmetic Master	180	,,
2d ditto	150	,,
1st French Master	130	,,
2d ditto	50	,,
Drawing Master	100	,,

11. At the foundation of the School there was first, a Head Master, sometimes called High Master, or simply Master of the School; 2d, three Ushers or Under Masters. The instruction to be communicated, was purely Classical, care however being taken that the Religious training of the Scholars should be attended to both by the Head Master and by the Ushers. Hebrew, though not mentioned in the original rules of the Company, was introduced by the first Head Master, Mr. Mulcaster, and has been continued ever since.

But neither the number of instructors nor the range of instruction, was varied until the years 1828–9. In the former of those two years, Mr. Bellamy, then Head Master of the school, represented to the Court the desirableness of introducing other subjects, and obtained their sanction to his teaching Mathematics for a year to the Head Form. This took place out of hours. At the end of the year, he induced them to appoint two Mathematical Masters, and two Masters to teach Writing and Arithmetic. The School hours were materially altered, and the afternoon of each day, except Saturday, was devoted to these new subjects. The Mathematical Masters appointed were, accidentally, already on the staff as Under Masters; but as their original salaries were not altered, and as they were paid separately for their teaching Mathematics, the staff may be considered as increased in 1829 from 4 to 8. In 1845 a fourth Under Master was appointed in the Classical School. In 1846, two Masters to teach French were appointed. (French had been taught out of hours, for a year before, at the recommendation of the present Head Master; after this trial, the Court formally introduced it into the School.) In 1851 the number of Mathematical Masters was increased to three, and in 1855 to four. Accidentally, these were and are Under Masters in the Classical School, but they do not hold the same rank in the two departments; *e. g.* the 2d Under Master in the Classical School changes place with the 3d Under Master for Mathematical purposes, and their salaries for Classical and Mathematical teaching are distinct, with one exception already noted. In 1856, a Drawing Master was appointed, and in 1857, an Assistant to the Head Master in the Classical School.

The present staff consists of Head Master; Head Master's Classical Assistant; four Under Masters teaching in the Classical School; four Mathematical masters, teaching amongst them about 125 boys; two Writing Masters, teaching between them about 135 boys; two French Masters, teaching between them the boys of the first seven out of the ten Classical Forms; one Drawing Master, teaching the first four out of the seven Mathematical Classes. There is no authoritative rule as to any proportion between the number of Masters and the number of boys, except that the Head Master does not take more than 24 boys on the Head Form, or the Head Master's Assistant, more than about 28. I endeavour as much as possible to equalize the number of boys assigned to the Under Masters, but I never keep back a deserving boy with that view.

12. The following is the paper of instructions, as to the Duties of the Head Master, alluded to in the answers to Questions 6, 7:—

1. To take the general superintendence of the Whole School, both Morning and Afternoon, as regards studies and discipline; to decide in all cases of misconduct and punishments in respect thereof, except for mere neglect of lessons; to select the books taught, and grant leaves of absence, &c.

2. To be punctual in his attendance at Prayers, and to remain in the School during the whole period of studies.

3. To register in the attendance book, the commencement, duration, and conclusion of his daily attendance, and to require the same registration on the part of each of the Junior Masters.

4. To teach his own Form, and occasionally to hear all the other Forms, one in every week at the least, taking them in his own order

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and turn; and to have under his immediate notice from time to time the Religious Instruction of the School.

5. To regulate, whenever he shall see necessary, the length of exercises and impositions; and to have the power to suspend any boy for misconduct, but in every case of suspension to report thereon forthwith to the Master and Wardens.

6. To superintend the removal of the boys at the half-yearly Removes.

7. To prepare at stated intervals a general report as to the studies, place, conduct, and merit or demerit of the boys in his own Form, and to require a similar report to be furnished him by each of the Junior Masters at the same periods, agreeably to a tabular form to be prepared for that purpose.

8. (This has been rescinded.)

9. To fill up vacancies in the Head Form, after examination, from the Sixth.

10. To superintend the removal of the boys from the Writing and Arithmetic to the Mathematical School.

11. To co-operate with the Examiners in the allotment of the Prizes.

12. To place the boys on their admission to the School in the different Forms according to his judgment.

13. To prepare the Papers and Books for the Doctors' Day and the Election Day.

14. To report the number of boys and the general state of the School after the specified form to the Master and Wardens on the first Wednesday in every month, and to every general Court of which he receives notice.

15. To provide the stationery for the Afternoon School, and pass his account in respect of the same at Midsummer in each year.

16. To collect the Quarterages due to the Company, pay over the same to the clerk quarterly, and once in every year, previous to the July Court, render an account, and pay over the balance.

17. To lay out the money allowed by the Company for the use of the Library, and render an account of the same at the January Court in every year.

18. To provide the Prize Books with the money which may be granted by the Company for that purpose.

19. To answer all inquiries respecting the School, whether by letter or visit, from strangers, or parents and friends.

REMARKS ON THE ABOVE PAPER.

The above document has been given here just as it was put into my hands, with the exception that regulation 8, which has been since rescinded, is omitted, and that one or two verbal alterations, rendered necessary by a change in the names of Forms, or the dates of holding Courts, or the having one Doctors' Day instead of two in the course of the year, have been necessarily made.

It sets forth pretty clearly the General Authority of the Head Master over the Whole School. It is only necessary to add that all byelaws for its management and all minor regulations proceed from him; that he enforces regular attendance; that no note accounting for a boy's absence is receivable by an Under Master unless countersigned by him; that he is referred to by the Under Masters in all cases requiring punishment, except ordinary neglect of lessons, or inattention; and that he charges himself especially with the maintenance of discipline in those departments of the School which are not superintended by university men. He examines at any time any Form in the School, and holds a General Examination of the whole School once a year. All questions of books, and methods of instruction come to him for decision, and the Under Masters resort to him in every matter of difficulty with complete confidence.

Specifically, the Head Master is concerned with the Head Form of the School, which he instructs himself. (The nature of his instructions will appear lower down.)

In strictness the Head Master has two Forms, the Head and the Sixth Form, both of which are considered his, and come in a great measure under his moral influence. But in June 1857 he was allowed by the Court to appoint as his Assistant a young man of high Honors fresh from Oxford, to teach the Sixth Form. To this gentleman the whole care of the Sixth Form is now committed, with the exception of teaching Hebrew. He is in constant and unreserved communication with the Head Master, and his teaching is framed with a view to direct preparation for the Head Form. His appointment rests with the Head Master, subject to the approval of the Court, who pay his stipend.

The four Classical Under Masters have each of them his own Forms. When the Head Master is not present the first Classical Under Master is in charge of the whole School. It so happens that at present the four Classical Under Masters are also the Masters in the Mathematical School. They are appointed or advanced by the Court without any necessity for concurrence on the part of the Head Master, but it is not probable that the Court would appoint any one or advance any one to a higher position if the Head Master showed them that such appointment or advancement would do harm to the School. By invariable custom, the Head Master and Under Masters have been graduates of Oxford or Cambridge, and clergymen of the Church of England. The Head Master's Assistant has not been required to be in Holy Orders at the time of his appointment, but has always received them soon afterwards. With regard to the French, Writing and Arithmetic, and Drawing Masters, they are, by custom, if English, to be members of the Church of England; and not being English, they must belong to some Christian body not Roman Catholic. They are appointed by the Court.

I am not aware of any rule or usage respecting superannuation of the Under Masters, or of any provision for it.

13 to 15. Merchant Taylors' School has no "Foundation Scholars" in the sense intended in these questions.

16. No local or other Qualification, except the literary one, mentioned in answers to questions 1, 2, 3, Part III., and that of age, is required for entrance into Merchant Taylors' School.

17. This does not apply to Merchant Taylors' School.

18. The School fees of every boy are 10*l.* in quarterly payment of 2*l.* 10*s.* Besides this, each boy pays five shillings on being advanced to a higher Form. For this sum he receives his education. We have no Exceptional Studies, *i.e.*, such as may be pursued or not at the option of parents, and we have no additional charges for Mathematics, or Writing and Arithmetic, or French, or Drawing. Every boy who is not fit for Mathematics goes into the Writing and Arithmetic School in the afternoon, and when he has made sufficient progress there is advanced to the Mathematical School. Every boy who has reached the Lower Division Form in the Classical School, begins French; every boy who has reached the Sixth Form, begins Hebrew; and, every boy who has reached the fourth Class in the Mathematical School, begins Drawing. No Tuition out of School is recognized by the School authorities as part of the regular instruction.

19. This has nothing to do with Merchant Taylors' School, unless indeed the aggregate amount of the boys' quarterages is intended. If so, putting the average number of boys at 260, and supposing each to pay 10*l.* per annum, the amount received wonld be 2,600*l.* This is almost invariable. To this must be added the variable amount of Form entrance fees. In 1860, it amounted to 69*l.* 15*s.*

20 to 22. There are no Boarding Houses *formally* recognized by the authorities of the School, and very few of the parents of the boys reside actually in the City. By far the greater number of the boys reside with their parents away from the City, and come in every morning by rail, coach, or boat; Clapham, Kennington, Camberwell, Croydon, and even Reigate, Blackheath, Forest Hill, New Cross, and Richmond on the south of the river; and on the north Clapton, Highgate, Hampstead, Kensington, &c. furnish many; others come from various parts of the West End; but there are several unrecognized boarding houses for boys who live too far away. The first and second Under Masters take boarders; so do one or two clergymen not connected with the instruction of the School, and there are also one or two dames. Day boarders are received in all except the two Under Masters' houses.

Though not recognized officially, and of course not under the direct control of the Head Master, he is more or less acquainted with the system pursued in all these houses, and is every now and then appealed to by the persons keeping them. If he had reason to believe their system to be bad, and if, after remonstrance and explanation, he was not satisfied with them, he would refrain from recommending them, or even advise parents not to send their boys to them. *Parts* and *exercises* are prepared in the boarding houses, considered as the boys' homes for the time; but only such parts or exercises as boys actually living at home would be required to prepare. Except in special cases and for a short period, the Head Master does not recommend that boys should have assistance in their exercises. It is very difficult to keep such assistance within due limits, and boys who habitually depend upon it, lose places in the School examinations from want of self-reliance.

The Head Master used to take about twenty boarders when he resided in the School House, close to the School. He has not taken any since he resided elsewhere, *i.e.*, for the six years last past.

23 to 25. These do not apply to Merchant Taylors' School. The charges for boarding at the 1st and 2d

Under Masters' houses are 60 guineas per annum. At the other houses the charges are somewhat lower, and in some of them vary according to the age of the boys.

26. Boys at the boarding houses of course get their mid-day meal at those houses; and various boys who come from a distance dine at the boarding houses as day boarders. Several, who are the sons of merchants, &c., lunch at their fathers' offices in the City. The portress of the School is allowed to keep a sort of pastry-cook's shop on the premises, which is open at certain times. The Head Master discourages the resort of boys to eating houses, and always recommends the parents to make some arrangement for the middle of the day at the time of their entrance.

27. This does not apply to Merchant Taylors' School.

28. The parent selects a boarding house at his own discretion, but he frequently consults the Head Master on the subject. The advice given varies according to the means of the parent, and the age and reported disposition of the boy.

29. This has been already answered under questions 20 to 22 so far as it is applicable to Merchant Taylors'.

30. For this also, under the same limitations, see answers to questions 20 to 22.

31. The latter part of this question does not apply to Merchant Taylors'. I will attempt an answer to the former part of it, though in consequence of the very different ages at which boys enter the school, no inference of any value can be drawn from it.

Let the number of boys in the School be supposed to be 260.

And about 52 presentations to be issued every year.

Then the average continuance of boys in the School would be five years.

Those who stay to go off to the University are sometimes 7, 8, or 9 years in the School, as will appear from the following portion of our Election Paper for 1861. One or two boys on it have been even longer than nine years.

Election Paper, June 11, 1861.

Names and Order of the Head Scholars.	Nativity.		Admission.			Continuance on the Head Form.
	Year.	Month.	Year.	Month.	Form.	
1. Henry Duff Traill	1842	August 14	1853	April 14	Third	4 years.
2. Edward Conduitt Dermer	1843	October 24	1852	March 25	Petty	4 „
3. Alfred Marshall	1842	July 26	1852	February 5	First	4 „
4. Lancelot Lambert Sharpe	1842	October 12	1850	December 4	Third	3 „ 9 months.
5. Arthur Loughborough	1843	June 20	1854	June 20	First	3 „
6. Reginald Hughes	1843	January 4	1851	September 27	Second	3 „ 9 „
7. George Hookham	1842	October 23	1850	December 4	Petty	3 „
8. Sydney Prior Hall	1842	October 18	1855	March 26	Second	2 „

All these boys then left School.

32. (1). The total number of boys now, Dec. 14th, 1861, in the School, is 262. The professed number is 250, but a floating 10, more or less, is allowed. As nominations are always issued in advance, on a calculation of probable vacancies, it is impossible to keep very exactly within the limit.

(2). The greatest number in each year during the last twenty years, is as follows:—

1842	259	1852	264
1843	260	1853	263
1844	260	1854	258
1845	259	1855	247
1846	266	1856	257
1847	266	1857	262
1848	258	1858	265
1849	267	1859	265
1850	262	1860	264
1851	275	1861	262

(3). The number of boys now, Dec. 14th, 1861, in each Classical Form, is,

Head Form, *i.e.*, Monitors (8), Prompters (8), and Upper Sixth (7)	23
Sixth Form	26
Upper Fifth Form	31
Lower Fifth Form	18
Fourth Form	23
Upper Division Form	25
Lower Division Form	32
Third Form	30
Second Form	27
First Form	27
	262

I have taken the date, Dec. 14th, 1861, because it represents the number of boys in each Form in the quarter from Michaelmas day to Christmas day, before the Classical Remove takes place.

The number of boys in October, 1861, just before the Mathematical Remove, in each Mathematical Class, is,

Head Class 1st Section	2
„ 2d Section	3
„ 3d Section	5
„ 4th Section	10
Second Class „	10
Third Class „	12
Fourth Class „	11
Fifth Class „	14
Sixth Class „	20
Seventh Class, 1st Division	27
„ 2d Division	16
	130

The number of boys in each French class is,

Class of Monitors, Prompters, and Upper Sixth	23
Class of Sixth Form	26
Class of Upper Fifth Form	31
Class of Lower Fifth and Fourth Forms	41
Class of Upper Division Form	25
Class of Lower Division Form	32
	178

Boys do not commence French until they have reached the Lower Division Form. The lowest three Forms in the Classical School, viz., the Third, Second, and First Forms, do not learn French. They contain at present,

84 boys;
178 learning French.

262

The number of boys in each Arithmetic Class is (Oct. 1861),

1st Class	28	132 Writing and Arithmetic.
2d Class	29	
3d Class	34	
4th Class	41	
Add Math. boys	130	
	262	

The number of boys in each Drawing Class is,

Head Class	20	Corresponding to and comprising the same boys as the Mathematical Classes, Head, Second, Third, and Fourth.
Second Class	10	
Third Class	12	
Fourth Class	11	
	53	

(4). The number of boys now in each Boarding House is,

In the house of the 1st Under Master	10
„ 2nd Under Master	6
„ Rev. F. T.	22
„ Rev. H. M.	4
„ Mr. M.	25
„ Mrs. B.	10
„ Mr. B.	6
	83

III.

1. On nomination, a boy must have attained the age of nine years at the least. There is no age mentioned above which he cannot enter; but if he is above fifteen, unless he is very far advanced, his parents would not be recommended to enter him.

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2, 3. In order to enter, a boy must be able to read and write pretty well, and have learned the "Accidence" in King Edward the Sixth's Latin Grammar. It is also expected that he be acquainted with the leading facts of the early Scripture History, and with the Church Catechism.

But, if a boy is over eleven years of age, he must be further qualified to enter upon the Third Form.

If he is over thirteen years of age, to enter upon the Upper Division Form.

N.B.—These two rules have been only recently adopted by the Court, on the representation of the Head Master of the inexpediency of having boys of advanced age in the Lowest Forms among quite little boys.

There is no regulation as to the time a boy may *remain* in one of the Lower Forms, but, if he remained a very long time, and appeared either incapable or hopelessly idle, the Head Master would probably recommend his parents to remove him.

4. This is not defined by regulation; but practically, no boys are placed at their admission in the Head or Sixth Forms, which are limited in numbers.

5. A boy cannot be a Candidate for a Scholarship at St. John's College, Oxford, after the 11th of June previous to his nineteenth birthday.

For educational purposes he may stay till his nineteeth birthday.

If he is a Candidate for an Andrew's Exhibition, and his nineteenth birthday has occurred before the 11th of June in which he is a Candidate, he is allowed to stay till that 11th of June.

If he is qualified to be a Candidate for a Parkin's Mathematical Exhibition, by being under nineteen on the second Monday before Easter (the day appointed for the Examination), he is allowed to stay till the 11th of June, though his birthday may have occurred in the interval.

6. Tabular Statements corresponding respectively with the forms B, C, D, with respect to each Form, as compared with each Class or Subdivision, or Cross-division of the School, are annexed to these answers.

The Table E, relating to private Tutors, or Under-Masters acting as such, does not apply to Merchant Taylors' School.

7. The Head Master does not introduce a new study, such as Writing and Arithmetic, or Mathematics, or French, or Drawing, for which an addition to the staff would be required, without consulting the Court of the Company, and obtaining their deliberate sanction.

But the introduction of improvements into a branch of study already existing in the School, such for instance, as encouraging exactness in English in the lower boys by Writing from Dictation, or inducing the elder boys to study History, Ancient and Modern, by making it the qualification for one of the Four Chief Prizes, would rest with him entirely. So also would the regulation of the standard for Forms and Classes, the choice of books, or editions, and generally the adjustment of the studies so as to meet the requirements of the day. It is, however, always his practice to consult with the Master of the Form, or the Teacher of the special subject, which would be affected by any alteration, before he finally decides upon any.

8. The Under and Assistant Masters have not indeed a voice *consultative*, if by that term it is implied that they are convoked for debate on the subject of the studies of the School. But, as was said in the answer to question 8, p. 241, the Head Master, believing that he has earnest and efficient men working under him, consults with those of each department, when he thinks it may be desirable to make any alteration. This is more particularly the case, if the subject is one with which he is not himself specially acquainted; *e.g.*, in determining the books to be used and the system to be pursued in the Mathematical Department, he is guided by the opinion of the first Mathematical Master. But in every department, the Head Master is always ready to receive and consider suggestions made by the Under and Assistant Masters.

9. The Basis of the School is a Classical and Literary basis. When a boy enters, he is placed in a Classical Form, according to his age and acquirements, and this determines his rank in the School. He rises from one Form to another, by the proficiency and industry which he displays during the time he has been in his Form (facts ascertainable by daily marks, which are averaged), and by the way in which he acquits himself both on paper and in *vivâ voce*, at the half-yearly Examinations. The subjects on which his education is based, are Divinity and Scripture History, Classics, including, of course, Composition, Ancient Geography and History, and to a certain extent, Modern Geography and History. And his knowledge of English is tested continually, though, of course, incidentally, by the correctness of his oral readings, and by the spelling and construction of his translations on paper. Want of proficiency in any one of these points, of course, so far as his opportunities have gone, would lower a boy's place at his Remove, or, if very striking, would make him lose his Remove for the time altogether. Proficiency in them would ensure his Remove, independently of his proficiency or want of proficiency in other subjects, of which mention will be made presently. It should, however, be remarked, that cases of determined idleness or inattention to work in other Departments, especially a department falling under the same faculty that acquirement of Classical Languages does, (French for instance,) is liable to be punished by suspension of a Classical Remove. The Classical Remove takes place at the conclusion of each half-year, (at Midsummer and Christmas), but cases not unfrequently occur in which a Bye-remove, at the end of three months, is granted to a boy of extraordinary merit and proficiency.

A boy makes his way in the manner above stated from the First, through the Second, Third, Lower Division, Upper Division, Fourth, Lower Fifth, and Upper Fifth Forms to the Sixth Form. (How he advances from the Sixth to the Head Form will be explained bye and bye.) There is nothing to impede his progress, except idleness or want of capacity. He is encouraged by Prizes in each Form; if he does not obtain a prize he may still be honorably mentioned; and he is not stopped by any Form above him being limited in numbers, until he is a Candidate for the Sixth Form which is limited in numbers.

Classics are taught in the Morning School from a quarter past nine to a quarter to one; but French is taught in the Morning School also. As soon as a boy has reached the Lower Division Form, he is put into a French Class as part of his regular and necessary work, and has two lessons a week of an hour each, taken out of the Morning School. At the introduction of French in 1846, it was necessary to determine how it would least interfere with the Classical or other Work of the School. It appeared that if it was taught in the afternoon, it would be impossible to avoid breaking up the Mathematical Classes,—the faculty of learning Languages being so entirely distinct from that of acquiring abstract Science. The only resource then seemed to be to teach it in the morning; and it was believed that if a Classical Form were sent in its entirety to the French Master, the boys belonging to it would probably not exhibit greater inequality in French than they did already in Classics. This plan was accordingly adopted. The two French Masters attend every day from ¼ to 12 to ¼ to 1, and receive Classes made up of the Classical Forms twice a week, in the following order:—

Monday and Thursday.	Class of Monitors, Prompters, and Upper Sixth, *i.e.* the Head Form.	Senior French Master.
Tuesday and Friday.	Class of the Sixth Form	
Wednesday and Saturday.	Class of the Upper Fifth Form	
Monday and Thursday.	Class of the Lower Fifth and Fourth Forms.	Junior French Master.
Tuesday and Friday.	Class of the Upper Division Form.	
Wednesday and Saturday.	Class of the Lower Division Form.	

By this arrangement also another advantage is secured, None of the Under Masters lose both their Forms at once. While the Upper Fifth is at French, the Lower Fifth remains with the First Under Master, and *vice versâ*. While the Fourth is at French, the Upper Division remains with the Second Under Master, and *vice versâ*. And while the Lower Division is at French, the Third Under-Master has still with him the Third, which does not learn French.

The plan has, on the whole, answered pretty well, though it is susceptible of various improvements. An obvious one would be the separation, for the purposes of French, of the Lower Fifth, and Fourth Forms, and the attendance of one of the French Masters at another hour to teach only one of them at a time. But this cannot be brought about until we have more class-rooms. At Christmas an Examination on paper and *vivâ voce* is conducted either by a special Examiner, or by the Senior French Master, of all the French Classes; and the boys in each Class are arranged and their merit determined by numbers representing the combined result of their six months' work, and their proficiency as displayed in the examination. In June the marks of the half-year only are added up, and the boys are placed accordingly. At the conclusion of each

half-year, the best boy in each Class receives a Prize, and various other boys receive honorable mention. In the Head Form the Prize is more important, and the winner of it in both half-years is called the French Prizeman of the year. (If one boy is first at Christmas and another at June the Prize is divided.) To have gained this position would be an element in determining the general merit of a boy, because it would show that he had employed one of his talents well; and in any account that the Head Master would give to the Court, of a boy's distinctions, on his application for a Minor Exhibition at the Universities, this fact would appear. I cannot, however, say that, except indirectly, *i.e.* by improvement of taste, by incitement to the study of comparative philology, and by consciousness of success (though this is a great thing), the cultivation of French contributes to a boy's rise in the School. I will only add, before I dismiss the subject, that at the conclusion of each half-year, we have French Dramatic Speeches (in which the Monitors are the Interlocutors), which are found to be of great advantage.

A large portion of question 9 has now been answered, and it appears that the Forms in Classics are coincident with the Classes in French, or rather that what is called the Upper Fifth Form in Classics (for instance), is called the class of the Upper Fifth Form in French, &c.

But the Arithmetic and Writing, and Mathematical Classes are totally distinct from the Classical Forms, and proficiency or lack of proficiency in them does not affect, except in two instances, which will be mentioned presently, the rise of a boy in the School. These subjects are taught in the Afternoon School, for the instruction of which there are two Arithmetic Masters and four Mathematical Masters. The same boys who in the morning were ranged in ten Forms, according to their Classical proficiency, are in the afternoon ranged with absolute disregard of their morning position, in four Arithmetic Classes and seven Mathematical Classes, some of which are subdivided. And the nomenclature is entirely different, *e.g.* :—

Classical or Morning School.		Mathematical and Arithmetic or Afternoon School.	
Head Form - -	262 boys.	Head Class, Sect. 1	Mathematics. 130 boys.
Sixth Form - -		,, Sect. 2	
Upper Fifth Form -		,, Sect. 3	
Lower Fifth ,, -		,, Sect. 4	
Fourth Form -		2nd ,, - -	
Upper Division -		3rd ,, - -	
Lower Division -		4th ,, - -	
Third Form - -		5th ,, - -	
Second Form -		6th ,, - -	
First Form - -		7th ,, Division 1	
		,, Division 2	
		1st Class, 2nd ,, -, 3rd ,, -, 4th ,, - Arithmetic and Writs.	132 boys.
262			262 boys.

If a boy, on entering the School, knows little or no Arithmetic and does not write a good hand, he is placed in the Arithmetic School, and must work his way up through the several Classes to the Mathematical School, into which there is a Remove twice a year, in March and October, when an Examiner conducts a formal Examination. If he is fit, on entering, for the Mathematical School, he is placed there at once in the Class for which he appears qualified. Here, as in the Classical School, a formal Examination on paper is conducted by an Examiner twice a year, in March and October. After each Examination a list is issued. In such list the order in each Class is the order of general merit, and results from compounding the marks assigned by the Examiner, which are given, with those of the half-year's work. The names of certain boys are printed in CAPITALS,—these are entitled to Prizes; the names of others are printed in *italics*,—these are entitled to honorable notice for work during the half-year. Such Prizes are adjudged in the several Sections of the Head Class to the highest boy absolutely; in the other Classes to the highest boy according to the above principle who has not been more than six months in the Class. Each Class, except the highest, has a line in it. Those above the line are removed on the issue of the list to the Class above that in which they appear in the list. It should be added, that the highest boy in the Head Class of mathematics in the two half-years is considered with the Mathematical Prizeman of the year. (If one boy is first at Christmas, and another at June, the Prize is divided.) To have gained this position would be an element in determining the general merit of a boy, because it would show that he had employed one of his talents, perhaps his special talent, well, and in any account that the Head Master would give to the Court of a boy's distinctions, on his application for a Minor Exhibition at the Universities, this fact would appear. Mathematical proficiency does not, however, affect a boy's Classical position (with two exceptions). A coincidence of the best Mathematician and the best Classic is indeed rare at School as it is at the University; *e. g.*, in 1857, the best Mathematician was in the Upper Sixth Form; in 1858, the Eighth Monitor; in 1859, the Head Monitor; in 1860, the Sixth Monitor; and in 1861, the Third Monitor. But every year an Exhibition to Cambridge of 50*l.* for four years is given to the best Mathematician; and it has happened that when every fourth year the two Pitt Exhibitions fall vacant, the great merit of the chief Mathematician has been combined with sufficient classical attainments to enable him to secure one of them.

There are also two points in which a boy's proficiency or lack of proficiency in the afternoon School affects his classical position:—

1. Before he can become a candidate for the Prompters' Bench, he must pass such an examination in Arithmetic as is required for responsions at Oxford.

2. He must be of the standing of the third Class in Mathematics *at the least*.

I have now, I think, explained with sufficient clearness the system on which the boys of the School are classified in the afternoon. I have, however, two more subjects to notice:—

1 In the Writing and Arithmetic School, Writing from Dictation is taught with considerable success; and the boys are encouraged by prizes.

2. In the Mathematical School, Drawing is taught to the boys of the Classes of the First and Second Mathematical Masters. A Drawing Master is in attendance twice a week, for two hours, from a quarter to two till a quarter to four. He teaches at a time only one of the Classes belonging to a Mathematical Master, so as to leave the Master the other of his two Classes, and he detains the Class one hour.

We have no provision for teaching Physical Sciences, practically and experimentally at least, in Merchant Taylors' School; nor do I see, at present, that it would be very easy to embrace them in our course, so long, at least, as it continues what it is, essentially a Classical and Literary one. In the afternoon, indeed, a portion of the boys might, at a certain stage in their career, be allowed to discontinue mathematics and pursue physical science; but in order to effect this arrangement, we should require special Masters and more class-rooms than we possess at present. Our Mathematical reading is very high, as will appear from the following list of the subjects in which the several Classes were tried in the October Examination in 1861.

LIST OF SUBJECTS.

Boys in Class.	
2	Head Class.—1st Section.
	(i.) Euclid, Books I.–IV. VI. XI. 1–21.
	(ii.) Algebra (Hall's).
	(iii.) Plane Trigonometry (Snowball's).
	(iv.) Geometrical Conic Sections (Drew's).
	(v.) Analytical Conic Sections (Puckle's).
	(vi.) Differential Calculus;—One Independent Variable.
	(vii.) Statics (Parkinson's).
	(viii.) Dynamics (Parkinson's).
	(ix.) Hydrostatics (Phear's).
	(x.) Spherical Trigonometry (Snowball's).
	(xi.) Newton's Principia, Sec. I. II. III. (Evans').
3	Head Class.—2d Section.
	(i.)—(v.), (vii.)—(ix.), same as for 1st Section.
	(vi.) Differential Calculus, to Chap. XII.
5	Head Class.—3d Section.
	(i.)—(iv.), (vii.)—(ix.), same as for 1st Section.
	(v.) Analytical Conic Sections (Todhunter's).
10	Head Class.—4th Section.
	(i.)—(iii.), (vii.), same as for 1st Section.
	(iv.) Geometrical Conic Sections, *Parabola* and *Ellipse*.
10	Second Class.
	(i.)—(iii.), same as for Head Class.
12	Third Class.
	(i.)—(ii.), same as for Head Class.
11	Fourth Class.
	Euclid, same as for Head Class.
	Algebra, to end of Progressions.

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Boys in Class.

14 Fifth Class.
Euclid, Books I.–IV.
Algebra, to p. 105, with Problems.

20 Sixth Class.
Euclid, Books I., II.
Algebra, to p. 88.

27 Seventh Class, 1st Division.
Euclid, Book I. 1–41.
Algebra (Scott's Bridge's Elementary), to p. 75.

16 Seventh Class, 2d Division.
Euclid, Book I. 1–20.
Algebra (Scott's Bridge's Elementary), to p. 43.

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The following books are also recommended to the Head and Second Classes:—Bland's Equations. Bland's Geometrical Problems. Hind's or Lund's larger Algebra. Gregory's Examples in the Differential and Integral Calculus. Walton's Mechanical Problems. Walton's Problems in Plane Co-ordinate Geometry. Cambridge Senate House Problems.

Besides the examination held by the School Examiner, the First Mathematical Master examines every Class himself in the course of each half-year.

If we are to maintain this standard, it would be next to impossible to introduce experimental sciences (Chemistry, Heat, &c.), or natural sciences, as Mineralogy and Geology, into our system, as necessary and integral portions of it.

German also, which I value exceedingly, as a language useful to the Jurist, the Theologian, the Philologer, and the man of commerce, as well as to candidates for the "Practical Class" at Woolwich, and for other positions gained by competition, we have not been able hitherto to introduce. Its natural place would be in the Morning School, but there it would be impossible to find time for it. Whether it might be desirable to employ certain of the older boys upon it in the Afternoon instead of upon Mathematics, when they are often a clog upon the Mathematical Classes, and only read Mathematics because they are obliged, fully intending to discontinue the study the moment they leave School, is worth considering. At present such boys waste a good deal of time, and weary the Mathematical Masters by their evident distaste for the work on which they are engaged. But in the morning they make good progress, because language is their *forte*. If in the afternoon they were employed on German, they would feel that they were doing something both in accordance with their taste and likely to be useful. It would not be fair to their companions to allow them to devote the afternoon to Classics; but there could be no unfairness to either set of boys, if, while those who possess both the linguistic and the scientific faculties are allowed to obtain distinction in both, those who possess the former only are allowed to prosecute a branch of language which cannot directly enable them to obtain distinction in competition for classical place and honor; besides, Prizes might be given for German. Still, even for this limited study of German, we should require an addition to our staff, and additional class-rooms.

English Literature, History and Geography, ancient and modern, are encouraged in the Head and Sixth Forms by translations into English prose and verse, by essays on various subjects, by comments and illustrations supplied by the Masters, by recommendation of lines of study, by requirement of knowledge of persons, events, and places mentioned in the books read, by questions in the examination papers, by the proposal every year of a special portion of English History to be brought up at June, and by the fact that one of the four Chief Prizes is devoted mainly to History.

Boys rise from the Sixth Form into the Head Form as vacancies occur, by the display of proficiency in the half-yearly examinations. When in the Head Form, they do not vary their places in each lesson, but their position is not at once fixed. There are three ranks in the Head Form, Monitors, Prompters, Upper Sixth. A boy in the Upper Sixth may, if he can, beat any Prompter in competition for a place at the Monitors' Table, and the Eighth Prompter may become a Monitor before the Head Prompter does; a Prompter may fail altogether in his attempt to become a Monitor, and, though he is not sent back to the Upper Sixth, may find himself lower on his own rank after an examination than he was before it. The places of the Eight Monitors have been hitherto considered fixed so far as claim to University Preferment is concerned, though even here proficiency is indicated by marks at the Examinations, and School Prizes by no means come necessarily to the highest boys. Under the ordinance of the Privy Council, the order, even of the Monitors, may perhaps be occasionally altered, in respect to their claim to scholarships at St. John's College, Oxford.

Hebrew is studied in the Head and Sixth Forms, and is encouraged by an examination at Christmas, and by Sir Moses Montefiore's Hebrew Medal and the Head Master's Prize at June.

10, 11. These have been in a great measure answered already.

It has been stated,—

1st. How many Masters we have in Classics and Hebrew.
How many Masters we have in Mathematics.
How many Masters we have in Arithmetic and Writing.
How many Masters we have in French.
How many Masters we have in Drawing.

2d. That every thing taught is an integral part of the system of the School, and is entered upon by each boy on his rising to the point where instruction in it commences.

3rd. That no extra fee is exacted for anything taught in the School.

I have to add—

Firstly, that the extent to which the several studies are pursued may be judged of—

1. By specimens of the examination papers which I have enclosed for the perusal of the Commissioners. These embrace questions in Hebrew, Divinity, History, Geography, Classics, French, Mathematics, and Arithmetic.
2. By the Honor Lists, at the University and elsewhere, which appear in the answer to Part III., question 20, p. 252.
3. From the fact that our School Examiners, men of high distinction and of great experience, have almost invariably reported favorably of the state of the School.

Secondly, that it would be absurd to expect every boy to make the same progress in all the subjects taught that he makes in Greek and Latin. Many boys have little or no Mathematical taste. Our time for French and Drawing is necessarily limited, and therefore in many cases we can but give a good grounding in French, and afford a boy an opportunity of discovering that he has some taste for Drawing. And in Hebrew, though every boy in the Head and Sixth Forms is grounded in the language, there are, perhaps, not more than four or five in each year who go very deeply with it; but these four or five really do well, as the Oxford lists show. And I hear of many Clergymen taking up the study in after life, having broken the ice at School. More Masters are required in the Arithmetic and Writing department and more class-rooms. With these additions I should be able to engraft regular teaching of Modern Geography on the lower part of the Afternoon School. At present, though we have quite as much time for Arithmetic, &c. as is wanted, each Master has more boys than he can teach satisfactorily.

12. Two Classical Examinations are held in the course of the School year (which goes from June to June). They are technically called *Probations*. At Christmas, the boys answer questions and do other work on paper under the superintendence of the Head Master and Under Masters, which are submitted to the Examiners. The Examiners also try all the boys *vivâ voce*. The results of the two processes are reduced to marks, and compared with each boy's average place in the half year. A list of comparative merit is then drawn up; one boy's name is printed in CAPITALS as worthy of a Prize, several others, perhaps, are printed in *italic* as worthy of honorable mention, and the remainder are in ordinary type. At some point in the Form a line is drawn; those above the line are promoted to a higher Form, those below it remain for another half year where they are. In the Head and Sixth Forms comparative merit is ascertained, and the relative merit of the boys decided solely by the Probation.

At the June Probation, the Head Master conducts the examination of the Forms from the Upper Fifth to the First, instead of the Classical Examiners; but relative merit is ascertained, and Prizes are assigned, and the Remove awarded just as at Christmas.

At June, the places at the Monitors' Table, at the Prompters' Bench, and on the Upper Sixth Form, are filled up according to the results of the Examination of the Head and Sixth Forms. It generally lasts, (as does that at

Christmas) for three and a half days. The Head Master superintends the answering the questions, and sends the answers to the Examiners, not offering his own opinion upon them, unless the Examiners differ, and desire him to act as umpire, or unless he has reason to think that some boy's case requires reconsideration. From the same papers also the Examiners adjudge at June the four Chief Classical Prizes of the School, viz., for General Greek Literature, for General Latin Literature, for Latin Verse specially, for History. The Head Master does not interfere with their decision, except under the circumstances stated above.

The nature of the French Examination at Christmas, and of the Writing and Arithmetic, and Mathematical Examinations, in March and October, has been already described. A Hebrew Examination of the Sixth and Head Forms is held at Christmas. The subjects are for the Sixth Form, questions in Hebrew grammar; for the Head Form, more advanced questions in grammar, and exercises in Hebrew parsing and construction, and translation from the English Bible into Hebrew. Prizes are given for proficiency. At June, competition takes place for the Hebrew Medal, and for the Head Master's Hebrew Prize. A hard paper of grammar questions, &c., and translation on paper of a chapter in the English Bible into Hebrew, form the staple of this examination. It is conducted by one of the Classical Examiners, and by the Head Master.

The present Classical Examiners are,—

The Venerable Archdeacon R. W. Browne, M.A., Classical Professor at King's College.

Henry Sumner Maine, Esq., LL.D., of Lincoln's Inn.

(In June last, in consequence of Mr. Maine's illness, the Head Master of the Charter House, the Rev. R. Elwyn, M.A., officiated for him.)

The present Mathematical Examiner is,—

The Rev. T. G. Hall, M.A., Mathematical Professor at King's College.

The present Examiner in Writing and Arithmetic is,—

H. W. Bowker, Esq., of Christ's Hospital.

The Classical Examination extends to the whole School. Those in the other subjects to as many Forms or Classes as have been studying them.

13. There are no Scholarships or Exhibitions established *in the School* (if by these terms I am to understand preferments held by boys while they remain at School, to assist in paying for their education). But the following extract from our school "Fasti" will give a tolerably exact account of the existing Scholarships, Exhibitions, &c., established in connexion with the School.

Soon after the School was founded, Sir Thomas White, Knight, who was a member of the Court of the Company at the time of its foundation, attached to it thirty-seven out of the fifty fellowships in St. John's College, Oxford, a society of his own creation. Boys elected from hence to St. John's were Probationary Fellows for three years, and then, if found qualified and of good conduct, admitted Fellows for life. This noble benefaction came into full operation in 1575, and would appear, from the list of distinguished men who have enjoyed it, not to have been abused. It was, however, arranged by an Ordinance of Privy Council, under Act of Parliament, in 1861, that after that year, this portion of the School preferment should be modified or rather entirely changed in its character, as the preferment of Westminster School had already been,—and that for life Fellowships should be substituted a regularly recurring number of Scholarships, tenable for a specified period. Henceforth all the Fellowships at St. John's, which were to be reduced to eighteen, were to be absolutely open, the remainder of the College funds being devoted to the maintenance of twenty-one Merchant Taylors' Scholars, seven scholars from other schools, and five open scholars, and the fulfilment of other contingent obligations.

The preferments attached to Merchant Taylors' School are as follow:—

1. *Twenty-one Scholarships to St. John's College, Oxford.* When the ordinance above alluded to comes fully into operation, three of these will be filled up every year. *The value of each will be* 100*l. per annum, inclusive of all allowances.* Candidates are to be under nineteen years of age on the 11th of June, which is to be the day of election, and must have been educated in the School for the two years at least last preceding. The electors are the Master, Wardens, and Assistants of the Merchant Taylors' Company, the President (or vice-president), and two of the Fellows of St. John's, annually appointed for the purpose of the election. The candidates are to be examined in such subjects and in such manner as the electors shall appoint, and those candidates will be elected who, after such examination, appear to the electors to be of the greatest merit and most fit to be Scholars of St. John's College. The election is to take place at Merchant Taylors' School, or such other convenient place as the President of St. John's College and the master of the Merchant Taylors' Company jointly shall appoint. The Scholarships are to be tenable for seven years, contingently on the holders obtaining towards the close of the second year, and also of the third year from their admission, a certificate of satisfactory industry, proficiency, and good conduct.

These regulations will be acted upon for the first time in June 1862. The only exception being, that until the whole scheme is carried out, no more Scholars will be elected in each year than would heretofore have been elected probationary Fellows, the vacancies depending upon the falling in of what were the Merchant Taylors' Fellowships. If, in any year, more than three of these fall in, the overplus may, if the College and the Company so jointly determine, be kept open to a future year.

2. *Six Exhibitions to St. John's College, Oxford,* in value *sixty pounds per annum,* founded by Dr. Andrew.—Candidates must have been at least four years in the School, must not be under 16 or above 20 years of age, and at the time of their election must be Members of the Table or the Bench. The Exhibitions may be held 12 years, but are vacated on marrying or receiving Holy Orders, or engaging in any employment incompatible with the practice of the Civil Law. They are filled up on the 11th of June by the Court of the Company, immediately after the Scholarships to St. John's have been filled up.
3. *One Exhibition of fifty pounds per annum at St. John's College, Oxford,* tenable for eight years during residence, founded by Dr. Stuart. The exhibitioner is nominated by the President of St. John's College, Oxford, and the Head Master of the School, but (if qualified by attainments and good conduct) the senior scholar who is superannuated is considered to have the option of this exhibition. But he must have been at least five years in the School, and at the time of his leaving must be on the Head Form.
4. *One Exhibition to any College in Cambridge.* This also was originally founded by Dr. Stuart, and was confined to Pembroke College, Cambridge. Exhibitioners were nominated by the Master of that College and the Head Master of the School, an option to it on the part of the senior superannuated scholar, similar to the Oxford Stuart exhibition, being supposed. In 1854 the restriction to Pembroke College was removed. It is tenable for four years, *is worth sixty-one pounds eleven shillings and fourpence per annum,* and is now entirely at the disposal of the Court of the Company, who fill it up on the 24th of June. But regard is paid to the claims of such superannuated scholars as desire to go to Cambridge, and have been recommended on the previous 11th of June for merit and industry.
5. *Four Exhibitions of fifty pounds per annum each to any college in Cambridge.* These were originally founded by Mr. Parkin, and were confined to Pembroke College, Cambridge. Exhibitions were nominated by the Master of that College and the Head Master of the School, and were superannuated scholars; but in 1854, the restrictions to Pembroke College were removed, and the Exhibitions were devoted to the encouragement of Mathematics. One is awarded every year to the best Mathematician about to leave for Cambridge, and is tenable for four years. An examination for it commences on the second Monday before Easter, and candidates must at that time be under nineteen.
6. *Two Exhibitions of fifty pounds per annum* at any College, at Oxford or Cambridge. Founded by the Company in 1844 and 1846, tenable for five years during residence. These are filled up by the Court as vacancies occur, regard being always paid to the character, ability, and conduct of the candidates at School, and at the University also, if they have already proceeded thither.
7. *One of sixty-three pounds per annum, at St. John' College, Oxford,* called the School Exhibition—founded by contributions of old scholars of Mer-

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chant Taylors'—tenable for four years. This Exhibition cannot be enjoyed together with a Scholarship at St. John's, or with Dr. Andrew's or Dr. Stuart's Exhibitions.

It is in the gift of the President of St. John's, the Head Master of the School, and a Barrister who has been educated at the School, and is filled up on the 11th of June.

8. *Two, called the Tercentenary Scholarships,* founded in 1861, by the old scholars of Merchant Taylors', aided by the boys then in the School, in commemoration of the 300th anniversary. One of these is proposed annually, about the 11th of June, to any boys then leaving the School for the University, who shall desire to compete for it. *The annual value of each Scholarship is thirty pounds,* or as near that sum as possible. They are tenable for two years (or for such longer term as the funds may hereafter allow), and the successful competitor for a Scholarship on each occasion is considered the Tercentenary Scholar for the year in which he is elected.

   The subjects for the examination are Classical, and the examination is conducted by some one or more distinguished Scholars of the School, who are requested to undertake the office each year. They may be held with any other School preferment.

9. *Some Tercentenary Scholarships,* founded by the Court of the Company in 1861. (The subject of the nature and tenure of these is not yet decided).

10. *Two of thirty pounds per annum,* founded by the Pitt Club in 1845—tenable for four years, with any other preferment, at any College at either University. They are to be awarded to "the "best scholars in the School who are proceeding "to any College in either University, as certified "by the School Examiners." These are filled up by the Court on the 24th of June.

11–14. *Five Exhibitions* of *twenty-five pounds per annum,* founded by Mr. Fish, *Four* by Mr. Vernon, and *One* by Mr. Wooller, of *ten pounds each, at St. John's College, Oxford;* and a *Gift* of *twelve pounds,* founded by Mr. Juxon, to a scholar at Oxford and Cambridge alternately, for the purchase of books. N.B. It belongs in the *even* years to Oxford, in the *odd* years to Cambridge.

These *Exhibitions* were originally much smaller, but have been augmented by the Court of the Company. They are filled up by the Court as vacancies occur, regard being always paid to the character, ability, conduct, and pecuniary circumstances, of the candidates both at School and at the University. They are tenable, if the holder is resident, until the standing of M.A.

Mr. Juxon's *Gift* has been similarly augmented. It is filled up in October of each year by the Court, under considerations similar to those which actuate them in bestowing the Fish, Vernon, and Wooller Exhibitions.

15. *Some Medical Exhibitions to St. Thomas's Hospital,* founded in 1855 and 1856, by the Authorities of the Hospital and the Court of the Company jointly. An Exhibition is filled up on the 24th of June in each year by the Court, to whom the Head Master submits the names of the candidates, with a comparative statement of their merits, as shown in all the branches of the School Examinations. Each Exhibition is tenable for three years, and is *worth thirty pounds* per annum.

Besides the above, the Court has, on various occasions, granted *special Exhibitions* to deserving candidates at the University, who have gained Scholarships by their own efforts, but need further assistance. There are at present *two of these,* of *forty pounds each,* for four years during residence, granted in 1859. The Court also frequently *votes gifts of books,* &c., to scholars who have done well at the University. *

In addition to these inducements to exertion, the benefit of which is felt after leaving School, the following Prizes are given during the time of continuance in it, every year:—

The Hebrew Medal, founded by Sir Moses Montefiore, Bart., in 1839.

A Hebrew Prize, in value three guineas, given by the present Head Master, since 1851.

Some Special Prizes, given by the Head Master to the Head Form, for Essays and a Latin Poem, set before the summer vacation.

Two Exercise Prizes, given one each half-year to the Sixth Form, by the Head Master's Assistant.

Mr. Gilpin's Prize, in value about three guineas, for best conduct in each year.

And Prizes to the amount of fifty guineas, voted yearly by the Company, which are adjudged to boys in the various departments of the School, for Hebrew, Classics and Modern History, French, Mathematics, Writing, Arithmetic, and Writing from Dictation.

The principles on which they are adjudged, and the persons by whom they are adjudged, have been already set forth. But as all the Prizes due for both half-years are distributed at June, I think it worth while to insert here a portion of our June Paper, which will show at a glance, how they are distributed. The Prizes marked thus [ ] do not come out of the fifty guineas.

"GILPIN'S PRIZE" FOR BEST CONDUCT DURING THE PAST YEAR.
H. D. TRAILL.

MONTEFIORE HEBREW MEDALLIST.
E. C. DERMER.

CHIEF CLASSICAL PRIZES.

Latin Verse.
H. D. TRAILL.

General Latin Scholarship.
A. LOUGHBOROUGH.

General Greek Scholarship.
H. D. TRAILL.

History, Ancient and Modern, &c.
E. BOND.

CHIEF MATHEMATICAL PRIZE FOR THE YEAR.
A. MARSHALL.

CHIEF FRENCH PRIZE FOR THE YEAR.
E. C. DERMER.
A. LOUGHBOROUGH.

[HEAD MASTER'S HEBREW PRIZE.
T. NOLAN.]

OTHER CLASSICAL PRIZES.

	Probation—Christmas, 1860.	*Probation—Midsummer,* 1861.
Head Form:—		
Monitors	H. D. Traill.	
Prompters and Upper Sixth.	E. Bond.	
Sixth	G. E. Knox.	
Upper Fifth	H. G. Tritton	H. S. Austin.
Lower Fifth	R. G. Webster	T. H. Ward.
Fourth	T. H. Ward	C. T. Cruttwell.
	J. R. Baumgartner	J. E. F. May.
Upper Division	W. Mc'C. Hill	G. Shattock.
		J. S. Trousdale.
Lower Division	C. Sharpe	F. C. Coxhead.
Third	G. Shattock	E. F. Turner.
	F. C. Coxhead	
Second	W. Beatson	W. Penfold.
First	F. Phillips.	H. Dove.
	C. O. P. Scott	

[N.B.—At the June Probation, the Chief Classical Prizes, and places at the Prompters' Bench, are written for by the Head and Sixth Forms. No other Prizes are then ordinarily awarded. A Prize was adjudged to *E. S. Dewick* for attention to Hebrew grammar.]

OTHER MATHEMATICAL PRIZES.

Probation—Michaelmas, 1860.

E. S. Dewick	(Sixth Form).
A. Stokes	(Head Form).
H. B. Buckley	(Head Form).
W. Archer	(Sixth Form).
H. S. Austin	(Upper Fifth Form).
J. Sharpe	(Sixth Form).
E. Nolan	(Sixth Form).
W. Smale	(Fourth Form).

* The following were contingent endowments, but have long ceased to be available for the School, viz.:—

Two Scholarships and *One* Fellowship at St. John's College, Cambridge, founded by Bishop Dee, for his name or kin, *if* educated at Merchant Taylors' or Peterborough Schools.

Two Scholarships of six pounds per annum each, and *One* Fellowship founded about A.D. 1695, by the Rev. Moses Hollway, of Michaelstow, Cornwall, at St. Catharine's Hall, Cambridge, on the following conditions:—*First,* for any persons of the kin of the founder, members of the college at the time of a vacancy. *Secondly,* for members of the college who have been one year at least at Eton or Merchant Taylors' Schools. The Fellow is constantly to do the office of Chaplain, or Conduct of the College, "and to go under the name of Conduct-Fellow."

Three Scholarships at St. John's College, Cambridge, for boys from Westminster, St. Paul's, or Merchant Taylors' Schools, founded by Sir R. Wood.

Probation—Easter, 1861.

E. S. Dewick - - - (Sixth Form).
H. Rowsell - - - (Head Form).
H. B. Buckley - - - (Head Form).
W. Archer - - - (Sixth Form).
W. D. Smith - - - (Sixth Form).
F. Hookham - - - (Sixth Form).
J. Sharpe - - - - (Sixth Form).
A. W. Bentley - - (Upper Fifth Form).
R. B. Buckley - - (Lower Fifth Form).
G. Shattock - - - (Upper Division Form).

Other Hebrew Prizes.

Probation—Christmas, 1860.

E. C. Dermer - - - (Monitors).
H. Rowsell - - (Prompters and Upper Sixth).
E. S. Dewick - - (Sixth Form).

Other French Prizes.

Probation—Christmas, 1860.

N. F. Horne - - - (Sixth Form).
L. F. Day - - - (Upper Fifth Form).
T. H. Ward - - - (Fourth Form).
R. Furber - - - (Upper Division Form).
J. F. W. Quekett - - (Lower Division Form).

Probation—Midsummer, 1861.

N. F. Horne - - - (Sixth Form).
C. M. Bayfield - - (Upper Fifth Form).
T. H. Ward - - - (Lower Fifth Form).
G. Shattock - - - (Upper Division Form).
H. J. Bidwell - - - (Lower Division Form).

Prizes for Arithmetic.

Probation—Michaelmas, 1860.

T. C. Sparkes - - - (Sixth Form).
A. C. Barnard - - (Upper Division Form).
H. J. Bidwell - - - (Third Form).
E. F. Turner - - - (Second Form).

Probation—Easter, 1861.

J. N. Burrows - - - (Lower Division Form).
O. R. Davidson - - - (Fourth Form).
G. R. Hogg - - - (Fourth Form).
F. H. Jones - - - (First Form).

Prizes for Writing.

Probation—Michaelmas, 1860.

R. G. Webster - - (Lower Fifth Form).
W. H. Edwards - - (Lower Division Form).
F. C. Coxhead - - (Third Form).
J. S. Trousdale - - (Lower Division Form).

Probation—Easter, 1861.

W. Mc. C. Hill - - (Fourth Form).
F. C. Coxhead - - - (Lower Division Form).
J. S. Trousdale - - (Upper Division Form).
G. H. Richmond - - (Second Form).

Prizes for Writing from Dictation.

Probation—Michaelmas, 1860.

F. C. Burnett - - - (Upper Division Form).
W. Hugman - - - (Third Form).
W. Fisher - - - (Third Form).

Probation—Easter, 1861.

W. H. Story - - - (Upper Division Form).
W. Penfold - - - (Second Form).
G. R. Hogg - - - (Fourth Form).

Special Prizes given by Dr. Hessey, at Michaelmas, 1860.

Essay.

A. Marshall.
R. T. H. Lucas.

Latin Hexameter Poem.

H. D. Traill.
E. Bond.

Sixth Form Exercise Prize—(Given by the Master of the Form).

Christmas, 1860.

G. E. Knox.

Midsummer, 1861.

R. S. Brown.

All are given more or less with reference to the regular school work, though of course, in the Hebrew and History Prizes especially, much ground is gone over by the competitors out of School. And in trial for the higher Classical and Mathematical Prizes, and in the Head Forms in Classic, and the Head Class in the Mathematical department, a good deal beyond the school range, is done by the boys. So again of the work of the "Essay" and the "Hexameter Poem." Boys are frequently advised by the Masters on their course of reading, but the part of this question which relates to "work done with Tutors" does not apply to Merchant Taylors' School.

Before I conclude this answer I should notice the following facts, which will affect the year 1862:—

In 1861 was founded by Sir James Tyler, Knight, a Member of the Court, a Prize of books, in value six pounds, to be given yearly for knowledge of some portion of English History between the accession of Henry VIII. and that of George I., and to be competed for by the boys in the Upper and Lower Fifth Forms directly after the August holidays, the special portion selected to be made known a year before. A special portion of History was accordingly proposed in July 1861, and the first competition is to take place in September 1862. Any boys then in either of the above Forms will be eligible as candidates.

The examination is to include history, chronology, geography, and biographies of eminent Englishmen connected with the period proposed. The competitors are also to show a general knowledge of leading dates and epochs in English History.

The "Student's Hume" is recommended to candidates for this prize.

And in 1861 was also founded by Mr. A. S. Pigeon and Mr. T. B. Pugh, Wardens of the Company, a Prize of books, in value six pounds, to be competed for yearly by the boys in the Upper and Lower Fifth and the Fourth Forms directly after the August holidays. The first competition is to take place in September 1862, and any boys then in any of the three above Forms are to be eligible as candidates. The Prize to be called the "Mercantile Prize," and the examination to be in subjects considered proper for boys intended for merchants' houses, offices, or professions.

The standard subjects till further notice will be:—

1. Writing, comprising penmanship and composition.
2. Arithmetic, practical and theoretical, including a fair knowledge of foreign coinages and rates of exchange.
3. Book-keeping, as far as it can be acquired without actual practice.
4. Commercial geography, comprising positions of counties, cities, &c., and their products and commercial importance to our country.
5. General history of the commerce of our country, and of our funded and unfunded debt.

Hughes's "Manual of Geography, Physical, Industrial, and Political," is recommended to candidates for this prize.

14 and 15. These do not apply to Merchant Taylors' School, where we have no Tutors or anything analogous to the Tutorial System.

16. The number of boys under the charge of each Master is not absolutely limited. In the Classical school the—

Head Master has about	23 boys.		
Head Master's Assistant about	29 ,,		
First Under Master about	50 ,,	distributed into Two Forms.	
Second ,, ,, ,,	50 ,,	Do.	Do.
Third ,, ,, ,,	50 ,,	Do.	Do.
Fourth ,, ,, ,,	50 ,,	Do.	Do.

This occasionally fluctuates, the Second Under Master having rather less, and the Third and Fourth rather more, than the numbers given.

The way in which boys are assigned to French Masters, and their distribution in the afternoon School, have been already shown.

17. No Tutors are selected or nominated for the boys in the sense intended by this question. But the Head Master is frequently requested by a parent to recommend some tutor to prepare his boy for the entrance examination. It also often happens, that after a boy has entered, and has even been some time in the School, he requires temporary help. The Head Master, in this case, recommends some discreet elder boy who is willing to undertake the charge. This, however, is obviously exceptional.

18. The education given at Merchant Taylors' is a general one, and there is no provision for Special Studies extraneous to the curriculum. At the same time, the attention of the Masters is directed to the discovery of the tastes of the boys, and advice and assistance are given to those who distinguish themselves, by attaining Prizes or otherwise, in particular portions of the curriculum; and thus the course of such boys is frequently materially influenced.

19. I conceive that the instruction given by the Masters in the course of the ordinary work is quite sufficient, without supplementary aid, to prepare a boy of good

ANSWERS.
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ability and industry for a successful career at the Universities. Every year boys leave the Table or Bench, and after a week come back with an Open Scholarship, gained at Oxford or Cambridge. With very little aid, and frequently without any aid or interval, boys have been successful in competitive examinations in connexion with the civil and military service, and, until it was suppressed, in trial for Haileybury. Boys have not gone up directly from school for the East India Civil Service Examinations; but seven have gone up for it successfully, after being a year or two or longer at Oxford, and one for a civil appointment at Ceylon.

20. This will be best illustrated by the three following lists, taken, be it observed, from our school "Fasti," put together some years ago without reference to the present inquiry, and now brought up to the end of 1861. The first list contains the names of all the Scholars of Merchant Taylors' who have gone up to St. John's as Fellows since 1839, with their University Distinctions, &c. These may correspond to the term "Foundation Scholars" in the question. The second list gives an account of all the Honors gained by the School at Oxford, whether by Fellows of St. John's (*i.e.* "Foundation Scholars"), or by those who have either had only Exhibitions, or no aid at all, from the School (*i.e.* "Boys not on the Foundation"). The third list gives an account of the Honors gained by the School at Cambridge, to which comparatively few of our boys go, and an Exhibition at which was, until recent improvements were made, generally avoided by every one who could get to Oxford.

LIST I.

FELLOWS OF ST. JOHN'S COLLEGE, OXFORD, ELECTED SINCE 1839, FROM MERCHANT TAYLORS' SCHOOL, WITH THEIR UNIVERSITY DISTINCTIONS, &c.

1839. Edward West, M.A., (one of the Under Masters at Merchant Taylors' School.
Paul Parnell, *‡ B.C.L., 1st Class in Classics, and 1st Class in Mathematics, Easter, 1843. (Barrister-at-Law. Appointed Crown Solicitor for the Perth District, Western Australia, but died in passage out).
Henry Longueville Mansel, ***§ B.D., 1st Class in Classics, and 1st Class in Mathematics, Easter, 1843. Tutor of St. John's. Moderator, Easter, 1852, to Michaelmas, 1852. Public Examiner, Easter, 1854, to Michaelmas, 1855. Member of the Hebdomadal Council, 1854 and 1857. (Author of "Aldrich's Logic, with Notes," and "Prolegomena Logica.") Waynflete Professor of Moral and Metaphysical Philosophy, 1856. Bampton Lecturer, 1858. Select Preacher, 1859. (Hon. LL.D. of University of Edinburgh.)
Leopold John Bernays, M.A., 2nd Class in Classics, Easter, 1843. (Head Master of Hackney Grammar School).
1840. Thomas Augustus Parnell, B.A.
1841. Henry Hayman, ** B.D., 2nd Class in Classics, and 2nd Class in Mathematics, Easter, 1845. (One of the Under Masters of the Charterhouse. Head Master of St. Olave's School. Head Master of Cheltenham Grammar School.)
1842. Thompson Podmore, ***§ M.A., 1st Class in Classics, Easter, 1846.
Christopher Cookson, ** B.D., on the Reading Foundation; no qualified person having appeared from that School. 1st Class in Classics, Michaelmas, 1847. (One of the Under Masters at the Charterhouse.) Tutor of St. John's.
1843. Robinson Thornton, ****‡‡§ D.D., Junior University Mathematical Scholar, 1845. 1st Class in Classics, and 2nd Class in Mathematics, Michaelmas, 1847. Principal of the Royal Medical College, Epsom.
Edward Palin, * B.D., 1st Class in Classics, Easter, 1848. Tutor of St. John's. Public Examiner, Easter, 1861, to Michaelmas, 1862.
1844. No Vacancy.
1845. Edward Forster Neale. *§ B.C.L., 3rd Class in Classics, Michaelmas, 1849. (Barrister-at-Law.)
1846. Thomas Hewitt Campbell, *‡‡‡§‖ M.A., Junior University Mathematical Scholar, 1848. 1st Class in Mathematics, and 3rd Class in Classics, Easter, 1851. Arnold Historical Essay Prize, 1852. (One of the Under Masters at the Charterhouse. Head Master of Wolverhampton Grammar School.)
John William Hammond, * B.D. (Assistant Master at the Royal Naval School, New Cross).
Edward Coupland, B.D.
1847. James Hunter Reid, *** D.C.L., 2nd Class in Classics, Michaelmas, 1851. Arnold Historical Essay Prize, 1853. (Student-at-Law.) Lecturer at St. John's in Law and Modern History.
William Thompson Warne. * (Died in his second year.)
1848. No Vacancy.
1849. John Bernard Behrends, ***‡‡‡‡†† M.A., B.C.L., Junior University Mathematical Scholar, 1851. 1st Class in Mathematics, and 2nd Class in Classics at Moderations, Easter, 1852. 1st Class in Mathematics and 3rd Class in Classics at B.A. Examination, Michaelmas, 1853.
Charles Montague Style. ***§, M.A., Pusey and Ellerton Hebrew Scholar, 1850. 2nd Class in Classics at Moderations, Easter, 1853. 3rd Class in Classics at B.A. Examination, Michaelmas, 1853.
1850. Charles Matheson, §‖ M.A., Pusey and Ellerton Hebrew Scholar, 1851. 1st Class in Classics, and 2nd Class in Mathematics at Moderations, Michaelmas, 1852. 1st Class in Classics at B.A. Examination, Michaelmas, 1854. Kennicott Hebrew Scholar, 1855.
Montague Hughes Cookson, ****‡‡‡‡‡§‖ D.C.L., Junior University Mathematical Scholar, 1852. 1st Class in Classics, and 1st Class in Mathematics at Moderations, Michaelmas, 1852. 1st Class in Classics and 1st Class in Mathematics at B.A. Examination, Michaelmas, 1854. Eldon University Scholar, 1856. (Studentship of the Four Inns of Court, 1859. Barrister-at-Law.)
1851. Thomas Henry Thornton, ***§ B.C.L., Pusey and Ellerton Hebrew Scholar, 1852. 1st Class in Classics at Moderations, Easter, 1853. (10th Successful Candidate India Civil Service Examination, 1855). 2nd Class in Classics, and 2nd Class in Modern History at B.A. Examination, Michaelmas, 1855.
Charles Hobbes Rice, M.A., 1st Class in Mathematics at Moderations, Easter, 1854. 4th Class in Classics at B.A. Examination, Easter, 1855, and 3rd Class in Mathematics at B.A. Examination, Michaelmas, 1855.
Edward Hill, *† Was previously elected to an open Scholarship at Pembroke, 1st Class in Classics at Moderations, Michaelmas, 1853.
1852. James Black Gray, * M.A., 2nd Class in Mathematics and 3rd Class in Classics at Moderations, Easter, 1855. 4th Class in Mathematics at B.A. Examination, Michaelmas, 1856.
1853. No Vacancy.
1854. William Wynne Willson, ***¶§‖ B.A, Pusey and Ellerton Hebrew Scholar, 1855. 2nd Class in Classics at Moderations, Michaelmas, 1856. 4th Class in Classics at B.A. Examination, Michaelmas, 1858. Kennicott Hebrew Scholar, 1859.
Edward Bristowe Baines, 1st Class in Classics at Moderations, Easter, 1857. (Died before graduating.)
1855. William Henry Smith, *** B.A., 1st Class in Classics at Moderations, Michaelmas, 1857. Boden's University Sanscrit Scholar, 1859. 7th Successful Candidate India Civil Service Examination, 1859.
Charles Alleyne Summers Austin, * B.A.
William Holding, B.C.L., 2nd Class in Classics at Moderations, Michaelmas, 1857. 1st Class in Modern History at B.A. Examination, Michaelmas, 1859. Elected Vinerian Law Scholar, Michaelmas, 1860. Lecturer at St. John's in Law and Modern History.
1856. William Frederick Traill, ** B.A., 2nd Class in Classics at Moderations, Easter, 1858. 2nd Class in Classics at B.A. Examination, Michaelmas, 1860.
William West Jones, B.A., 2nd Class in Classics at Moderations, Easter, 1858. 4th Class in Classics at B.A. Examination, Michaelmas, 1860, and also 4th Class in Mathematics.
Richard Frederick Clarke, *††¶‖ B.A., 1st Class in Classics, and 2nd Class in Mathematics at Moderations, Michaelmas, 1858. 2nd Class in Classics at B.A. Examination, Michaelmas, 1860.
Charles John Follett, * B.A., 2nd Class in Classics at Moderations, Easter, 1858. 2nd Class in Classics at B.A. Examination, Michaelmas, 1860.
Francis Morton Beaumont, B.A., 2nd Class in Classics at Moderations, Easter, 1858. 3rd Class in Classics at B.A. Examination, Michaelmas, 1860.
Francis Badham, ¶ B.A., 1st Class in Classics at Moderations, Easter, 1858. 2nd Class in Classics at B.A. Examination, Michaelmas, 1860.
1857. George Sandars Williams, ** (Obtained by Competition a Civil Appointment in Ceylon.)
James Johnstone, † B. A., 2nd Class in Classics at Moderations, Michaelmas, 1859. 3rd Class in Modern History at B. A. Examination, Michaelmas, 1861.
Walter Erskine Neale, ** B. A., 3rd Class in Classics at Moderations, Easter, 1859. (11th Successful Candidate India Civil Service Examination, 1861.) 4th Class in Classics at B.A. Examination, Michaelmas, 1861.
Frederick Vernon, B. A., 3rd Class in Classics at Moderations, Easter, 1860.
1858 William Herbert Maddock, *‖ 3rd Class in Classics at Moderations, Michaelmas, 1860.
David Robert Paramore. 3rd Class in Classics at Moderations, Easter 1860.
1859. Stephen Nottidge Tebbs, ****‡. 1st Class in Classics and 1st Class in Mathematics at Moderations, Michaelmas, 1861.
1860. William Baker, **§¶.
1861. Henry Duff Traill, ***.
Edward Conduitt Dermer, †§¶.
Lancelot Lambert Sharpe.
Arthur Loughborough, *†.

* School Chief Classical Prizes. ‡ School Chief Mathematical Prizes.
† School Chief French Prizes. § Montefiore Medallist at School.
‖ Pitt Club Exhibitioners from the School.
¶ Rev. Dr. Hessey's Hebrew Prize at School.

LIST II.

SCHOLARS AT OXFORD,

WHO HAVE OBTAINED FIRST OR SECOND CLASSES IN THE EXAMINATION FOR HONORS FOR B.A. DEGREE FROM 1839.

East. 1839. Arthur B. C. Starkey, Fellow of St. John's, 2nd in Classics.
—— 1841. James Bellamy, Fellow of St. John's, 1st in Mathematics, 2nd in Classics.
Mich. —— James G. Brine, Fellow of St. John's, 2nd in Classics.
East. 1842. H. D. Heatley, Sch. Exhib. of St. John's, 1st in Mathematics.
Mich. —— Richard Simpson, Oriel College, 2nd in Classics.

* School Chief Classical Prizes. ‡ School Chief Mathematical Prizes.
† School Chief French Prizes. § Montefiore Medallist at School.
‖ Pitt Club Exhibitioners from the School.
¶ Rev. Dr. Hessey's Hebrew Prize at School.

East. 1843. H. L. Mansel, Fellow of St. John's, 1st in Classics, 1st in Mathematics.
—— —— Paul Parnell, Fellow of St. John's, 1st in Classics, 1st in Mathematics.
—— —— Leopold J. Bernays, Fellow of St. John's, 2nd in Classics.
Mich. 1844. J. W. Slegg, Mich. Scholar of Queen's, 1st in Classics.
—— —— G. L. Parkin, And. Exhib. of St. John's, 2nd in Mathematics.
East. 1845. William D. West, St. John's, 1st in Mathematics, 2nd in Classics.
—— —— H. Hayman, Fellow of St. John's, 2nd in Classics, 2nd in Mathematics.
—— 1846. Thompson Podmore, Fellow of St. John's, 1st in Classics.
—— —— J. G. Ryde, St. John's, 1st in Classics.
Mich. —— Christopher Cookson, Fellow of St. John's, 1st in Classics.
Mich. 1847. Robinson Thornton, Fellow of St. John's, 1st in Classics, 2nd in Mathematics.
East. 1848. Edward Palin, Fellow of St. John's, 1st in Classics.
Mich. —— Stephen Edwardes, Postmaster of Merton, 1st in Mathematics, 2nd in Classics.
East. 1849. Thomas Edward Kebbel, Crewe's Exh. of Linc. Coll., 2nd in Classics.
—— 1851. Thomas Hewitt Campbell, Fellow of St. John's, 1st in Mathematics.
Mich. —— James Hunter Reid, Fellow of St. John's, 2nd in Classics.
Mich. 1852. Henry H. Crucknell, Scholar of Oriel, 2nd in Classics.
—— 1853. Charles A. Cookson, Ireland Exhib. of Oriel, 2nd in Classics.
—— —— J. B. Behrends, Fellow of St. John's, 1st in Mathematics.
—— 1854. M. H. Cookson, Fellow of St. John's, 1st in Classics, 1st in Mathematics.
—— —— C. Matheson, Fellow of St. John's, 1st in Classics.
—— —— W. H. Helm, And. Exhib. of St. Jonn's, 2nd in Classics.
—— —— T. Marshall, Sch. Exhib. of St. John's, 2nd in Classics.
—— 1855. J. W. Nutt, Scholar of Corpus, 1st in Classics.
—— —— T. H. Thornton, Fellow of St. John's, 2nd in Classics, 2nd in Modern History.
—— —— S. Thornton, Mich. Scholar of Queen's, 2nd in Classics.
East. 1856. Ditto, 2nd in Natural Science.
—— 1857. D. M. Gardner, Hulm. Exhib. Brase. Coll., 2nd in Classics.
Mich. 1858. W. R. Blackburn, Postmaster of Merton, 1st in Mathematics.
—— —— S. M'Caul, Sch. Exhib. of St. John's, 2nd in Modern History.
—— 1859. W. Holding, Fellow of St. John's, 1st in Modern History.
East. 1860. A. W. Deey, Postmaster of Merton, 2nd in Mathematics.
Mich. —— W. F. Traill, Fellow of St. John's, 2nd in Classics.
—— —— R. F. Clarke, Fellow of St. John's, 2nd in Classics.
—— —— C. J. Follett, Fellow of St. John's, 2nd in Classics.
—— —— F. Badham, Fellow of St. John's, 2nd in Classics.

WHO HAVE OBTAINED FIRST-CLASS HONORS IN "MODERATIONS," *i.e.*, FOR PURE SCHOLARSHIP, AND PURE MATHEMATICS, SINCE 1852.

East. 1852. J. B. Behrends, Prob. Fell. of St. John's, 1st in Mathematics.
Mich. —— M. H. Cookson, Prob. Fell. of St. John's, 1st in Classics, 1st in Mathematics.
—— —— W. H. Helm, And. Exhib. of St. John's, 1st in Classics.
—— —— C. Matheson, Prob. Fell. of St. John's, 1st in Classics.
East. 1853. Thomas H. Thornton, Prob. Fell. of St. John's, 1st in Classics.
Mich. —— Edward Hill, Prob. Fell. of St. John's, 1st in Classics.
—— —— John William Nutt, Sch. of Corpus Christi Coll., 1st in Classics.
—— —— Samuel Thornton, Michel Exhib. of Queen's, 1st in Classics.
East. 1854. Charles Hobbes Rice, Prob. Fell. of St. John's, 1st in Mathematics.
—— 1855. David M. Gardner, Sch. of Brasenose Coll., 1st in Classics.
—— —— S. M. B. Moens, Postmaster of Merton, 1st in Mathematics.
Mich. 1856. C. H. T. Crosthwaite, And. Exhib. of St. John's, 1st Classics.
—— —— W. R. Blackburn, Postmaster of Merton, 1st in Mathematics.
East. 1857. E. B. Baines, Prob. Fell. of St. John's, 1st in Classics.
Mich. W. H. Smith, Prob. Fell. of St. John's, 1st in Classics.
East. 1858. Francis Badham, Prob. Fell. of St. John's, 1st in Classics.
Mich. —— Richard F. Clarke, Prob. Fell. of St. John's, 1st in Classics.
East. 1861. J. H. Merriott, Postmaster of Merton, 1st in Classics.
—— —— J. R. Thursfield, Sch. of Corpus Christi Coll., 1st in Classics.
Mich. —— S. N. Tebbs, Prob. Fell. of St. John's, 1st in Classics, 1st in Mathematics.
—— —— H. W. Challis, Postmaster of Merton, 1st in Mathematics.

SECOND-CLASS HONORS IN MODERATIONS.

East. 1852. J. B. Behrends, Prob. Fell. of St. John's, 2nd in Classics.
—— —— C. A. Cookson, Ireland Exhib. of Oriel, 2nd in Classics.
Mich. —— C. Matheson, Prob. Fell. of St. John's, 2nd in Mathematics.
East. 1853. D. Craven, F. K. Crav., Sch. St. John's, 2nd in Classics.
—— 1853. T. Marshall, Sch. Exhib. of St. John's, 2nd in Classics.
C. M. Style, Fellow of St. John's, 2nd in Classics.
—— 1855. S. M. B. Moens, Postmaster of Merton, 2nd in Classics.
—— —— J. B. Gray, Prob. Fell. of St. John's, 2nd in Mathematics.
Mich. —— A. I. M'Caul, And. Exhib. of St. John's, 2nd in Classics, 2nd in Mathematics.
East. 1856. T. C. Donkin, Scholar of Worcester, 2nd in Classics.
—— —— S. J. Hawkes, Michel Exhib. of Queen's, 2nd in Classics.
Mich. —— G. A. Clint, Michel Exhib. of Queen's, 2nd in Classics.
—— —— W. W. Willson, Prob. Fell. of St. John's, 2nd in Classics.
East. 1857. H. Grey, Sch. of Brasenose Coll., 2nd in Classics.
—— —— J. Mew, Wadham College, 2nd in Classics, 2nd in Mathematics.
Mich. —— W. Holding, Prob. Fell. of St. John's, 2nd in Classics.
East. 1858. F. M. Beaumont, Prob. Fell. of St. John's, 2nd in Classics.
—— —— C. J. Follett, Prob. Fell. of St. John's, 2nd in Classics.
—— —— W. W. Jones, Prob. Fell. of St. John's, 2nd in Classics.
—— —— W. F. Traill, Prob. Fell. of St. John's, 2nd in Classics.
Mich. —— R. F. Clarke, Prob. Fell. of St. John's, 2nd in Mathematics.
East. 1859. J. H. Smith, Jackson Sch. of Merton, 2nd in Classics.
Mich. —— J. Johnstone, Prob. Fell. of St. John's, 2nd in Classics.

OTHER UNIVERSITY AND COLLEGE DISTINCTIONS, APPOINTMENTS, &c., AT OXFORD, DURING THE SAME PERIOD, 1839–1861.

N.B.—It must be remembered that our Open Scholarships have been gained in each year after reserving our best boys for Probationary Fellowships at St. John's, Oxford.

1841. J. W. Slegg, Trinity College, elected Michel Scholar of Queen's College.
1842. Edmund Markham Heale, elected Bridgman's Exhibitioner of Queen's College.
Christopher Cookson, Third Monitor of the School, elected Probationary Fellow on the Reading Foundation, St. John's College, and afterwards Fellow.
1843. Edward Graham Moon, elected Demy of Magdalen College.
1844. Edmund Markham Heale, Bridgman's Exhibitioner of Queen's College, elected Boden's University Sanscrit Scholar.
Stephen Edwardes, Head Monitor of the School, elected Postmaster of Merton College.
1845. Robinson Thornton, Probationary Fellow of St. John's, elected Junior University Mathematical Scholar.
1846. John Wyclif Pantin, Fifth Monitor of the School, elected Scholar of Pembroke College.
W. J. M. Ellison, Wadham, appointed Hebrew Exhibitioner of Wadham College.
1847. Thomas Edward Kebbel, Exeter College, elected Lord Crewe's Exhibitioner at Lincoln College.
1848. Thomas Hewitt Campbell, Probationary Fellow of St. John's, elected Junior University Mathematical Scholar.
Henry H. Crucknell, Fifth Monitor of the School, elected Scholar of Oriel College.
1849. Stephen Edwardes, of Merton, obtained Ellerton's Theological Essay Prize.
William Wright, Andrew's Exhibitioner of St. John's, and Montefiore Hebrew Medallist of the School, elected Pusey and Ellerton Hebrew Scholar.
1850. Stephen Edwardes, of Merton, elected Fellow of Merton.
William Henry Hart, Andrew's Exhibitioner of St. John's, elected Blount Scholar of Trinity.*
Charles Montague Style, Probationary Fellow of St. John's, and Montefiore Hebrew Medallist of the School, elected Pusey and Ellerton Hebrew Scholar.
William Henry Hart, Andrew's Exhibitioner of St. John's, (who was a few days before elected Blount Scholar of Trinity), elected Demy of Magdalen.
Edward Harrison, Fourth Monitor of the School, elected Scholar of Oriel.†
Charles Alfred Cookson, Oriel College, elected Dean Ireland's Exhibitioner of Oriel.
Edward Hill, Third Monitor of the School, elected Scholar of Pembroke.‡
1851. John Bernard Behrends, Probationary Fellow of St. John's, elected Junior University Mathematical Scholar.
William Wright, Andrew's Exhibitioner of St. John's, elected Kennicott Hebrew Scholar.
Charles Matheson, Probationary Fellow of St. John's, and Montefiore Hebrew Medallist of the School, elected Pusey and Ellerton Hebrew Scholar.
1852. John William Nutt, Head Monitor of the School, elected Scholar of Corpus Christi College.
Samuel Thornton, Second Monitor of the School, elected Michel Exhibitioner of Queen's College, and afterwards Scholar and Fellow.
Montague Hughes Cookson, Probationary Fellow of St. John's, elected Junior University Mathematical Scholar.
Thomas Hewitt Campbell, Fellow of St. John's, obtained Arnold Historical Essay Prize.
Seaburne May Bernelot-Moens, Second Monitor of the School, elected Postmaster of Merton College.
Thomas H. Thornton, Probationary Fellow of St. John's, and Montefiore Hebrew Medallist of the School, elected Pusey and Ellerton Hebrew Scholar.

* Did not accept this Scholarship.
† Did not retain this Scholarship (preferring to go to Trinity College, Cambridge).
‡ Resigned this on being elected Probationary Fellow of St. John's.

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1853. James Hunter Reid, Fellow of St. John's, obtained Arnold Historical Essay Prize.
Henry H. Crucknell, of Oriel College, elected Fellow of Oriel College.
David M. Gardner, Third Monitor of the School, elected Scholar of Brasenose College.
Thomas C. Donkin, Head Monitor of the School, elected Scholar of Worcester College.
David M. Gardner, Third Monitor, and Montefiore Medallist of the School, and Scholar of Brasenose College, elected Pusey and Ellerton Hebrew Scholar. Elected Hulmian Exhibitioner of Brasenose College in 1856.
Henry A. Gibson, of Wadham College, appointed Hebrew Exhibitioner of Wadham College.

1854. Seaburne May Bernelot Moens, Postmaster of Merton elected Junior University Mathematical Scholar.
Samuel John Hawkes, Head Monitor of the School, elected Michel Exhibitioner of Queen's College, and afterwards Scholar and Fellow.
Alexander Israel McCaul, Andrew's Exhibitioner of St. John's and Montefiore Hebrew Medallist of the School, elected Pusey and Ellerton Hebrew Scholar.
George Alfred Clint, Head Prompter of the School, elected Michel Exhibitioner of Queen's College.
William Rivington Blackburn, Third Prompter of the School, elected Postmaster of Merton College.

1855. Henry Grey, Fourth Prompter of the School, elected Scholar of Brasenose College.
Charles Matheson, Fellow of St. John's College, elected Kennicott Hebrew Scholar.
William Wynne Willson, Probationary Fellow of St. John's College, and Montefiore Hebrew Medallist of the School, elected Pusey and Ellerton Hebrew Scholar.
James Mew, of Wadham College, Montefiore Hebrew Medallist of the School, appointed Hebrew Exhibitioner of Wadham College.

1856. Alfred W. Decy, Third Prompter of the School, elected Postmaster of Merton College.
John W. Nutt, Scholar of Corpus Christi College, elected Kennicott Hebrew Scholar.
Samuel McCaul, School Exhibitioner of St. John's, elected Pusey and Ellerton Hebrew Scholar.
M. H. Cookson, Fellow of St. John's, elected Eldon University Scholar.

1857. John Hunter Smith, Fifth Monitor of the School, elected Jackson Scholar of Merton College.
J. W. Nutt, Scholar of Corpus Christi College, elected Pusey and Ellerton Hebrew Scholar.
J. W. Nutt, Scholar of Corpus Christi College, elected Boden's University Sanscrit Scholar.

1858. James Mew, Hebrew Exhibitioner of Wadham College, elected Pusey and Ellerton Hebrew Scholar.
W. H. Woodman, of Wadham College, appointed Hebrew Exhibitioner of Wadham College.
J. W. Nutt, Scholar of Corpus Christi College, elected Fellow of All Souls'.*

1859. W. H. Smith, Fellow of St. John's elected Boden's University Sanscrit Scholar.
J. R. Thursfield, Fourth Monitor of the School, elected of Corpus Christi College.
Thomas Kelly Cheyne, of Magdalen Hall, elected Meek Exhibitioner of Magdalen Hall, and soon afterwards Scholar of Worcester College.
J. H. Merriott, Fifth Monitor of the School, elected Postmaster of Merton College.
H. W. Challis, Upper Sixth Form, elected Postmaster of Merton College.
R. J. Crosthwaite, Sixth Monitor of the School, elected Scholar of Brasenose College.
W. W. Willson, Fellow of St. John's elected Kennicott Hebrew Scholar,
H. G. Watson, Andrew's Exhibitioner of St. John's elected Pusey and Ellerton Hebrew Scholar.

1860. R. J. Crosthwaite, Scholar of Brasenose College, elected Pusey and Ellerton Hebrew Scholar.
James Mew, Wadham College, elected Kennicott Hebrew Scholar.
W. Holding, Fellow of St. John's, elected Vinerian Law Scholar.

1861. George Hookham, Seventh Monitor of the School, elected Scholar of Lincoln.
Reginald T. H. Lucas, Second Prompter of the School, elected Scholar of Lincoln.
Sydney Prior Hall, Eighth Monitor of the School, elected Scholar of Pembroke.

OTHER DISTINCTIONS GAINED BY OXFORD SCHOLARS BY EXAMINATION.

Successful Candidate for the Competitive Law Studentship of Four Inns of Court.

1859. Montague Hughes Cookson, B. C. L., Fellow of St. John's, elected Prize Student.

Successful Candidates in Competitive Examination for India Civil Service, &c.

1855. Thomas Henry Thornton, B.C.L., Fellow of St. John's, elected for India.
1857. Charles H. T. Crosthwaite, Andrew's Exhibitioner of St. John's, elected for India.
Seaburne M. Bernelot-Moens, B.A., Postmaster of Merton, elected for India.
1858. David M. Gardner, B.A., Hulmian Exhibitioner of Brasenose College elected for India.
1859. William Henry Smith, B.A., Fellow of St. John's elected for India.

* One of Her Majesty's Inspectors of Schools.

1861. Walter Erskine Neale, B.A., late Probationary Fellow of St. John's, elected for India.
George Duncan Irvine, late Andrew's Exhibitioner of St. John's, elected for India.
George Sanders Williams, late Probationary Fellow of St. John's, elected for Ceylon.

Mem.—Of those who would have gone to Oxford in June, 1856, the following were admitted, after examination, to Haileybury at the beginning of that year:—
John Beames, Third Monitor.—Distinguished in his first year, but especially in December, 1847, by the Gold Medal for Persian, Prizes in Classics and Sanscrit, and a First Class for Bombay (exchanged for Bengal). Also, since reaching Calcutta, by a Gold Medal for Persian, by the 800 Rupees Prize in Hindee, and other honors and emoluments.
Philip Percival Hutchins, Sixth Monitor.—Distinguished by various Prizes in his first year, but especially in December, 1857, by the Gold Medals for Mathematics, Sanscrit and Telegu, and other Prizes, and a First Class for Madras. Also, since reaching Madras, by the 800 Rupees Prize for Hindostanee, and other honors and emoluments.

LIST III.

UNIVERSITY OF CAMBRIDGE.

WRANGLERS.

1839. Thomas S. Ackland, Scholar of St. John's, afterwards Fellow of Clare Hall - - - 21st W.
1841. John Power, Parkin's Exhibitioner of Pembk., afterwards Fellow - - - - 8th W.
1842. Henry Shears, Scholar of St. John's - - 24th W.
Edmund Venables, Stuart's Exhibitioner of Pembroke - - - - - - 33rd W.
1845. Thomas B. Power, Scholar of Emmanuel, afterwards Fellow* - - - - - 11th W.
1847. Timothy Holmes, Stuart's Exhibitioner of Pembroke - - - - - - 42nd W.
1852. Foster Stable Barry, Parkin's Exhibitioner of Pembroke† - - - - - 30th W.
1854. William Edensor Littlewood, Parkin's Exhibitioner of Pembroke, and Chancellor's Medallist for English Verse‡ - - - - 35th W.
1855. Edward Harrison, Scholar of Trinity§ - - 21st W.
1857. Joseph Pennyman Ketley, Scholar of Queen's - 41st W.
1859. W. G. Longden, Queen's, afterwards Fellow - 19th W.
1860. E. F. M. MacCarthy, of Emmanuel, Parkin's Exhibitioner - - - - - 27th W.
1861. Alexander Freeman, Foundation Scholar of St. John's - - - - - - - 5th W.
H. J. Sharpe, Parkin's Exhibitioner, and Foundation Scholar of St. John's - - - 6th W.
C. H. H. Cheyne, Foundation Scholar of St. John's - - - - - - 18th W.
1862. P. T. Main, Parkin's Exhibitioner, and Foundation Scholar of St. John's - - - - 6th W.

FIRST CLASS, CLASSICAL TRIPOS.

1843. F. H. Cox, Parkin's Exhibitioner of Pembroke - 10th.
1847. Timothy Holmes, Stuart's Exhibitioner of Pembroke - - - - - - 13th.

FIRST CLASS, NATURAL SCIENCES. (Middle Bach.)

1854. Thomas Trollope, Stuart's Exhibitioner of Pembroke‖ - - - - - -

OTHER CAMBRIDGE DISTINCTIONS, SINCE 1840.

1840. William Fitzherbert, of Queen's - - -	*elected*	Fellow of Queen's.
Frederick H. Cox, Parkin's Exh. of Pembroke -	,,	Bell's Univ. Sch.
Edmund Venables, Stuart's Exh. of Pembroke -	,,	Fndn. Sch. of Pemb.
1841. John Power, Parkin's Exh. of Pembroke - -	,,	Fell. of Pembroke.
1842. Thomas Suter Ackland, Scholar of St. John's -	,,	Fell. of Clare Hall.
Arthur Davenport -	,,	Fdn. Sch. of Christ's.
1843. J. W. Sims - - - -	,,	Sch. of St. John's.
1844. George Hervey - -	,,	Sch. of Clare Hall.
1845. Thomas Edmund Heygate, of Queen's - -	,,	Scholar of Queen's.
Timothy Holmes, Stuart's Exh. of Pembroke -	,,	Fndn. Sch. of Pemb.
1846. Thomas Barratt Power, of Emmanuel - -	,,	Fell. of Emmanuel.
Henry Edwards, Parkin's Exh. of Pembroke -	,,	Fndn. Sch. of Pemb.
1849. Reginald Neale Shutte -	,,	Scholar of Caius.
Alfred Pownall - -	,,	Sch. of St. Cath. Hall.
Foster Stable Barry, Parkin's Exh. of Pembroke -	,,	Fndn. Sch. of Pemb.
Thomas B. Power, Fellow of Emmanuel - -	,,	Sadlerian Algebra Lecturer.
1850. Everard H. S. Bower - -	,,	Sch. of Clare Hall.
1851. Wm. E. Littlewood, Parkin's Exh. of Pembroke -	*obtained*	Chancellor's Mdl. for best Eng. Poem by Resident. Under-graduate.
1852. Wm. E. Littlewood, Parkin's Exh. of Pembroke -	*elected*	Fndn. Sch of Pemb.
Henry Brougham Bousfield	,,	Exhb. of Caius.
Henry J. Day - -	,,	Holway Sch. of St. Catharine Hall.
1853. Robert Swansborough, of Corpus - - -	,,	Scholar of Corpus.
Orlando C. Balls, of St. Catharine Hall - -	,,	Sch. of St. Cath. Hall.

* Head Master of Hereford School. Prebendary of Hereford.
† Head Master of the Mercers' School.
‡ Head Master of Hipperholme Grammar School.
§ Mathematical Master of Elizabeth College, Guernsey.
‖ Distinguished in Chemistry.

1853.	Alfred Pownall, of St. Catharine Hall - -	*elected*	Cross' Theolg. Sch.
1854.	Edward Harrison of Trinity	,,	Scholar of Trinity.
1855.	Alfred Pownall, of St. Catharine Hall - -	,,	Tyrrwhitt's Hebrew School.
1856.	A. S. Shutte, of Clare Hall Parkin's Exh. - - -	,,	Fndn. Sch. of Clare Hall.
	Richard Chas. Ward of Emmanuel, Stuart's Exh. -	,,	Sch. of Emmanuel.
1857.	E.F.M. MacCarthy, of Emmanuel Parkin's Exh. -	,,	Sch. of Emmanuel.
1859.	Philip Thomas Main of St. John's Parkin's Exh. -	,,	Bell's Univ. Schl.
1860.	W. G. Longden, of Queen's	,,	Fellow of Queen's.
	F. A. Lewin, Parkin's Exh., Sixth Monitor of the School - - -	,,	Sch. of Caius.
	Philip Thomas Main, of St. John's - - -	,,	Fdn. Sc. of St. John's.
	O. G. R. McWilliam, of Caius, Parkin's Exh. -	,,	Scholar of Caius.
	H. J. Sharpe, of St. John's, Parkins Exh. - -	,,	Fdn. Sc. of St. John's.
	Alex. Freeman, of St. John's	,,	Fdn. Sc. of St. John's.
	C.H.H.Cheyne, of St. John's	,,	Fdn. Sc. of St. John's.
	E. B. B. Kitson, Stuart's Exh. 2nd Monitor -	,,	Scholar of Christ's.
1861.	E. B. B. Kitson of Christ's	,,	Bell's Univ. Schl.
	A. Marshall, Parkin's Exh., 3d Monitor - -	,,	Sch. of St. John's.
1862.	Alex. Freeman, Fn Scholar of St. John's - - -	*obtained*	Chancellor's Medal for Law Studies.

21. The Monitors and Prompters (or two higher divisions of the Head Form) have respectively a collection of useful text books and books of reference, and the Head Master is always ready to lend books to industrious boys out of the School Library. He has frequent applications. The School has no collection of Natural History, and no apparatus for experiments in Natural Philosophy.

22. There have sometimes been Classes, formed voluntarily, for Vocal Music, but no provision is made for teaching music, vocal or instrumental.

Drawing is taught in the School to the boys of the Head, Second, Third, and Fourth Mathematical Classes. (*See* the answer to Qu. 9, Part III., p. 11, and to Qu. 32, Part II., p. 10.) Specimens of the boys' performances, many of which are very creditable, are exhibited on the Doctors' and Election Days.

23. It must be remembered that Merchant Taylors' is not a School in which boys live together in large masses, as inmates of recognized boarding houses. Therefore, beyond a well-regulated course of Religious Teaching, graduated according to a boy's position in the School, it is not possible to have an organized system of training directly religious. The Masters are not officially with the boys, except in School hours, and can only influence their tone indirectly and incidentally. But a great deal is effected for the encouragement of truthfulness and honesty by public notice and public inculcation of high motives and by private advice and rebuke; appeals to a boy's better self, especially in the higher part of the school, are frequently employed, and with great and manifest benefit; and faithfulness in discharge of trust is especially inculcated on boys invested with office or authority. Many occasions, too, occur in which a judicious Master can draw high moral lessons, without effort, from the books and subjects on which his Form is engaged. And, what is very much to the purpose, I have known many old pupils who, in after years, have, both by letter and personally, thanked their Master for a check in evil, or a timely encouragement to good, received while at School.

24. There is no School Chapel. The apartment which is sometimes so designated, is used as a Library and Examination Room, and would be too small to contain more than a fifth of the boys. It has its name from the fact of its occupying the position of the Chapel of the old ducal mansion in which the School was held before the great fire of London. It would be desirable indeed to have a Chapel, for morning and afternoon prayers, and for occasional addresses to the boys, although they are not together on Sunday.

Prayers, selected from the Prayer Book, are said in the Large School-room, at the commencement and termination of the morning studies. And at the commencement or termination of the afternoon studies, in the several class-rooms.

Whatever lessons are set on Saturday are strictly connected with religious subjects, such as may not unfitly engage a boy's thoughts and time on Sunday. This will further appear from the account of the studies of the various Forms. (*See* Tabular Statement C.)

Monday morning is, throughout the School, the special time of Religious Instruction.

The Head Master takes much pains and interest in preparing boys, arrived at the proper age, for Confirmation, and afterwards for their First Communion, which they generally receive at his hands in the Chapel of the Hon. Society of Gray's Inn. About thirty boys are usually confirmed in each year.

In the Examinations, questions calculated to test religious knowledge are set on paper to the Head and Sixth Forms, and sometimes to Lower Forms, which, however, are generally tried in this subject *viva voce*.

25, 26. In the Classical School, the Under Masters administer punishment, each in his own Forms, for ordinary neglect of lessons, inattention, or other trifling offences, by imposition or by the moderate use of cane. They do not flog at all, and if any offence of a serious character occurs, let us suppose of persistent lying, or dishonorable or dishonest conduct, or truancy, they report it to the Head Master, and take his advice upon the subject. It is thoroughly sifted, and the Head Master also enquires into the general conduct and character of the boy. According to the gravity of the case, or the age of the offender, the Head Master admonishes the boy privately, or notices his offence by public rebuke, or inflicts the punishment of flogging in the presence of the Form on which the boy is, or advises the parents to remove him from the School. But flogging is of very rare occurrence. I doubt whether it takes place once in three years, and it is not often that the withdrawal of a boy is advised. As a rule, the Head Master seldom inflicts corporal punishment himself, in fact it is considered to be a special disgrace to be brought up to him for that purpose.

The same state of things exists in the Mathematical School. But as the Head Master is not continuously present there, anything that requires immediate decision is brought before the First Mathematical Master, the gravest cases only being reserved for the Head Master.

The Head Master charges himself especially with the maintenance of discipline, and administration of punishment in the Classes which are not taught by university men, as in the French or Drawing schools, where the Masters can only set short impositions, and report cases where these are neglected or appear to be ineffectual. Rather more power attaches to the Masters in the Writing and Arithmetic schools, but here also any persistent neglect comes before the Head Master.

In the Head Form, even in the lowest of its three ranks, (the Upper Sixth,) I doubt whether I have ever found it necessary to administer corporal punishment. If I could not influence a boy for good or notice his offence adequately without this, I should consider him unfit to remain in the School. And only once in the course of seventeen years has it been necessary to send away a boy who was in the Head Form. My experience convinces me that boys of that rank are accessible to many kinder and gentler appeals. A sense of what is due to themselves and to their position, a sense of honor between Master and Pupil, a feeling that the Master is really anxious for the improvement of the Pupil, a consequent respect for his wishes, and apprehension of his displeasure, added to a consciousness that he values and notices the industrious and well-conditioned, and will not for a moment tolerate intentional violations of discipline, are quite enough in ordinary cases to ensure order. Besides, on many occasions I speak to a boy privately, tell him that I know he is going wrong, or becoming idle, or the like, and have an opportunity of suggesting high, and even the very highest motives of action to the delinquent. The intercourse which I have with boys at the time of their Confirmation, and just after it, I find very valuable. And appeals to their recollections of it, are not without powerful effect.

In the Sixth Form, corporal punishments are also very rare, only frequent enough to remind the boys that they may take place. If the Head Master's Assistant finds a boy persistently idle, he reports him to me, but I seldom find it necessary to do more than admonish. In fact, I have constantly had in view the implantation of self-respect, and honor, and high moral and religious principle in the Head and Sixth Forms, which may enable them to set a good tone to the rest of the School.

27, 28. The Monitors are responsible for any mischief or misconduct in the School-rooms, or Cloister before or after School, and if they cannot prevent it, are bound faithfully to represent it to the Head Master. But no power of punishment is committed to their hands. The Monitors also hear the *parts*, and look over some of the exercises, of the lowest rank of the Head Form, in the presence of the Head Master, one boy being assigned to each

ANSWERS.

MERCHANT TAYLORS'.

Rev. J. A. Hessey.

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Monitor. Mistakes are marked in the exercises, and summed up at the end. To the summation is appended his opinion of the exercise, with his signature. This custom has been very long established in the School, and is productive of the greatest benefit to the Monitors. It makes them critical, obliges them to look into many minute points, and thus improves their own scholarship; and I find that they generally mark exactly the same sort of inaccuracies and inelegancies which I should have marked myself. They are of course prepared for the task, for the exercises which they examine are translations of the very passages of which they have themselves just brought up translations of their own to me. And they act under a sense of responsibility, for I look over the exercises myself directly afterwards, and call them up to justify any criticism I disapprove, or to account for their omission to mark this or that mistake. This prevents the boys of the Upper Sixth Form from experiencing any disadvantage, for I also call up the owner of the exercise, and confirm, or reverse, or qualify the Monitor's remarks, and make further suggestions myself.

Occasionally, if one of the Under Masters is absent, I give his two Forms to two of the Monitors for the morning, or part of the morning, to be heard by them; and I insist upon the same respect being paid to the Monitor, when in this temporary position of authority, as would have been paid to the Under Master himself. I have never had any reason to regret the system which I have here described, and I should not hesitate to extend it, if circumstances admitted. I think it good for the higher boys to find themselves in a place of trust, and for the lower boys to know that there is a rank in the School of which trust is a natural accompaniment.

29, 30. These questions scarcely apply to Merchant Taylors' School. The boys are not enough together in play hours for any system of "fagging out" at cricket, or "fagging" generally to be organized. The cricket club is a voluntary association, and no one need go to the ground unless he likes.

31, 32. The boys are at School thirty-nine weeks in the year. The Holidays consist of a fortnight at Easter, about six weeks in August and September, and four weeks at Christmas. There is also a week of recess after the Election day, June 11.

33. Saturday is the only half-holiday during the week, and there are eight occasional holidays in the course of the year.

34. This does not apply to Merchant Taylors'.

35. There is an hour's intermission in the middle of the day, on regular School days.

36, 38. Our sole Play Ground is a paved space, (called the *Cloister*,) almost entirely open, in the rear of the School, which, I am sorry to say, is scarcely large enough for all the boys to play in at once, and being surrounded by buildings does not admit of many sorts of games. We are, therefore, somewhat deficient in what I conceive to be a most material element in education, opportunities of forming intimacies in recreation. This has been a constant source of regret to me, and I believe that the Court share in my feeling. They grant the cricket club twenty guineas yearly towards renting a suitable ground for that game, and what is a more important step, they have purchased within these two or three years a large mass of buildings reaching eastward from the space above alluded to as far as Laurence Pountney Hill and Ducksfoot Lane. The existing leases will fall in shortly, and there will then be room not merely for increased School Buildings, which are much wanted, but for a considerable Play Ground.

39. Cricket is a good deal pursued by the boys in the summer months, and in the winter there are football clubs, and sometimes skating clubs. Rowing is not much in vogue now. It is an understood order that no one rows except he can swim. The Head Form practise fencing and boxing a good deal.

In some years I have known swimming clubs established, in others, clubs for a variety of athletic sports. An athletic sports club is formed for 1862, in aid of which the Court have granted 10*l.*

40. This does not apply to Merchant Taylors'.

41. No Athletic Exercises are taught as a part of the education of the School, though, occasionally, I used to have a Drilling Class out of school hours for my own boarders. I should willingly have organized a Rifle Corps, but want of sufficient space rendered this impossible on the spot, while the distance and varieties of the boys' homes rendered it impossible elsewhere. Some of the Under Masters frequently join the boys in their cricket and football, (though not officially,) and I consider their presence useful in many respects.

42. As a general rule I do not find real vigour of mind, and inclination to athletic sports incompatible, though there are many boys whose mental development does not keep pace with their prowess in bodily sports.

43. In replying to this question, I might perhaps content myself by referring the Commissioners to my answers to Question 19, Part III., and to the lists of University Distinctions given under Question 20, Part III., and to the "Book of the School," of which I send copies for their perusal. That book traces our Scholars, from the earliest days of the School, not merely through their University life, but through their after-life generally. But I think it only fair to the Institution over which I am Master, to observe that it must be judged not merely as a Public School, but as a Public School under certain disadvantages of locality. Its scholars mostly live at a distance, and spend time in journeys to and fro, which in the country they might spend in the playground. They have neither much time nor much space for play, and thus lose valuable opportunities of development of character and of manly exercise. And as I have observed, additions to our staff, and more class-rooms, and, I may add, improvement of our present class-rooms, some of which are very dark and with low ceilings, and a School Chapel, would be desirable. We are also sadly in want of accommodation for boys to dine or lunch within the school precincts, rooms for books, cloaks, and the like. Still with every abatement, I believe that the School is doing a great and important work. It is educating and sending forth into the world, year by year, at a very small cost, a large number of youths of the professional and merchant class. Clergy, physicians, surgeons, barristers, solicitors, and others of limited and life incomes, are generally those whose sons come to Merchant Taylors.' Were the School moved into the country it might and indeed would, if conducted vigorously, be full of boys; but it would not meet the case of those who at present send their sons to it, *i.e.*, who live sufficiently near town for their sons to attend it daily. Therefore, though if I simply consulted the reputation of Merchant Taylors' School, and my own, I might wish it removed, I consider that to remove it would divert its benefits into an entirely different channel. Accordingly I merely desire to see the defects which I have mentioned above remedied as far as may be; and such I believe, from all I have known of them, to be the desire of the Court of the Merchant Taylors' Company. I am persuaded that they will remedy them in time.

I will only remark further, that although the scantiness of recollections of "lusisse simul" has a tendency to make boys look back to their School as a place of mere work, and to their youthful days as a period of "solitude in a crowd" chequered by no corporate feeling, I do not find this to be at all the case with us. I have recently been in correspondence with a vast number of "Old Merchant Taylors" in the process of getting up some Tercentenary Scholarships; and I have been greatly struck by the strong and active evidence of attachment to the place of their education which has reached me from men of all ages and professions, even in the most distant parts of the world. They forget its disadvantages of site or appearance, or if they remember them at all, still say, in the words of one of the Westminster epilogues, that the ancient "Domus" is,

"Sordida, cara tamen."

One other word. Though the School is in the City, it is on a gravel slope, and in a well-drained and thinly inhabited neighbourhood, and our absentees are very few in number, frequently not more than twelve at a time out of two hundred and sixty.

44. I have already touched incidentally on the points in which I think the working of our system might be rendered more easy, and I have suggested a possible way in which I believe that an additional Modern Language, or perhaps Experimental Science might be introduced. Such improvements or additions would not, however, amount to any organic alteration in the system and course of education pursued in Merchant Taylors' School; I have therefore nothing further to offer to the Commissioners under this head.

(Signed) JAMES AUGUSTUS HESSEY, D.C.L.
Head Master.

Merchant Taylors' School, London,
Jan. 30th, 1862.

QUESTIONS, &c.

I.

1. State generally the various kinds of property held by or in trust for the School, and the various kinds of revenue which it possesses, mentioning any special trusts to which such property and revenues or either of them are subject.

2. Be so good as to specify in detail the several properties and sources of revenue possessed by or held in trust for the School. For the sake of clearness it is recommended that the statement should be in a form corresponding as nearly as may be with the accompanying specimen (A).

3. State the system adopted for the management and receipt of the rents or other produce of the property and endowments of the School, and for the audit or examination of the accounts.

4. Have any material changes been made in the system of letting and management since the foundation of the School, and, in particular, within the last 50 years? Are any portions of the property now let at rackrent upon which fines or any payments of that nature were formerly taken, or *vice versâ?*

5. If it is or has been the practice to take fines, or any payment of that nature, on renewal of leases of property belonging to the School, can you state when this practice was introduced, and on what principle fines are set?

6. Can you furnish any information showing the alterations in value of the property or any part of the property of the School since its foundation, and particularly within the last 50 years, and the rates of any increase or decrease that may have taken place?

7. Be so good as to furnish the following statements:—

(1.) A statement showing the total amount received by or on account of the School for the year 1860, including rents, fines, heriots, the produce of timber, and all other receipts of every kind, and also a detailed statement or account of the application of the money so received, pointing out any particulars in which such latter statement would not fairly represent your ordinary practice, and likewise pointing out how far and in what respects you consider such application to be directed or authorized by your statutes or regulations, by usage, or on other grounds.

(2.) A statement showing the average receipts under different heads during the last seven years.

8. Do the statutes or regulations contain any directions respecting the application of surplus revenue? Have those directions always been followed, and are they considered to be now in force? If not, will you state the grounds upon which they are or have at any time been departed from?

9. Please to furnish a statement of the ecclesiastical benefices in the gift of or otherwise attached to the foundation, with the actual value of each, specifying which of them are now held by persons who are or have been Fellows of the foundation, or connected with the School as masters or assistant masters or otherwise. Is there any rule, usage, or practice regulating the exercise of the ecclesiastical patronage belonging or attached to the foundation?

II.

1. When and by whom was the School founded? What is the nature of the foundation, and how is it constituted? and in what relation does it stand to any corporate body, ecclesiastical or civil, with which it is connected?

2. Be so good as to state the original and the present constitution of the foundation; the powers, duties, privileges, and emoluments (by statute or usage) of its head; the number, privileges, emoluments, and duties of the Fellows, or other members of it (not being scholars); the statutory qualifications for and the mode of election or appointment to the headship or to a fellowship or other place on the foundation (not being a scholar's place), and any statutory restrictions to which the head or any of the other members are subject. Has the original number of members been increased or diminished; and if so, by what authority? and does any power now exist of increasing or diminishing the number? Do you conceive that any such increase or diminution would now be beneficial to the foundation?

3. In what person or body of persons is the government of the School vested, and what are the powers considered to belong to such person or persons?

4. Is the School governed by statutes? If not, are there any rules or regulations by which it is governed?

5. Have the original statutes or regulations made for the government of the School been altered; and if so, when and by what authority? Have they in any, and what respects ceased to be observed? If so, will you state any reasons by which you consider the non-observance of them to be justified?

6. Will you furnish the Commissioners with a copy of the original statutes or regulations, of any others which may have been subsequently made, and of any ordinances and dispensations which may have been made or granted by authority in relation to the School? And can you state where the originals now are, or give the Commissioners any information on the subject?

7. Is there any power of altering or amending the statutes or regulations, or of granting dispensations from the observance of them, and if so, in whom does it reside?

8. Has the School any visitor or visitors? If so, is the visitor's authority defined by the statutes, or does it depend solely on the general law affecting visitors and visitorial powers? Is it subject to any special limitations? Are there periodical visitations? If not, will you mention any cases in which the visitor's authority has been exercised during the last 50 years? Has it ever been exercised to relieve from the observance of statutes, or to make new statutes?

9. Are there any charters or instruments of foundation or endowment relating to the School? If so, can you furnish the Commissioners with copies of them, or of any of them, and can you state where the originals now are, or can you give the Commissioners any information on this subject?

10. What were originally, and what are now, the nature and amount of the emoluments of the head master, and other masters and assistant masters? State particularly the sources of these emoluments, and the average amount derived from each source. If stipends are paid to them, or any of them, out of the revenues of the foundation, what proportion did those stipends originally bear, and what proportion do they now bear, to the emoluments of the Fellows or other members of the foundation? Is the income of the head master chargeable with any outgoings not bringing back any direct personal emolument to him, such as partial or entire payments of the salaries of assistant masters or other persons on the School establishment, or any similar expenses? If so, state the amount of such outgoings.

11. What was the original number of masters, and what is now the number of masters and assistant masters? Can you state at what times the increase has taken place, and what additions, if any, have been made to the number, and when, during the last 50 years? Is there any authoritative rule or any custom regularly observed as to any proportion between the number of masters and the number of boys? If so, when was the rule introduced, and with whom does it rest to see that it is adhered to?

12. What are the specific duties and powers, and what is the authority in the School, of the head master and of each of the masters and assistant masters (including all persons engaged in any way in the work of teaching)? How and by whom are they appointed? Are they, or any of them, customarily, or by rule, taken from any particular profession, place of education, class, or body of persons, and are there any conditions of eligibility established by rule or custom? Is there any power of removing them, and, if so, how and by whom is it exercised? Is there any rule or usage respecting superannuation, or any provision for it?

13. What are the privileges or advantages given by the original statutes or regulations to scholars on the foundation? and what, according to the statutes or usage of the School, constitutes a foundation scholar? What privileges or advantages do such scholars now actually enjoy? If there is any difference between their original and their actual condition as to such privileges or advantages, can you explain how and when it arose? Are there any advantages common to the other boys from which they are excluded? Do you consider the position of a foundation scholar to be as advantageous (either positively or relatively to that of a Fellow, or to that of boys not on the foundation) as it was originally, or to be more or less so, and to what causes do you attribute the change? Can you represent the amount of it in money? Is any money paid by a foundation scholar on account of board, lodging, instruction, or general school charges, over and above what is provided for him out of the foundation? If so, state the average amount and the nature of the charges.

14. Is the number of foundation scholars fixed by the statutes or regulations? Do they provide for or authorize, or do they expressly or implicitly prohibit, an increase or diminution of the number? Mention any portions of them which in your opinion bear upon this subject. Can you state whether the actual has ever fallen below the statutory number, and when, to what extent, from what length of time, and from what causes?

15. What are the qualifications for election or admission as a foundation scholar, and how and by whom are such scholars elected or admitted? Have there been any and what changes in these respects within the last 50 years?

16. Besides foundation scholars (or if Harrow has no such scholars), do the statutes or regulations give special advantages to any particular class of boys having a local or other qualification? If so, are the statutes or regulations observed in this respect, or when and how did they cease to be so?

17. Is the admission of boys, not being foundation scholars, and having no local or other special qualifications, provided for or contemplated in the statutes or regulations? Is there any limit to the number of boys who may be so admitted, and to what extent are they entitled to share in the advantages of the School? Are they entitled to be taught gratuitously or at fixed charges? Are the statutes or regulations observed in this respect, or when and how did they cease to be so observed?

18. Be so good as to state particularly the ordinary charges and expenses of a boy at Harrow (that is to say, all such charges and expenses as are usually included in the bills sent to parents), their average amount, and the limits within which they usually range, distinguishing those which are variable from those which are uniform, and such as are only usual from such as are obligatory. Are these charges and expenses bounded by any definite limit or subject to any supervision or control? What charges are made, under what heads, and in what manner, for instruction or tuition in or out of School, to whom are such charges respectively paid, and are any, and which of them, considered as "extras"? Does your statement of charges and expenses apply equally to all the boys, and, if not, what are the differences or exemptions, nominal or real?

19. Please to state the total amount of the sums received from boys or their parents or guardians during the year 1860, for instruction or tuition.

20. Are there any boys participating in the general instruction of the School who lodge and board either with their parents or in other houses not recognized as boarding houses by the authorities of the School? If so, what are the payments obligatory in such cases for each boy, and are such boys, as regards instruction and the use of playgrounds, and in all other respects, on an equal footing with the other boys, or what differences are there?

21. What is the amount of accommodation afforded for boarders, whether in the School itself or in boarding houses? What rules or regulations (if any) are there, and how are they established and enforced, respecting the persons authorized to keep boarding houses, the *maximum* number in each house, and the general management of such houses as regards the health, comfort, and good order of the inmates?

22. Is there one uniform kind of domiciliary accommodation furnished to all the boys of the School? if so, what is its nature? if not, what are the varieties, and do these depend on the boarding house in which the boy boards or on the part of the School to which he belongs, or on the option of the parents and guardians of the boy, or on rank? Is there a varying rate of charge for lodging correspondent in each case with the varying nature of such domiciliary accommodation? To what extent, and subject to what distinctions, do the boys prepare their school work, and generally prosecute their studies in such domiciles, and to what extent elsewhere? if to any extent elsewhere, in what place, and under what conditions as to privacy or otherwise?

23. Is there one uniform scale of diet supplied to all the boys? If so, what is the number, what the hours, and generally what the description of such meals? If not, what are the varieties? and do they depend on age or position in the School, or on the varying practices of different boarding houses, or on the option of parents and guardians, or on the rank of the boys? and is there in all cases a varying rate of charge for board correspondent with the varying quality and number of such meals?

24. Does the rate of charge, for either board or lodging, depend at all upon the social or scholastic status of the person keeping the boarding house? Does it depend at all upon the rank or the scholastic status of the boys lodged and boarded?

25. Is any part of the profits derived from the charges for board and lodging regarded as an indirect payment (total or supplementary) for other services to the School, whether instructional or disciplinary; such as teaching, tuition, moral superintendence, preaching to the boys, or any similar service?

26. Is the resort by the boys to pastry-cooks' shops, inns, or other houses of entertainment a recognized or a customary method of obtaining either meals or any considerable portion of their food?

27. What is the system upon which furniture is provided for the boys' rooms, and what charges are made in respect of it?

28. With whom does the selection of the boarding house in which a boy lodges rest? Is a recommendation commonly given by any school authorities?

29. How many of the classical, mathematical, and other masters and assistant masters keep boarding houses? Is it a privilege which any of them are unable to obtain? How many boarding houses (if any) are kept by persons taking no part in the work of teaching?

30. Have the authorities of the School any, and what, power to limit the number of boarding houses within certain bounds? If so, can boarding houses be kept, and are any kept, without their permission, beyond those bounds?

31. What is the average period for which boys remain at the School? Is there any difference in this respect between boys on the foundation and boys not on the foundation?

32. Please to state,—

1. The total number of boys now at the School.
2. The greatest number in each year during the last 20 years.
3. The number of boys now in each form, class, or division.
4. The number of boys now in each boarding house.

III.

1. What is the earliest age, and what is the latest age, at which a boy may be admitted into the School?

2. Is any preliminary knowledge (proved by examination or otherwise) in spelling, writing, and arithmetic, or in any other subject, required of a boy on admission into the School?

3. Is there any limit to the age at which a boy may be originally placed in any of the lower forms, or beyond which he can *remain* in any of the lower forms?

4. What is the highest form in which a boy can be placed on admission into the School?

5. What is the latest age at which a boy may remain in the School?

6. Be so good as to furnish, with respect to each form, class, or division of the School, tabular statements corresponding respectively with the accompanying forms B., C., and D.; and with respect to the private pupils of each master and assistant master, a tabular statement corresponding with the form E. Add an explanation of the character of the books read or used, when not sufficiently indicated by the title.

7. Has the head master any power to modify the system and course of study, or to change from time to time the books or editions of books used in the School? If not, in whom are such powers vested?

8. Have the assistant masters any voice, consultative or other, in the direction of the studies of the School?

9. On what system, and whether by seniority or proficiency, or both, does a boy rise in the School; and in determining the rate of his rise, what relative weight, as nearly as can be stated, is assigned to proficiency in the under-mentioned subjects respectively:—classical scholarship; modern languages and literature, including English; English composition; history and geography, ancient and modern; arithmetic; mathematics; physical science? In what manner is such proficiency ascertained, and in what manner is such weight assigned? Are the classes or divisions of the mathematical and of the modern language departments of the School coincident with those of the classical; so that Class N. (say) in classics consists of the same boys as Class N. in French, German, or mathematics?

10. What provision is made for the teaching of each of these subjects, and for promoting the study of them? Can you furnish any information showing to what extent they are severally studied, and with what success? Which of them do, and which do not, form a necessary part of the regular course of study?

11. Is any extra fee exacted for instruction in modern languages, mathematics, or physical science, and if so, what is the amount of such extra fee or fees? Do you consider that the progress of the boys in these studies is in proportion to their progress in Greek and Latin; and if not, to what do you attribute the comparative deficiency?

12. What periodical examinations are held at the School, and in what subjects? By whom are they conducted, and do they extend to the whole School, or to some and what part of it?

13. What scholarships, exhibitions, prizes, or other rewards are established in the School, or in connexion with it, and by whom and on what principles are they severally awarded, and to proficiency in what subjects? State clearly how far the examinations for any such rewards turn upon the regular work of the boys, whether in School or with their tutors; and, in the case of such examinations ranging beyond the limits of such work, point out what the extent of such range is, and how far and in what way boys aiming at those rewards are enabled and assisted to apply to that pursuit, whether in the way of reading or composition, any of the time which they have at their disposal beyond what is required for their school work.

14. Is it compulsory, formally or practically, on every boy to have, in addition to the master attached to his form or class, a tutor or tutors (whether called a private tutor or not), or is it usual, without being compulsory, or permitted (in any and in what cases) without being usual? Are boys (if any) without such tutor at a clear disadvantage, as compared with others, in respect of their studies? What are the tutor's duties? Describe fully the system of instruction or tuition, so far as regards the relation in which each boy stands to the masters and tutors with whom he has to do; state how long it has existed, and what you conceive to be its advantages and disadvantages.

15. Is it the custom in any and in what forms for the boys to construe their lessons to a tutor, either public or private, before they construe them in School to the master? If so, how much time, in proportion to the regular lesson in School, is usually spent in such previous construing?

16. Is the number of boys under the charge or teaching of each master or tutor limited, and if so, how and what is the limit? What is the average number of boys under each master or tutor?

17. Is it the custom for the parent or guardian of a boy sent to the School to select, or for the head master to nominate or recommend, his tutor?

18. Is it practicable, and usual, to any and what extent, to pay attention to individual character, capacity, and mental bias, and to give boys particular facilities for or encouragement in the pursuit of studies for which they may show a special aptitude? Are particular facilities given for the pursuit of studies of a professional character for which special examinations have to be passed, and in which, therefore, special preparation must sooner or later be gone through? If so, please to point out distinctly to what extent, and in what manner, such facilities, if granted in particular cases, are adapted and subordinated to the general principles of the education of the School.

19. Do you conceive that the instruction given by the master in the course of the ordinary work would be sufficient, without supplementary aid, to prepare a boy of good ability for a successful career at the Universities, or for success in the competitive examinations established in connexion with the civil, military, or East India services? If not, would it in your opinion be possible so to improve the ordinary teaching as to make it sufficient for these purposes?

20. Can you furnish the Commissioners with any information showing what scholarships at the Universities, or other distinctions (there or elsewhere), open to general competition, have in each of the last 10 years, or during any longer period, been gained by foundation scholars and by boys not on the foundation respectively?

21. Has the School any library to which the boys have access? and if so, under what conditions are they permitted to use it? Has the School any collection of natural history, or any apparatus for experiments in natural philosophy?

22. Is provision made for systematic instruction, elementary or advanced, in music or drawing, or both; if so, what time is allotted for the prosecution of such studies, what is the general course of such instruction in each, up to the highest point at which it is cultivated; what was the number of boys during the last six months of 1860 availing themselves of such provision, and how long had each then been cultivating it at School; are these studies successfully prosecuted?

23. State what means are adopted to promote the religious and moral training of the boys, and to enforce order and good conduct, by the presence and personal influence of masters or tutors, by the help of monitors or prefects, or the co-operation in any other way of the boys themselves, by rewards and punishments, or otherwise.

24. State accurately what, if any, regulations are in force by law or usage on the following points relating to the religious teaching or training of the boys:—

(1.) The system of preaching in the college, chapel, or church attended by the boys. Are the sermons specially addressed to the boys? To whom is the duty of preaching intrusted or confined?

(2.) The confirmation of the boys.

(3.) Their attendance at the church services, and especially at the Holy Communion.

(4.) The observance of Sunday.

(5.) Their religious instruction at the hands of their tutors and in public work in School. State particularly how their religious knowledge is tested and ascertained by their tutors or in any of the public examinations.

25. Are the same offences uniformly visited with the same punishment? If so, give some account of the system, specifying the punishments, and the offences to which they are awarded respectively.

26. Do all offences come before the head master? If not, do any? In the latter case, state what they are, and state in either case, through what channel they are brought before him. Does he inquire into the nature and gravity of the offences which come before him, and does he require evidence of their having been committed? Does he in all cases award, and in any cases inflict, the punishment? Are these duties, or either of them, performed, in any and what cases, by other masters or assistant masters?

27. What powers and duties in maintaining the discipline of the School are assigned to any of the boys themselves? What portion of the School has such powers and duties? and over what portion of the School are they exercised?

28. Do you consider such powers essential or useful to the effective maintenance of school discipline? State the grounds of your opinion. Do they on the whole tend to produce, or to suppress, tyranny of the stronger boys over weaker, and how?

29. What powers and privileges are given to any portion of the School over any other portion of it, either to enforce attendance at games, or to exact personal services of any description? What portion of the School has such powers? Over what portion are they exercised? Are such powers and privileges *generally* in any way detrimental either to health, to the reasonable enjoyment of liberty, or to the opportunities of bodily or mental recreation or study on the part of the lesser boys? Please to assign the reasons for your opinion.

30. Have you known instances of the abuse of the before-mentioned disciplinary powers and privileges? And

do you consider that such instances, where they exist, are likely to come to the knowledge of the masters?

31. During how many weeks in the year are the boys at School?

32. How often, and when, and for how many weeks each time, do the boys go home for the holidays?

33. While the boys are at School, what are the usual holidays or half-holidays during the week?

34. At what hours in winter and summer respectively are the boys required to be dressed in the morning, and to go to bed at night?

35. On regular School days, what is the time allowed for play?

36. What is the acreage of the ground allotted to the boys for their out-door amusements and games?

37. What is the nature of such ground, viz., whether (1) covered or entirely open; (2) paved or field; (3) grass or bare?

38. What is the nature of the ground immediately surrounding such playground, and especially is it occupied by inhabit buildings, or by factories, or is it open?

39. What are the common games or other bodily exercises of the boys?

40. What range is practically (whether by express permission or by customary connivance) allowed to boys over the ground lying beyond the precincts of the School and playground, and to what extent, and for what purposes, do the boys commonly avail themselves of it?

41. What athletic exercises are taught as part of the education, and of these which are extra and which compulsory, either absolutely or with reference to some particular purpose (as swimming in order to have liberty to go in boats)? Are any special teachers appointed to superintend such exercises?

42. Is it, or is it not, the general habit of boys most distinguished for their progress in intellectual studies to distinguish themselves also, or to partake with interest, in the manly games of the School, or is any difference in the tendencies of different intellectual studies in this respect discernible?

43. So far as you can judge of the results in after-life of the education afforded at Harrow, do you consider those results satisfactory? Or is it your opinion that the system in any respects falls short of what a great public School might accomplish in preparing boys for the various lines of life, professions, and employments in which they may engage? If so, will you state what the deficiencies are; whence in your judgment they arise; and how far you think them remediable?

44. Does any alteration in the system and course of education at Harrow appear to you desirable? Will you be good enough to lay before the Commissioners any suggestions on this head which you may think expedient?

HARROW.

ANSWERS of the GOVERNORS of HARROW SCHOOL.

I.

1. Freehold and copyhold estates at Harrow, Preston, and Alperton in the county of Middlesex, at Barnet in Hertfordshire, at Maulden in Bedfordshire, and at Paddington and Kilburn near London. Two rentcharges of 30*l.* a year each, on the manor and lands of Oakington in the parish of Harrow, and 11,219*l.* 2*s.* 9*d.* stock in the three per cent. consolidated annuities.

The special trusts to which these properties are subject are, primarily, as to all the freehold and copyhold estates derived from the founder (excepting the lands at Paddington and Kilburn) for the payment of the salaries of the master and usher, and fuel and coal for the master and scholars; 10*l.* yearly for preaching 30 sermons in Harrow; 20*l.* yearly to 60 poor housekeepers within the parish of Harrow; 20*l.* yearly for scholarships, the governors' salaries of 13*s.* 4*d.* each, and other objects; and as to the rents of the lands at Kilburn, the whole thereof are directed by the statutes to be bestowed towards and upon "the repairing and amending the highway from the town of Edgeware into the city of London, and of the highway from Harrow to London;" and as to the lands at Paddington, the rents thereof were to be bestowed "towards and upon the repairing and amending the highway from London to Harrow," in both cases in such sort as is expressed in the conveyance whereby the same lands were assured to the said governors, and in manner as by the said statutes were further directed, being all to be so laid out "when and as often, and in such manner as to the said governors shall be thought meet, needful, and expedient;" but the rents of the lands are now, by virtue of the Act of 7 Geo. 4. c. 142., paid over to the Commissioners of the Metropolis Turnpike Roads north of the Thames.

The rentcharges and the dividends arising from 9,724*l.* 5*s.* 7*d.* stock, portion of the 11,219*l.* 2*s.* 9*d.* in the three per cent. consolidated annuities are subject to special trusts for scholarships, medals, prizes, and other objects set forth in the respective deeds of endowment.

2. The detail of the several properties and sources of revenue possessed by or held in trust for the school is set forth in the statement hereunto annexed marked A.

3. By a receiver of the rents and other income of the trust, who, either annually or whenever needful, surveys the several properties of the trust, and reports thereon to the governors. His accounts are rendered annually, and are specially audited in the first instance by two of the governors selected according to the statutes "as surveyor governors," and who carefully examine all the vouchers; and they are afterwards submitted to all the governors at their annual meeting, and then passed by them.

4. No material changes have been made in the system of letting, excepting on the lands in the parish of Saint Marylebone, which have within the last 60 years been let on building leases for terms of 99 years, under the authority of several Acts of Parliament obtained for that purpose.

5. It has not been the practice to take fines or any payment of that nature on renewal of leases of any portion of the school property.

6. See statement annexed marked A (1) in reply to this question. In addition to which, within the last 10 years the governors have allowed the removal of two small cottages for the purpose of enlarging the site for the new school chapel and the yard and grounds adjoining it, by which a small annual loss of rent to the trust estate was sustained; but the chapel has been erected in its present beautiful style on the school estate at a cost, probably, of 10,000*l.*, chiefly by the munificent liberality and influence of Dr. Vaughan, the late head master, aided by subscriptions from the masters and others, by whose liberality, also, the governors are about to receive the gift of a set of new school buildings, which have been erected within the last few years.

The governors have also recently sanctioned the removal of three other small cottages in the High Street of the town of Harrow as a site for the new Vaughan Library about to be built for the use of the school, at the cost of several thousand pounds.*

All of which buildings will not only materially add to the value of the school estate, but tend greatly to the advancement of the character and celebrity of the school.

7. See statements annexed marked respectively A (2), A (3), A (4), and Special Statement at p. 263.

8. The statutes direct that the overplus of the rents and profits from all the estates be kept in stock "for necessary charges and the help and relief of poor marriages or other such good and charitable uses within the parish of Harrow at the discretion of the governors." This discretion has virtually been followed, and is considered to be now in force. One or two Lyon scholarships, varying in amount but generally about 30*l.* a year, have been given for several years past by open competition amongst all the scholars in the higher form of the school on their proceeding to the Universities of Oxford or Cambridge. The relief of poor marriages was some years since discontinued, from its being considered a temptation to make improvident marriages, but apprenticeship fees and subscriptions to National and Infant schools and other charitable gifts have been annually made by the governors for the benefit of the parishioners to the full extent of the means at their disposal.

9. The governors do not possess any ecclesiastical benefice.

* A portion of such site has been acquired by the exclusive liberality of the present Head Master Mr. Butler, at a cost to himself of about 4,000*l.*, a sacrifice which much influenced the governors in this concession on their part.

Statement A. referred to in answer to Question 2.

FREEHOLD and COPYHOLD PROPERTY possessed by or held in trust for HARROW SCHOOL.

Description of Property.	County.	Parish.	Description.	In whom vested.	Acreage.	How Let.	Yearly Rent.	Amounts received for Fines during the last 20 years.	Amounts received for Timber during the last 20 years.
					A. R. P.		£ s. d.	£ s. d.	£ s. d.
Harrow Estate	Middlesex	Harrow	Houses, gardens, and land.	The Keepers and Governors.	30 3 11	Part on lease, part yearly tenancy.	325 0 6	—	50 11 0
Preston Estate	Ditto	Ditto	Land and house	Ditto	244 3 4	Lease 21 years	420 0 0	—	238 6 0
Alperton Estate	Ditto	Ditto	Land	Ditto	14 1 15	Yearly tenancy	31 10 0	—	128 3 6
Barnet Estate	Herts	Barnet	Houses, gardens, and land.	Ditto	11 3 26	Ditto	100 0 0	—	—
Maulden Estate	Beds	Maulden	Land, farmery, and cottages.	Ditto	146 1 39	Ditto	146 0 0	—	16 16 3
Paddington Estate	Middlesex	Paddington and Marylebone.	Land and houses	Ditto	38 1 22	Building leases, 4 houses at rack rent.	1,772 15 6	—	—
Kilburn Estate	Ditto	Marylebone	Land	Ditto	41 0 18	Building leases	1,412 9 6	—	—

The Harrow, Preston, and Alperton Estates are liable to the following payments:—

7*l.* 17*s.* per annum quit rents on property at Harrow, Preston, and Alperton; 2*l.* 10*s.* every 20 years to the Lord of the Manor of Harrow Rectory; 2*l.* 10*s.* every 20 years to the Lord of the Manor of Sudbury.

There are also in addition to the above properties the two rentcharges of 30*l.* on the manor and lands of Oakington, held in trust for the Neeld scholarship.

ANSWERS.

HARROW.

The Governors.

PERSONAL PROPERTY producing Income possessed by or held in trust for HARROW SCHOOL.

Description of Property.	Amount.	In whom vested.	Yearly Income.
	£ s. d.		£ s. d.
3 per cent. consolidated annuities - - - -	11,219 2 9	The Keepers and Governors -	336 11 5

Of this amount 1,494*l.* 17*s.* 2*d.* only is held in trust for the school generally, the residue being held on special trusts for the scholarships, medals, and prizes afterwards mentioned.

Statement A (1) *referred to in answer to Question* 6.

STATEMENT showing the ALTERATIONS in the RENTALS of the ESTATES belonging to HARROW SCHOOL, from 1810 to 1860.

	Harrow.	Preston.	Alperton.	Barnet.	Maulden.	Paddington.	Kilburn.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
In the Year 1810 - -	168 5 0	250 0 0	18 6 8	87 0 0	95 0 0	785 11 0	120 0 0
„ „ 1815 - -	186 5 0	575 0 0	50 0 0	135 0 0	95 0 0	897 12 0	288 0 0
„ „ 1820 - -	193 15 0	460 0 0	38 0 0	139 4 0	95 0 0	886 4 0	288 0 0
„ „ 1825 - -	212 5 6	460 0 0	38 0 0	139 4 0	144 0 0	654 10 0	205 10 0
„ „ 1830 - -	225 0 6	460 0 0	38 0 0	139 4 0	*170 0 0	1,285 3 9	425 3 0
„ „ 1835 - -	227 10 6	350 0 0	36 0 0	184 0 0	*170 0 0	1,376 4 2	505 5 0
„ „ 1840 - -	248 0 6	350 0 0	36 0 0	180 0 0	*170 0 0	1,426 6 6	603 5 0
„ „ 1845 - -	314 0 6	420 0 0	36 0 0	97 0 0	*170 0 0	1,772 15 6	890 5 6
„ „ 1850 - -	274 10 6	420 0 0	36 0 0	100 0 0	146 0 0	1,772 15 6	1,272 9 6
„ „ 1855 - -	334 0 6	420 0 0	31 10 0	100 0 0	146 0 0	1,772 15 6	1,412 9 6
„ „ 1860 - -	321 10 6	420 0 0	31 10 0	100 0 0	146 0 0	1,772 15 6	1,412 9 6

NOTE.—The value of house property at Barnet became depreciated when the posting and coaching traffic there diminished.
* The increased rentals arose from the sale of brick earth.

Statements referred to in answer to Question 7.

A (2).

TOTAL AMOUNTS received by or on account of Harrow School for the year ending 25th March 1861, including the produce of timber and all other receipts of every kind.

	£ s. d.	£ s. d.
Harrow estate, rents - -	325 0 6	
Dividends (less tax) on stock in three per cent. consolidated annuities -	41 8 8	
		366 9 2
Preston estate, rent - - -		420 0 0
Alperton estate, rent - - -		31 10 0
Maulden estate, rent - - -		146 0 0
Barnet estate, rent - - -		100 0 0
		£1,063 19 2

In trust for Scholarships, Medals, Prizes, &c.

	£ s. d.
Sayer gift, dividends on consols, less tax -	100 12 6
Peel gift, „ „ „ -	10 1 4
Isabella Gregory exhibition, dividends on consols, less tax - - - -	95 16 8
Isabella Gregory tomb and medal, dividend on consols, less tax - - -	18 16 4
Neeld medal, dividends on consols, less tax -	10 1 4
Hope prize, „ „ „ -	5 0 8
Spencer scholarship, „ „ -	29 1 6
Neeld scholarship, rentcharges issuing out of the manor and lands of Oakington -	60 0 0
	£329 10 4

In Trust for repairing and amending the highways from London to Harrow and Edgware respectively.

	£ s. d.	£ s. d.
Paddington estate, rents - - -		1,831 3 0
Kilburn estate, rents - -	£1,433 5 0	
Repayment on account of expenditure for roads and sewers - -	147 8 4	
		1,580 13 4
		£3,411 16 4

A (3).

APPLICATION of the MONIES received for or on account of Harrow School for the year ending 25th March 1861.

	£ s. d.	£ s. d.
Governors' salaries - - - -		4 0 0
Head master's salary - - - -		30 0 0
Under master's salary - -	24 8 4	
Under master's compensation in lieu of residence - -	25 0 0	
		49 8 4
The vicar of Harrow, for sermons - -		25 0 0
Solicitor's salary, 2*l.* 2*s.*, and law bills, 34*l.* 19*s.* 8*d.* - - - -		37 1 8
Writing master and librarian's salary - -		16 13 4
Governors' exhibitions and scholarships -		195 0 0
School dames at Sudbury and Roxeth -		8 0 0
Ten groats to the poor of Harrow - -		20 0 0
Gifts to poor widows of Harrow - -		39 0 0
Donations, national school, Harrow - -		30 0 0
„ Sunday school, Pinner - -		10 0 0
„ national school, Wembley -		10 0 0
„ „ „ Kenton - -		10 0 0
„ „ „ Greenhill - -		10 0 0
„ day and Sunday schools, Maulden		3 3 0
Apprentice fees - - - -		20 0 0
Repairing roads near Hyde House and Preston respectively - - - - -		4 0 0
Fire insurance - - - - -		43 1 0
Quit rents - - - - -		7 17 6
Repairs and works, including new hot water apparatus to warm school house - -		264 3 4
Property tax allowed to tenants - -		38 1 2
School porter's salary - - - -		52 0 0
Head master's allowance for school coals -		20 0 0
Examiner's fees - - - - -		20 0 0
Audit dinner - - - - -		18 3 6
Sexton, for ringing sermon bell - -		5 0 0
Interest on 2,000*l.* on mortgage (less tax) -		76 13 4
Invested in three per cent. consols to redeem mortgage - - - - - -		100 0 0
Prize books - - - - - -		17 1 3
School porter, for brooms - - -		0 10 6
Tenant of Preston Farm, towards cost of slate in lieu of thatch roofing, &c. - - -		34 0 0
Stamps, postages, and expenses - -		4 14 6
Surveyor, for surveying and mapping land at Alperton - - - - - -		2 2 0
Receiver, for care of the estates - -		42 11 2
Preparing accounts for Charity Commissioners		2 2 0
		£1,269 7 7

APPLICATION of the MONIES received in the year ending Lady Day 1861, in trust for Scholarships, Medals, Prizes, &c.

	£ s. d.	£ s. d.
Sayer Gift—Scholarship less tax -	50 6 4	
Examiners' fees -	20 0 0	
		70 6 4
Peel gift—medal - - - -		10 2 2
Isabella Gregory exhibition, less tax - -		95 16 8
Isabella Gregory medal and tomb—		
medal - - -	10 2 2	
Painting the tomb - -	4 0 0	
		14 2 2
Neeld medal - - - -		10 2 2
Hope prize books - - - -		4 19 9
Spencer scholarship, less tax - - -		28 15 0
Neeld scholarship - - - -		15 0 0
		£249 4 3

APPLICATION of the MONIES received in the year ending Lady Day, 1861, in trust for repairing and amending the highways from London to Harrow and Edgeware respectively.

	£	s.	d.
Paddington estate—property tax allowed to tenants	72	0	7
Paid to the Commissioners of the metropolis roads north of the Thames, pursuant to Act 7th Geo. 4. cap. 142	1,600	0	0
Moiety of solicitor's bill	18	7	10
Stamps, postages, and expenses	3	12	8
Receiver for care of the estate	73	4	11
Preparing accounts for Charity Commissioners	4	4	0
	£1,771	10	0

Kilburn Estate—property tax allowed to tenants	57	17	0
Paid to the Commissioners of the metropolis roads north of the Thames, pursuant to Act 7th Geo. 4. cap. 142	1,400	0	0
Moiety of solicitor's bill	18	7	10
Stamps, postages, and expenses	3	8	11
Receiver for care of the estate	63	4	6
Examining and settling leases	4	4	0
Preparing accounts for Charity Commissioners	4	4	0
	£1,551	6	3

A (4).

STATEMENT showing the average receipts during the Seven Years ending 25th March 1861.

	£	s.	d.	£	s.	d.
Harrow estate—rents	324	10	6			
„ dividends on consols	17	11	0			
				342	1	6
Preston estate—rents				424	14	3
Alperton estate—rents				36	0	0
Barnet estate—rents				100	17	10
Maulden estate—rents				146	0	0
Paddington estate—rents	1,776	13	4			
Repayments on account of roads and sewers	10	0	0			
				1,786	13	4
Kilburn estate—rents	1,454	3	6			
Repayments on account of roads and sewers	173	2	10			
				1,627	6	4
Dividends on consols in trust for scholarships, medals, prizes, &c.				280	17	10
Rentcharges in trust for scholarships				60	0	0

Note.—In addition to the above average receipts the following sums have been received in the past seven years from—

	£	s.	d.
A sale of timber on the Harrow estate	50	11	0
Do. do. Preston estate	238	6	0
Do. do. Alperton estate	128	3	6
Do. do. Maulden estate	2	16	6
Do. land to be added to Harrow churchyard	216	0	0
Do. of the old materials of two cottages	10	0	0

SPECIAL STATEMENT, in addition to Answer 7.

The detailed statement of the application of all monies received as rendered in reply to this question fairly represents the practice of the governors for the last 50 years; but the governors consider that such application, as to the larger portion of their receipts, is not directed or authorized by, or in strict conformity with, the spirit or intention of the original endowment or the statutes, such portion being the revenue received from the lands at Kilburn and Paddington.

That such misapplication has arisen, in the first instance, under the authority of an Act of Parliament passed in the year 1804, upon an imperfect statement of the trusts attached to the endowment, whether intentional or not, at all events by the suppression of a most material reference to such trusts, by which it is conceived the legislature was misled, and which now has been unfortunately continued and carried out in several subsequent Acts of Parliament.

The lands at Kilburn and Paddington were conveyed by the founder to the governors by two distinct conveyances upon special trusts, therein stated, directing the application of the rents arising from them respectively, viz.: as to the lands at *Kilburn*, directing them "to be bestowed in and "towards the repairing and amending the road from the "town of Edgeware to the City of London;" and as to the lands at *Paddington*, directing them to be applied in like manner "for repairing and amending the highway from "London to Harrow," but in both cases to be applied "in "such sort and manner as to the said governors for the "time being should be thought most needful and expe-"dient;" and the statutes of the founder in confirmation of the above trust, direct "that the rents of these lands should "be applied in such sort as is expressed in the conveyance "whereby the said lands were conveyed to the governors." Thus clearly vesting an absolute discretionary power and control over the application of such rents in the governors by their own officer; the statutes expressly directing that the governors should see that "the gravel for repairing the "said highways before mentioned be laid yearly at most "convenient times between the beginning of June and the "end of July, "and directing also the governors "to "appoint two honest men yearly to see to the filling the "said gravel."

In 1803 the governors obtained an Act of Parliament to enable them to grant building leases of the lands at Paddington for 99 years, with the consent, (as then forced upon them by the legislature,) of a certain number of the then trustees of the Harrow turnpike road, in which Act the trusts as to the application of the rents of the said lands were fully and clearly referred to, and the rents were directed to be applied in accordance therewith.

In the following year, 1804, the trustees of the Harrow turnpike road obtained on their own application an Act intituled "An Act to enable the governors to pay the rents "of certain lands bequeathed by John Lyon for repairing "the roads from Harrow to London to the trustees acting "in the execution of the several Acts for keeping the said "road in repair;" but specially omitting to recite in this Act the words of the discretionary powers given to the governors by the original deeds of trust and the statutes, and thus apparently leading the legislature to consider the gift as one of an absolute trust for that purpose alone.

If the trusts of the original deed of conveyance had been set out in the Act of 1804, the legislature, it is believed, would not have so summarily deprived the governors of their controlling power over this trust, and so far virtually extinguished the interest vested in them by the founder.

Since the passing of this Act of 1804,—from the presumed inability of the governors to resist it,—subsequent Acts of Parliament have been passed upon the same principle, directing the governors to pay over in certain portions the rents of the Kilburn and Paddington lands to different trustees and parishes, in certain proportions, and the governors have accordingly so continued to apply them.

In 1819 the governors obtained an Act of Parliament to enable them to grant building leases of the lands at Paddington for 99 years, on which occasion the required consent of the road trustees, as necessary to the granting or concurring in such leases, was objected to by the governors and successfully resisted, the power to grant such leases being left to themselves alone.

The consequence, however, of these legislative Acts has been that the rents of the lands of Kilburn and Paddington are now applied to purposes and objects not contemplated by the founder, and never intended on the creation of his trust.

By the lapse of time, the alteration of localities, and the extension of the metropolis, the limits and conditions of the highway from London to Harrow have been greatly altered. It originally commenced at Holborn Bars, afterwards was held to commence from St. Giles' Pound, excluding the portion from thence to Holborn Bars. It has also since been altered by including under the same conditions additional roads from the City to Paddington. And by the operation of all the modern Acts for police, paving, lighting, watching, watering, &c. these rents are now paid over to district authorities and are applied partly to the paving of Oxford street and other places, and partly to the repairs of and watching and lighting other roads not at all within the founder's trust.

The original intention of the founder was beyond a doubt primarily the advancement of the school, with the other objects of charity for the benefit of Harrow. The repairs of the roads leading to that institution and to the other property of the governors being only subsidiary to that main object and to facilitate the access to Harrow.

It is also to be borne in mind that the repair of the highway within the boundary of the parish of Harrow being a burden incident on the ratepayers, it was probably one object of the founder, by this appropriation of his estates, to relieve the local rates. From the moment when the highway was converted into a turnpike road, this reason ceased to operate.

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The rental of the lands given by the founder at the time of the foundation of the school, exclusive of the road land, is not now precisely known, but the specific payments directed by his statutes at that time to be made for the school purposes and school gifts, appear to have been about 110*l.*, while the rents of the road lands in 1610 were only 20*l.* and 16*l.*, showing the proportionate estimate of the value of the estate for all the school purposes, and those for the repair of the roads.

The entire income of the School Charity Trust Estate is now about 1,000*l.* or 1,100*l.*, and that of the road lands in ground rents at this time about 3,500*l.* a year. The proportions are thus reversed: whereas the founder designed that the school should have two-thirds and the highway one-third of his estates; the school now gets one-third only, and the other two-thirds are absorbed in a metropolitan fund, by which a turnpike road and certain streets are mended, paved, lighted, and watered.

II.

1. The school was founded in the year 1571 by John Lyon, then living at Preston, in the parish of Harrow, on one of the properties which he conveyed to the governors of the school. The charter by which the governors were incorporated was granted in the 14th year of Queen Elizabeth, whereby, after reciting "that John Lyon had "purposed in his mind a grammar school, with one school-"master and one usher, within the village of Harrow, to "found and for ever to establish for the perpetual educa-"tion, teaching, and instruction of children and youth of "the said parish, and two scholars within the University "of Cambridge, and two within the University of Oxford, "liberally to endow, maintain, and other common ways, "as well between Edgware and London as in other places, "at his own great charge to repair and amend, and other "endowments and works of piety, to the very great comfort "and encouragement of the scholars within the said parish "applying themselves to learning," it was ordained that for ever thereafter there should be one grammar school in the village of Harrow-on-the-Hill, which should be called the free grammar school of John Lyon, for the bringing up and teaching and instruction of children and youth in grammar for all times thereafter, and the same school of one master, ruler, or guider of children, and of one under ruler, guider of children, for ever to continue, and by the said charter six trustees were constituted a body corporate themselves and their successors by election amongst themselves for ever, under the title of the keepers and governors of the free grammar school of John Lyon, in the parish of Harrow.

It does not stand in any relation or connexion with any other corporate body ecclesiastical or civil.

2. The original constitution and the principle or object of the foundation was stated to be the establishment of a grammar school in the village of Harrow for the bringing up, teaching, and instruction of children and youth of the said parish in grammar, and such is the present constitution.

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The trustees or governors have the sole management of the lands, tenements, goods, and possessions of the school, and the application of the revenue thereof according to the orders, statutes, and rules of the founder, and they have the appointment of the schoolmaster and usher in themselves, and the power of removal of the head master and usher for misconduct or incapacity; but in all other material respects the administration and government of the school for scholastic purposes rests with the head master and usher.

The governors have no privileges beyond the election or admission of the free scholars on the foundation of the school, and no emoluments, beyond the stipends prescribed by the statutes of the founder of 13*s.* 4*d.* yearly for "their pains."

There are no fellows or other members of the foundation. The qualification required for the "headship," if that refers to the head mastership, is by the statutes simply that "he "be one sufficient and able man, not under the degree of a "Master of Arts."

3. The government of the school, as to its entire administration for all the school duties and purposes, is vested in the head master, and under him the usher or second master, subject to any necessary reference to or regulation by the governors for any special purpose.

4. There are in existence, kept in the strong room of the governors, the original orders, statutes, and rules of the founder, made by him in January 1591, in the 33rd year of Queen Elizabeth, in pursuance and under the authority of the power given to him by the Charter of the 14th of Queen Elizabeth, to make fit and wholesome statutes and ordinances in writing, touching the ordering, government, and direction of the master and usher and scholars of the said school, and the stipend wages of the master and usher, and other things concerning the said school, and the ordering, government, preservation, and disposition of the rents, revenues, and hereditaments of the said school.

These statutes and orders contain the general trusts and directions for the application of the rents and revenues of the school estates, the appointment of the master and usher, and the election of governors, and the other matters referred to. There are also annexed to these statutes certain rules "for the ordering of the said school," prescribing the course of study to be followed, and other directions.

5. The statutes or regulations for the guidance of the governors, as to the general management of the school estate, have not been otherwise altered or departed from than by the allowance occasionally of an increased expenditure for the general school purposes, in the enlargement and repair of the school and other requisite outgoings, arising from the increased reputation of the school and its large accession of scholars. The spirit and intention of the founder in the furtherance of the first objects of his foundation, viz., the maintenance of such a public institution for learning, have been always adhered to and regarded by the governors, but not omitting to give every consideration to the other charitable objects of the trust as far as their means would admit.

6. A copy of the statutes will accompany the replies.

7. It will be seen by the 23rd article of "the rules for the "ordering of the school" at the end of the statutes, that if at any time any of the said orders of government of the said school should by the greater part of the governors be thought "not meet and convenient," or any other rule should be thought by them to be wanting, the governors, with the consent of the schoolmaster, may make any new order or rule for the avoidance of such inconvenience as shall be thought fit to be removed.

Under this authority the requirement by the statute, that the head master should be always single and unmarried, has been rescinded, as not meet and convenient.

8. There are no special visitors of the school. In the event of any question, ambiguity, or doubt happening between the governors, and if they should be equally divided, reference is to be made to the Archbishop of Canterbury, who is to order and determine such doubt. There are no periodical visitations.

On the election of the head master, in the year 1805, on the resignation of Dr. Drury, the governors being equally divided in the votes for Dr. Butler and the Rev. Mark Drury, reference was made to the Archbishop of Canterbury, who decided in favour of Dr. Butler.

9. There is the Charter of 14th of Queen Elizabeth, before referred to, and there are the several deeds of conveyance to the governors of the properties for the endowment of the school.

Copies of these documents can be furnished to the Commissioners; the originals are in the school chest in the school house at Harrow.

ANSWERS of the Rev. HENRY MONTAGU BUTLER, M.A., Head Master of Harrow School.

II.

The first nine questions of this paper have, I understand, been answered on the part of the governors of the school.

10. I enclose statements from the lower master and the assistant masters, containing answers to this question, so far as it is addressed to them.

The emoluments of the head master are at present derived from the following sources:—

a. From the governors of the school { salary, 30*l.* / coals, 20*l.* } 50*l.*
b. Annual fee of 12*l.*, being four-fifths of the fee of 15*l.* for "public tuition," paid by every boy not on the foundation of John Lyon.
c. Annual fee of 5*l.* for "school charges" paid in the same manner.
d. Entrance fee of 5*l.* paid in the same manner.
e. Profit on the sum of 68*l.*, being for board and washing, 60*l.*; for grocery, carpet, repairs, &c., 8*l.*; paid annually for every boy in the head master's house.
f. Entrance fee of 6*l.* paid for every boy in the house.
g. Annual fee of 2*l.* 10*s.* for "school charges" paid by every boy on the foundation of John Lyon.
h. Annual fee of 5*l* paid by each member of the "English form."

It will be seen from the above that the income of the head master derived from the school depends entirely upon the numbers of the boys in the school and in his house.

450 would fairly represent the extreme number of boys not on the foundation at any time.

140 would perhaps fairly represent the extreme number of such new boys in any year by whom the entrance fee is paid.

63 is the full number of boys boarding in the head master's house.

25 would perhaps fairly represent the extreme number of boys who come new to the house in any year, and who pay consequently the entrance fee; 36 would perhaps fairly represent the extreme number of boys on the foundation in any year.

Putting these items together, we obtain as the extreme income of the head master, when the school is at its fullest, and the house also is full:—

	£
1. From the governors	50
2. Public tuition and school charges, 17*l.* × 450	7,650
3. Entrance fee, 5*l.* × 140	700
4. Estimated profit on each boy in house, 20*l.* × 63	1,260
5. House entrance fee, 6*l.* × 25	150
6. School charges paid by foundationers, 2*l.* 10*s.* × 36	90
Total	9,900
Add 7. Fee of 5*l.* from (say) 20 boys in English form	100
Total	£10,000

N.B.—I have found it very difficult to estimate the pecuniary profit arising from each boy in the house. In stating it at 20*l.*, I am disposed to think that the estimate is too high.

Outgoings to be deducted from the above sum of 10,000*l.* are as follows:—

1. *Salaries to Assistant Masters.*

	£	£
To each of 12 masters, 150*l.*	1,800	
To one master, 300*l.*	300	
To one master, 210*l.*	210	
To one master, 200*l.*	200	
To one master, 100*l.*	100	
		2,610

2. *English Form.*

Salary to master	150	
French master	60	
Rent of room for use of form	20	
		230
3. Salary to organist of school chapel		60
4. Salary to singing master of chapel choir		50
5. To the "custos" for taking charge of the new schools		25
6. Rent of a room for one of the forms		12
7. Gas for chapel and schools (about)		80
8. Coal for chapel and schools } (about)		140
9. School repairs and cleaning }		
10. Books given as prizes (about)		225
11. School printing, examination papers, "prolusiones," &c. (about)		200
12. Fees to two examiners		40
13. Insurances on schools and chapel		40
	£3,712	
	£10,000	
	£6,288	

The sum of 6,288*l.* may be taken as representing the extreme income of the head master when the school is at its fullest.

I may be allowed to point out to the Commissioners that, while the revenues of the foundation of John Lyon are inconsiderable, there is no regular building fund or repair fund at Harrow. New buildings of a very costly character have arisen during the last 50 years; new buildings are still rising, and seem likely to arise before the wants of the school are fully supplied. The cost of maintaining these falls, and will probably continue to fall, upon the head master; while it is perhaps not too much to say that the erection of them in past years was in great measure due to the prominent part which the head master was enabled to take in contributing to the work, becoming in consequence more entitled, and perhaps more disposed, to invite the co-operation of old Harrovians and others.

A tradition of long growth has thus been formed, imposing practically upon the head master pecuniary obligations, more or less recognized, which cannot indeed be defined or stated as uniform outgoings from his income, though it may safely be asserted that no head master, during the prosperity of the school, is likely to desire to evade them.

On the other hand, it will be remembered that the prosperity of the school, so far as it depends upon numbers, is precarious. The average numbers of the school during the last 50 years would hardly amount to half of the numbers which have been reached during the last 7 or 8 years. At one time, not very far remote, the numbers sank to considerably less than 100. Should any serious depression occur again, it may be anticipated that a very large reduction in numbers will be allowed to take place before it is thought necessary or expedient to reduce the working staff, and consequently the working expenses of the school.

11. In addition to the head master and lower master there are now:—

14 assistant classical masters.
4 assistant mathematical masters.
2 assistant masters in modern languages.

The original number of masters was, I presume, two, namely, the head master and the lower master.

It would be difficult to state with precision at what times, during the last 50 years, the staff of masters has been increased. It may perhaps be sufficient to give a few examples:—

At July	1805	the total number, exclusive of the head and lower masters, was	7
April	1813	„ „	7
April	1826	„ „	8
July	1833	„ „	8
July	1840	„ „	6
Jan.	1845	„ „	5
Jan.	1850	„ „	13

In the year 1845 the numbers of the school began to increase rapidly, and the number of masters also gradually increased.

There is no rule establishing any definite numerical proportion between the masters and the boys. It is understood, however, that 35 is the maximum number of boys in any form, and there is, of course, one classical master to each form. We have also two classical masters in addition, who do not in general take form work in school.

To these must be added the four mathematical masters, and the two masters in modern languages.

The limitation of the largest forms to 35 was fixed three years ago; it had previously for a short time been fixed at 40.

It rests entirely with the head master to see that this limitation is adhered to, and to increase or diminish from time to time, as may appear desirable, the number of the assistant masters.

12. I should find it difficult to answer the first part of this question with precision and reasonable brevity.

Speaking generally, it may be said that the head master is responsible for the discipline and the teaching of all the boys, for the conduct of the chapel services, for the appointment of all the assistant masters, for licensing the several boarding houses, and for their limitation in size and number. He is also responsible for the financial arrangements of the school, and he is, himself, a master of a large house. He takes, himself, the teaching in school of the highest form, and examines the other forms periodically. He preaches in the chapel every Sunday evening. All the more serious offences of the boys are referred to him for punishment.

He is appointed by the governors of the school, a body of six noblemen or gentlemen, who fill up at their own discretion vacancies that occur from time to time in their own body.

The lower master is also appointed by the governors, but his specific duties and powers do not differ substantially from those of the assistant masters, who are appointed by the head master.

The lower master and the assistant masters are liable to hear a form regularly in school, to preside over a large or a small boarding house, to be tutors, to bear a part (if clergymen) in the services and the preaching in the chapel.

They will, of course, be active in maintaining the rules of the school, supporting their authority, where necessary, by minor punishments, and referring serious cases of misconduct to the head master.

The head master must be "a sufficient and able man," a member of the Church of England, "not under the degree of M.A."

I am not prepared to say whether the expressions used by the founder imply his desire that the head master should always be a clergyman.

The lower master is generally the senior from among the assistant masters; he must be not under the degree of B.A.

The assistant masters are, in almost all cases, graduates of some college at Oxford or Cambridge. Probably it

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would always be thought desirable that a considerable portion of them should be in holy orders, but there is no condition of eligibility of any kind. At present the entire body of masters is composed of 11 clergymen and 11 laymen.

Any question as to the removal of an assistant master would be settled between himself and the head master.

The head master and the lower master could only be removed by the decision of the governors.

We have no provision for the superannuation of masters, nor is there any rule or usage bearing on the subject.

13. It is open to any parents residing in the parish of Harrow, on application to the governors, to place their son or sons at the school, on the foundation of John Lyon. The mere fact of residence, independently of the previous duration of such residence, conveys this privilege. The statutes of the founder contemplate the free education of the sons of inhabitants of Harrow at the school which he founded.

At the present time boys on the foundation are excused the annual fees for public tuition, mathematics, French, and German, and half the fee for school charges. They pay annually 15*l.* for private tuition, 2*l.* 10*s.* for school charges, and 7*s.* as the fee for the bathing place, making 17 guineas in all.

It is difficult to compare the position of a foundation scholar at the present day with what it was shortly after the rise of the school; nor could I undertake to represent in money the amount of the change which has taken place. At that time a foundationer probably paid nothing for his education; at the present day he pays a small sum for an elaborate system of social and intellectual training, which could not be supported were it not for the large payments of the "foreigners," that is, of the boys who do not enjoy the same exemptions as himself. He belongs to a great national institution, which would otherwise be a humble village school. To this may be added the fact that the attention and assistance of his private tutor, for which alone he pays any considerable sum, are not contemplated among the privileges secured to him by the will of the founder.

It should be understood that there are no advantages whatever common to the other boys from which foundation scholars are excluded; nor is their social position in any respect different from that of the rest of their schoolfellows, nor do they wear any distinctive dress; indeed it would not be generally known by any other person than the head master whether a "home boarder" were a foundation scholar or otherwise.

I may take this opportunity of explaining the origin and constitution of the "English form."

It occurred to the late head master, Dr. Vaughan, that it might be possible to provide for the education of the sons of the farmers and tradesmen of Harrow, by an arrangement which would be in accordance with the original intention of John Lyon, without compelling such boys to pass through the classical course which their parents felt to be unsuited for them.

He therefore established a separate form, called the "English form," the members of which were to be admitted to the foundation of John Lyon in the usual manner. The "English form" is placed under the direction of one or more masters appointed and paid by the head master. It is examined from time to time by him and by his colleagues, and prizes are given by him to any boys who appear deserving. The boys of the "English form" have no communication either in school, or chapel, or in the playing grounds, with the boys composing the great school. Their parents pay to the head master an annual fee of 5*l.* The education which they receive does not include Greek, or Latin verses, but is rather of a "commercial" or "modern" character. French is taught, a subject not contemplated in the will of the founder. The boys are all originally entered by the head master in a book kept by him for that purpose. A weekly report of their conduct and progress is sent in to him, and any serious punishment that might be deserved (including expulsion) would be inflicted by him.

14. No number is fixed in any way. There are no such provisions or prohibitions, so far as I am aware.

15. I have answered this question in my reply to question 13.

A boy is admitted on the foundation as a matter of course, as soon as I am informed by the solicitor to the governors that they recognize and sanction his claim.

16. Local qualification is the only qualification required from our foundation scholars.

17. Clause 12 in the founder's will provides, "And a meet "and competent number of scholars, as well of poor, to be "taught freely for the stipends aforesaid, as of others to be "received for the further profit and commodity of the said "schoolmaster, shall be set down by the discretion of the "governors from time to time."

Again, one of the "Rules for the ordering of the School" provides that the head master "may receive over and above "the youth of the inhabitants within the parish so many "foreigners as the whole number may be well taught and "applied, and the place can conveniently contain, by the "judgment and discretion of the governors; and of the "foreigners he may take such stipends and wages as he "can get, except that they be of the kindred of John Lyon, "the founder, so that he take pains with all indifferently, "as well of the parish as foreigners, as well poor as rich."

I need hardly observe that the element of "foreigners" thus recognized has long become the preponderating element in the school, and given it its peculiar character as a great national institution.

18. The charges differ so materially according as a boy is a boarder at the head master's house, at one of the assistant masters' *large* houses, at one house of intermediate size, or at a *small* house, that I have requested the various masters of boarding houses to reply to this question individually.

I proceed to answer it so far as it refers to my own house. The expenses (annual) of a boy boarding at the head master's house may be estimated as follows.

School Terms.

	£	s.	d.
Public tuition and school charges	20	0	0
Mathematics	4	0	0
French and German	2	5	0
Private tuition	15	0	0
Total	£41	5	0

The Head Master's Boarding House.

	£	s.	d.
Boarding and washing	60	0	0
Charges for grocery, carpet, repairs, &c.	8	0	0
Total	£68	0	0

The necessary annual expenses, therefore, of a boy in my house are	£109	5	0

There are also entrance fees as follows:—

	£	s.	d.
To the school and mathematics	6	0	0
To the house	6	0	0
Total	£12	0	0

Practically I have found, though from the experience of only two years, that the average terminal expenses of boys in my house (exclusive of entrance fees) are from 46*l.* to 50*l.*, and consequently the average annual expenses would be from 138*l.* to 150*l.* This average, however, is considerably raised through the larger payments made by boys who take *extra* private lessons in mathematics, modern languages, drawing, music, and fencing.

The annual expenses of many boys would not exceed 135*l.* With a few they would reach as much as 180*l.*

Charges included in the bills sent in to parents contain, besides what is paid for public or private, compulsory or voluntary instruction, the payments due for clothes, medical attendance, weekly allowance of 2*s.*, a fee of 7*s.* for the bathing place, and of 3*s.* for drill; books, stationery, tablecloth. Journey money is not included; each boy is required to provide his own. Orders on the tradesmen for clothes are signed by me, and in many instances I require a previous sanction from the parent.

The *terminal* fees for extra private instruction are as follows:—

	£	s.	d.
For instruction in mathematics	3	0	0
„ modern languages	3	0	0
„ drawing	3	3	0
„ music	4	0	0
„ rencing	3	0	0

19. The Commissioners will perhaps allow me to answer this question by taking an average of the number of boys who, during the year 1860, were charged with payments for public or private tuition. The approximate calculation will not be very far from correct. During 1860 there were on an average 478 boys on the school list, from which number 35 may be subtracted as representing boys on the foundation and a few boys absent for a quarter. Boys on the foundation pay only for *private* tuition.

The estimated total sum will then be made up of the following items:—

	£	s.	d.
1. Public tuition, including mathematics and modern languages for 443 boys, 21*l.* 5*s.* × 443 -	9,413	15	0
2. Private tuition, a fee of 15*l.* for (say) 475 boys - - -	7,125	0	0
3. Sums paid for private *extra* instruction in mathematics -	425	0	0
4. Ditto in modern languages -	194	0	0
5. Ditto in drawing - -	670	19	0
6. Ditto in music - - -	270	0	0
	£18,098	14	0

20. This question is partly answered in my reply to question 13, since the foundation scholars all board with their parents.

There are, however, other home-boarders who do not claim the privilege of being on the foundation, and who are in all respects on the same footing as the main body of the school, except that they of course pay no fees to a master for board and washing. "Home-boarders" must either board with their parents, or with their legitimate guardians if their parents are dead.

21. There is no accommodation in the school buildings; only in boarding houses, though the head master's boarding house is the property of the governors.

There is accommodation in the boarding houses for about 450 boys. None but masters are allowed to keep them, with the exception of the present school surgeon, who has for many years received four young boys in preparation for one of the large houses. It rests with the head master to decide what shall be the number of boarding houses, and what the maximum number of their inmates. At the beginning of each school quarter he ascertains how many boys have left, and how many new boys have entered, each boarding house.

The recognized maximum number of the head master's house is 63, of one large house 45, of the other large houses 36 or 37, of one house 16, of the small houses 7 or 8. These numbers are sometimes very slightly exceeded.

There are no fixed rules as to the general management of the several houses. The discretion of each house master, guided by recognized traditions and customs, decides what is necessary to preserve the health, comfort, and good order of the boys entrusted to his care.

22. I have already (in answer to question 18) alluded to the distinction between our "large" and "small" houses. It rests, of course, entirely with a parent or guardian to decide whether he enters a boy at a large or a small house. In the "small" houses the boys take their breakfast and dinner with the master and his family, are more distinctly recognized as members of his family, and doubtless enjoy a more intimate relation to him, and a more immediate personal supervision than is practicable, or perhaps desirable, in the "large" houses. The rooms of a "small" house have seldom more than one bed, or two beds, in them. In the "large" houses the rooms have generally either one bed or two beds; and in a few cases there are rooms with three, four, or even five beds. Whether a boy is placed in a room by himself, or with one or more companions, depends entirely on the discretion of the house master, who will be guided in no respect by the rank of the boy, but probably by his age or position in the school. The charge is uniform.

The papers which I have enclosed from the assistant masters will show the nature of the accommodation provided in each house.

The boys in the great majority of cases do their work in the same rooms in which they sleep. The beds are shut up during the day, and are made while the boys are absent at first school.

School work is prepared by the boys in their own or one another's rooms, except so far as it is prepared with their tutors.

23. In the main the diet supplied to the boys may be said to be uniform, though there is no regulation on the subject. The regular meals are, breakfast at 9, dinner at 1, tea, varying from 5.30 to 6.30, supper at about 8.30 or 9.

At breakfast, bread or toast and butter, with coffee and tea, are provided. At some of the small houses, where the boys take their meals with the master and his family, hot meat is supplied at breakfast.

At dinner, there is always meat and pudding, or fish and meat, or soup and meat. Either fish or soup is commonly given once a week. Beer also is provided.

Tea is like breakfast, with the omission of coffee.

At supper, there is cold meat and cheese, with beer.

The boys in each house all dine and take supper together. At breakfast and tea the sixth form, and in some houses other boys in the upper part of the school have their meals in their own rooms.

24. Not at all, bearing in mind the distinction between the large and the small houses.

25. The profits of most of the masters depend very considerably upon their boarding houses. This will appear from the statement given by each master of his professional income. I should say, therefore, that these profits *are* an indirect partial payment of a master's varied duties. A house master has a better position in a pecuniary point of view than a master who has no boarding house.

26. All the boys are strictly forbidden to enter an inn for any purpose whatever, without first obtaining the permission of a master.

Resort to pastrycooks' shops is in no degree recognized as a substitute for ordinary meals. It is impossible to estimate how far what a boy eats there affects the amount of what he eats at his boarding house. Attendance at the regular meals in the house is not optional. The boys eat heartily of the meals provided there.

27. The house masters have, at my request, answered this question, so far as it affects themselves severally.

In my own house the arrangement is the following:—

In addition to the annual fee of 60*l.* for board and washing paid by each boy, there is a fee (also annual) of 8*l.*, which is intended to cover the expense of lighting, furnishing, and repairing his room. Every room is carpeted, and provided with bed, mattrasses, and blankets, table, chair of wood, bookcase, washing stand, &c., looking glass, chest of drawers, lamps (whether candle or gas), fender and fire irons. These articles are replaced or repaired by me from time to time. Each new boy on coming to my house is expected to bring with him two pairs of sheets, two pillow cases, and six towels, and to replace these (if ever they are needed) at his own expense.

28. With the parent or guardian. If a parent applies to me for advice, I mention the house where I think there may happen to be a vacancy.

29. Eight masters keep large houses; ten keep small houses.

The privilege of keeping boarding houses is shared by the classical and mathematical masters alike.

The two small houses kept by the masters in modern languages are intended for the temporary reception of boys destined to enter one of the regular boarding houses as soon as a vacancy can be found for them there.

The position of a house master does not necessarily belong to all the masters. (See answer to question 21.)

As I have said above, the present school surgeon boards four young boys who are destined for one of the regular boarding houses. This is the only boarding house kept by a person taking no part in the work of teaching.

30. No boarding house can be kept without the sanction and express permission of the head master.

31. In round numbers our total is 450, really about 480, while the number of new boys that come to us yearly is about 150, really somewhat less. Consequently the average duration of boys' stay at Harrow is about three years, or rather more. This average, however, is clearly due to the fact that some boys leave the school very shortly after they enter it. Boys who stay what we should regard as their full time stay for from four to five years.

I could not state with certainty that there is any difference in this respect between foundationers and others. Possibly foundationers may enter the school somewhat earlier, and consequently the entire period of their stay may be slightly longer.

32. 1. For the quarter beginning September 1861 - - - - 473
Now, January 1862 - - - 481

2. Greatest number in 1842, Easter - 114
" " 1843, Easter - 90
" " 1844, July - 79
" " 1845, September - 117
" " 1846, September - 221
" " 1847, September - 314
" " 1848, September - 342
" " 1849, April - 361
" " 1850, September - 381
" " 1851, September - 389
" " 1852, April - 392
" " 1853, September - 413
" " 1854, January - 416
" " 1855, April / September - 431
" " 1856, May - 425
" " 1857, September - 440
" " 1858, September - 478
" " 1859, May - 488
" " 1860, May - 490
" " 1861, May - 499

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3. This question is answered in the statements of the various masters of forms.

4. This question is answered in the statements of the various masters of houses.

The number in my own house was, during the quarter beginning September 1861, 62. It is now, January 1862, 63.

III.

1. No boy can be admitted at Harrow after he has completed his 15th year, except for reasons which the head master may judge to be of peculiar urgency.

There is no standing rule prescribing the earliest age at which a boy may enter. It is, however, my own practice, whenever I am consulted on this point, to advise parents not to send their sons to us before they have completed their 13th, or, if home boarders, their 12th year.

The majority of our new comers are already 14 years of age; few are under 13, and scarcely any under 12.

2. All new boys are at the beginning of each school quarter examined by the head master, and 4, or sometimes 5 of his colleagues, in Greek and Latin, and in Latin composition (prose and verse).

If a boy were to show a very gross ignorance of the elements of these subjects, still more if he were unable to write or spell with tolerable accuracy, his temporary removal would be recommended. In practice, however, such an instance would scarcely ever occur.

3. No limit of age as to his original placing.

None *directly*, as to his continuance in any particular form. Indirectly, however, a boy is aided by his age in obtaining his removal from a lower into a higher form. When he has been three quarters, *i.e.*, one whole year, in a form, he is considered to have a *primâ facie*, though not an absolute claim to a remove, irrespective of intellectual acquirements. (See reply 9.)

4. The remove. It very seldom happens, however, that a new boy is placed higher than in the first shell.

A boy very unusually advanced would be placed in the remove, and shortly after promoted to the fifth form.

5. Practically 19, that is to say, scarcely any boy remains after completing his 20th year. There is however no rule on the subject.

6. I forward papers from my colleagues and myself, furnishing replies to this question.

7. The head master has full power to make such changes or modification at his discretion.

8. The masters meet at least once every fortnight at the house of the head master, when all points of school interest, whether as regards the studies or the discipline of the boys, are freely discussed.

I am also in the habit of receiving frequent communications from my colleagues, personally and in writing, with regard to the studies of their respective forms or pupils.

No change of importance in the direction of the school studies would be made without the head master's knowledge and sanction, but practically the known opinion of his colleagues, always at least tacitly invited and often freely expressed, would have the greatest possible weight with him in guiding his own judgment.

9. Each form throughout the school is considered to have a maximum number. When, at the beginning of a new school quarter, it is found that the numbers in each or any form have fallen below the maximum, the vacancies are filled up by promoting boys from the form below. In regulating the promotions, two-thirds of those promoted are selected by merit, the remaining third of the vacancies being reserved for any boys who may have been for three school quarters in the lower form. In general the number of boys who have thus remained for a whole year in a form is very small, so that practically, except in the two lowest forms, nearly all the promotions are given by merit.

The merits of the boys are ascertained as follows:—Marks are given throughout the quarter for each lesson, whether in classics (including divinity, history, geography), mathematics, or modern languages. These marks are added together at the end of the quarter, when there is an examination for each form.

The sum of the marks of the quarter and the marks gained in the examination determines the new position of each boy in his form, and the order in which he is promoted to the form above.

Except in the sixth form, where the marks of the quarter count as something more than one paper in the examination, the marks of the quarter and the marks of the examination have an equal influence in fixing each boy's final position.

In the upper sixth form places are not changed. A boy once placed in it retains his position till those above him leave the school.

With respect to the relative weight assigned to mathematics and modern languages as compared with classics, I may explain that at the end of each school quarter, when the list showing the result of the examination is prepared, the following arrangement is adopted:—

The average of the marks of the first four or five boys in each form in classics is taken as a standard. Of this average *one-fourth* is taken as the average for the same number of the highest boys in mathematics, and *one-ninth* as the average in modern languages. For instance, supposing that the four or five best classical scholars gained on an average for classics 3,600 marks, the average gained for mathematics by the four or five best mathematicians would be assumed to be 900 marks, and the average gained for modern languages by the four or five best scholars in modern languages would be assumed to be 400 marks. Thus classics are to mathematics in the proportion of four to one, and to modern languages in the proportion of nine to one.

Physical science does not form any part of the regular studies of the school.

Examination papers are set both in ancient and modern history, each of which counts like any other paper in the examination.

History is also taught, and marks are given for it, during the quarter.

10. This question is to some extent answered in the reply to the previous one.

I may, however, speak separately of the provision made at Harrow for the three subjects of study, mathematics, modern languages, and physical science.

A. *Mathematics.*

We have four mathematical masters, who divide among themselves the mathematical instruction offered to the whole school. Every boy is obliged to learn mathematics, and the time devoted to them is as explained by the senior mathematical master in answer to this question.

Two of the assistant mathematical masters have generally nearly 20 private pupils each in mathematics.

There is a special voluntary examination once every year for four mathematical prizes, namely a gold medal of the value of ten guineas founded by the late Mr. Joseph Neeld, a governor of the school; a prize of 5*l.* 5*s.* in books, and two other prizes in books of 2*l.* 12*s.* 6*d.* and 2*l.* 12*s.* 6*d.* respectively.

Of these four prizes the first and second are awarded to the boys who come first and second in the examination, the third and fourth to the boys (other than the above) who do best in the Euclid paper and the arithmetic paper respectively. All these prizes, with the exception of the medal, are given by the senior mathematical master.

The mathematical divisions of the school are as follows (see Mr. Middlemist's answers, page 276):—

(1.) The monitors and the two sixth forms, containing in all about 60 boys, are divided into *six* divisions of about 10 boys each, and each division is with a master for an hour three times a week.

(2.) The four fifth forms, containing in all about 144 boys, are divided into *eight* divisions, and heard in like manner.

(3.) The remove and the first shell, containing together about 72 boys, are divided into *four* divisions.

(4.) Each of the forms below the first shell, containing about 36 boys, is divided into two nearly equal divisions.

B. *Modern Languages.*

We have two masters in modern languages.

Every boy must learn either French or German.

German is not taught below the fifth form.

In the sixth and fifth forms there are some German divisions and some French.

The boys receive two hours a week of instruction in school.

The work prepared out of school ought to occupy them for one hour or two hours a week more.

A few boys, seldom now so many as 20, receive additional private instruction in French or German. At one time the number of such private pupils was much larger, reaching on one occasion to as many as 70; but since the study of modern languages has been made part of the regular school work, compulsory on all the school, the number of private pupils has rapidly decreased.

Two prizes are given annually for proficiency in modern languages, namely, a gold medal of the value of ten guineas by Beriah Botfield, Esq., M.P., and 5*l.* worth of books by the Earl Fortescue. Each of these prizes is given alternately for French and German, in such a manner that when the Botfield medal is given for French the Fortescue prize is given for German, and *vice versâ*.

The divisions in modern languages are as follows (see Mons. Ruault's answers, page 285):—

(1.) The monitors and the two sixth forms are divided into *four* divisions, two German and two French.
(2.) The first and second removes of the fifth form, containing together about 72 boys, are divided into *four* divisions, two German and two French.
(3.) The third and fourth removes of the fifth form, containing also about 72 boys, are divided into *four* divisions, one German and three French.
(4.) The remove and the first three shells, containing together about 144 boys, are divided into *six* divisions, *all* French.
(5.) The fourth shell, of 36 boys, is heard in *two* divisions, both French.
(6.) The first remove of the fourth form, the same.
(7.) The second remove of the fourth form, of about 32 boys, the same.
(8.) The third remove of the fourth form and the third form, containing together about 20 boys, the same.

C. *Physical Science.*

No branch of physical science forms part of the regular course of study at Harrow, but there is every quarter a voluntary examination, open to the whole school, in some one such branch. Those who do well in the examination are rewarded, and to the two boys who come first and second in the aggregate of the three quarterly examinations are awarded two prizes in books, given by the head master, of the value of five guineas and three guineas respectively.

11. For instruction in mathematics there is an entrance fee of 1*l.*, and an annual fee of 4*l.*, paid by every boy not on the foundation.

For instruction in modern languages the annual fee is 2*l.* 5*s.*

The annual fee for private tuition in either of these branches of study is 9*l.*

No direct instruction is given, private or otherwise, in physical science.

With regard to the latter half of this question I should say that, while there are numerous and marked instances of boys attaining a very considerable proficiency in modern languages, and still more in mathematics, yet undoubtedly if the school be taken as a whole, the progress of the boys in these two subjects falls short of their progress in Greek and Latin.

I account for this by the following facts:—

(1.) That much less time is given to these two subjects than to classics.
(2.) That partly from this circumstance, and partly from the comparatively recent introduction in a systematic form of the studies in question, the boys still regard them as what in fact they are, our collateral rather than our main studies.
(3.) That the whole tradition of the place, an influence of vast power over boys, points towards classics.
(4.) That the great majority of the masters, including almost always the head master, are known to be classical scholars rather than distinguished mathematicians or modern linguists.

These reasons might manifestly be summed up in the one fact, that the intellectual training given at Harrow has long been, and still continues to be, mainly classical.

12. Examinations are held at the end of each school quarter in the work, or the greater part of the work, done in the quarter. Papers (printed) are set in the various subjects, in classics, in Latin and Greek composition, in divinity, in history, in mathematics, and in modern languages.

The papers of each form (below the sixth) are looked over, though not always set, by its own master.

The mathematical masters examine the whole school in mathematics.

The modern language masters examine the whole school in modern languages.

In the sixth form the examination is on each occasion conducted by a graduate, or two graduates, of Oxford or Cambridge, assisted by two of the assistant masters. The examination in this form, which contains from 60 to 64 boys, occupies the greater part of a fortnight. In the other forms it occupies about a week.

Besides these examinations of the whole school there are the following, some of which have been already alluded to.

A. *Once a year*, an examination for the Beaumont prizes, given for knowledge of the Holy Scriptures, conducted by some gentleman whom the head master may request to undertake the office.
B. *Once a year*, an examination for the Neeld medal and the other mathematical prizes, conducted by some gentleman whom the head master may request to undertake the office.
C. *Once a year*, an examination for the Botfield medal, given for modern languages, conducted (hitherto, but not necessarily) by the modern language masters.
D. *Once a year*, an examination for the Fortescue prize, given also for modern languages, conducted in the same way as the above.
E. *Once a quarter*, an examination in natural science, conducted by some two of the assistant masters.

N.B.—All the above examinations are voluntary, *i.e.*, A, B, C, D, and E.

F. *Once a quarter*, an examination in modern history, prepared during the holidays. Each master examines his own form in this subject immediately after each reassembling of the school.
G. There is yet one other examination which may prove to be annual, which will be held for the second time next year. Two prizes of the value of 2*l.* and 1*l.* 10*s.* respectively, in books, have been proposed to those two boys below the fifth form who come first and second in an examination in some specified branches of English literature. This examination has been hitherto conducted by two of the assistant masters. It is voluntary on the part of the boys.

13. The following is a list of the scholarships and prizes annually competed for at Harrow:—

SCHOLARSHIPS.

John Lyon's,* of 30*l.* a year, for four years to either university.
Mr. Sayer's, two of 50 guineas a year for four years to Caius College, Cambridge.
Mr. Neeld's, two of 30*l.* a year for three years to any college at Oxford.
Isabella Gregory's, one of 100*l.* a year for four years to either university.
Earl Spencer's, one of 30*l.* a year for three years to either university.

ANNUAL PRIZES.

Gold medals.

Sir Robert Peel's,	value 10 guineas	for a Latin oration or essay.
The Isabella Gregory	-	for Latin prose translation.
Mr. Neeld's	-	for mathematics.
Mr. Botfield's	-	for modern languages.

Books.

	£	s.	d.		
John Lyon's -	5	5	0	for	Latin hexameters.
Do. -	do.			,,	Latin alcaics.
Do. -	do.			,,	Greek iambics.
Mr. Beresford Hope's -	do.			,,	Greek prose.
Earl Fortescue's -	5	0	0	,,	Modern languages.
The head master's -	5	5	0	,,	English verse.
Do. -	do.			,,	English prose.
Do. -	3	3	0	,,	Natural science.
Do. -	2	2	0	,,	do.
Do. -	3	3	0	,,	Latin prose (fifth form.)
Do. -	2	2	0	,,	do. (fifth form.)
Do. -	3	3	0	,,	Latin verse (fifth form.)
Do. -	2	2	0	,,	do. (fifth form.)
The mathematical master's	5	5	0	,,	Mathematics.
Do. -	2	12	6	,,	Euclid.
Do. -	2	12	6	,,	Arithmetic.

Mr. Walter Beaumont's three prizes of 10*l.*, 5*l.*, and 5*l.*, respectively, for knowledge of the Holy Scriptures.

N.B. The third prize of 5*l.* is divided into two prizes of 3*l.* and 2*l.*, and awarded to the fifth form and lower school respectively.

The scholarships are awarded to the boys who do best in the quarterly examinations, the annual prizes to the boys who show the most marked proficiency in the subjects indicated.

Besides the above prizes, rewards called *copies* are given at the end of each quarter to boys who have distinguished themselves in the work of the quarter, in the composition of the quarter, in modern history, in modern languages, in mathematics, and in the quarterly examination in natural science.

These copies are awarded at the discretion of the master of the form, or, in the case of the mathematics and modern languages, at the discretion of the masters in those subjects, or, in the case of natural science, at the discretion of the examiners. The value of a copy (which is taken in books) is graduated through the various forms, being in the sixth

* The *number* of John Lyon's scholarships is not fixed. It is regulated at the discretion of the governors; commonly there are two every year.

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form 10*s.*, in the fifth form 7*s.* 6*d.*, in the remove and shells 5*s.*, in the fourth form 3*s.* 6*d.* The cost of these copies is charged to the parents of the boy who gains them. The number attainable in each form for each subject is limited and fixed.

Prizes of books, in single volumes, are given by the head master at the end of each quarter to the boys who come first and second in the sixth form in the marks of the quarter, and in the composition of the quarter, to boys who gain first classes in the examination in the sixth and the two upper fifth forms, and to the two boys who come first in the examination in the two lower fifth forms; also to all boys throughout the school who have gained four copies in the same subject, and to any boy who may have taken four head removes.

The latter part of this question has already been partially answered.

In preparing to compete for the annual prizes, a boy would naturally receive but little direct help from his tutor, except in the case of the Beaumont prizes, and, in a less degree, the natural science examination. In general, the tutor would confine himself, so far as regards the annual prizes, to encouraging his pupils to compete, trying to interest them in the subjects, and suggesting to them books to be read.

Where as in the case of the Beaumont prizes, the prizes are adjudged to an examination and not to a written composition, a tutor might, if he wished, examine his pupils in the subject beforehand to see if they had carefully and accurately prepared it.

14. Every boy at Harrow must have a tutor, though a boy on the foundation would not be absolutely compelled to pay the tutor's fee; in practice it is always paid. The instruction given by the tutor varies according to the position which his pupil occupies in the school.

In the *sixth form*, "private reading" with the tutor, in some book selected by the head master, occupies one hour of two days in the week.

In the *fifth form*, one hour in each week is devoted to "private reading" in a subject selected by the tutor himself. Also, the composition of boys in the fifth form, as well as of boys in the under sixth form, is looked over and corrected by the tutor before it is shown up to the master of the form.

In the *lower school* to the end of the *shell*, one hour a week is given to "private reading" in a subject selected by the tutor. The composition of the boys is not only looked over and corrected by the tutor, but it is done in his presence, and with his help, where needed.

Besides this, some of the lessons of boys in this part of the school are prepared with the help and in the presence of the tutor before they are heard by the master in school.

As the practice of the tutors varies to some extent in this last particular, I may be allowed to refer the Commissioners for detailed information to the answers given by the several tutors in Table E.

In the *fourth form*, the composition of the boys is looked over and corrected by the tutor, as in the case of boys in the remove and shell.

Besides the above duties, a tutor will consider himself responsible for the general well-being of his pupil while at school, offering him encouragement and warnings where they are needed, either as to conduct or intellectual study. If he had reason to fear that a boy was not doing well, he would, at his discretion, communicate with the house master, or the master of the form, or the head master, or with the boy's parents, or with other boys whose influence might appear likely to be of service to their schoolfellow.

"Monthly reports" are forwarded regularly to the parents of every boy in the school. They are drawn up in a tabulated form, so as to record the impression conveyed of the boy's conduct during the past month in form work (classical, mathematical, and in modern languages), in his house, and in his tutor's pupil room. The details of this periodical report are collected, signed, and forwarded with his own comments by the tutor. If he thinks that a fuller comment is called for, he will of course write at greater length, independently of the formal report.

It may be well to explain that at Harrow the relation of a pupil to his tutor varies with the house in which he boards.

A classical assistant master, keeping a large house (*i.e.*, a house containing from 30 to 40 boys) has for his pupils all the boys in his house, and any of the home boarders.

A classical assistant master, keeping a small house (*i.e.*, a house containing 7 or 8 boys), has for his pupils the boys in his own house, any of the home boarders, and also a certain number of boys from the houses of the head master or the mathematical masters.

It is understood that the aggregate number of pupils thus received by one of the masters of the small houses should not exceed 40, and in general it is recommended that home-boarders should be the pupils of these masters rather than of the masters of the large houses.

From the latter part of this question I gather that my opinion is desired as to the merits of the system by which the teaching and supervision of a boy at Harrow are conducted partly by his tutor and partly by the master of his form.

I may answer briefly that a boy's relation to his tutor is permanent, while his relation to the master of his form is manifestly continually changing. The benefits that flow from this simple fact scarcely perhaps require to be detailed. It is clearly of great importance to a boy that during his passage through the school there should be one master, whose business it is to make a special study of his character, to understand him morally and intellectually, to appreciate his peculiar gifts or deficiencies, to take note of his progress, or the reverse, to offer explanations as to his character, if requested by the head or other masters.

There is another advantage attending the tutorial system which, though subordinate and incidental, is too important to be passed over; I refer to its effect on the tutors themselves. It must be well for the masters to be brought personally into close contact with boys in all the different parts of the school; and to those masters whose form work lies with the very youngest boys, the duty of guiding the studies of their pupils in the higher part of the school must act at once as a relief and a stimulus. Any influence which adds to the intellectual activity of the masters, and also tends to increase their sympathy with the different parts of the school, must be beneficial to the whole body.

The tutorial system has existed at Harrow for at least sixty years; I believe, for much longer.

15. For an answer to this question I may be allowed to refer the Commissioners to the replies given by the several tutors in Table E. I may say, however, that in the sixth form, and generally in the fifth form, lessons are not construed to a tutor before they are heard in school.

16. In the case of tutors who are also masters of the larger houses, the number of their pupils is practically determined by the number of boarders in their houses. The maximum number in these houses ranges from 35 to 40. In one large house it is considered to be fixed at 45. The masters of the large houses may have a few additional pupils from the home-boarders, but the majority of these (a body of some fifty in all) are the pupils of the masters of the small houses, whose maximum number of pupils is considered to be fixed at 40.

Practically, 40 may be taken as a fair average number of pupils for each tutor.

The number of boys in the several forms is regarded as fixed, in the two divisions of the sixth form at 30, in the succeeding forms down to the upper fourth (inclusive) at 35, in the second fourth at 32, and in the third fourth (including also the third form) at about 22. Occasionally the divisions of the sixth form will contain 32 boys each, and the forms whose maximum number is 35 will occasionally contain 36 or even 37. This last number is scarcely ever exceeded.

The above numbers represent the number of boys who are heard at one time in school by the masters of the several forms.

17. Boys who enter the house of a classical assistant master become, *ipso facto*, the pupils of that master.

In the case of boys who board in the houses of the head master or of the mathematical masters it is usual for the master of the house, at the request of the boys' parents, to suggest the name of some tutor among the masters of the smaller houses. Should a parent desire to place his son under a particular tutor among such masters, his wish would as a matter of course be complied with, unless the number of that tutor's pupils were already complete.

The parents of home boarders generally select the tutor for their sons. In some cases they consult the head master.

18. If a boy shows a special aptitude for any branch of natural science, for English literature, for modern languages, or for knowledge of the Holy Scriptures, he would be urged and encouraged by his tutor to prepare for the periodical competitions for the prizes given for those subjects.

If a boy showed a special aptitude for mathematics, rather than for classical studies, he would probably be advised to read mathematics privately with one of the mathematical masters; and in some few instances, with the approval of the head master, a boy would be excused the whole or part of his verse composition in order to devote more time to mathematics. This exemption would generally, though not exclusively, be granted in favour of boys preparing for the Woolwich examinations.

Such cases of exemption, however, are very rare, and are by no means recommended. It is found in practice that

boys lose far more than they gain by being treated exceptionally. At a large school, where tradition and emulation act so powerfully, boys are not likely to work vigorously at any subject in which the majority of their companions are not keenly interested. It is too early to expect from them a strong and decided love of knowledge for its own sake, nor again are they in general much influenced by the consideration that what they are learning or neglecting to learn will affect their prospects in examinations for the army or the civil service.

They will throw themselves with fair energy into the regular work of the school, even where they have no special aptitude for it. If exempted from this regular work, or from any part of it, they are likely to become listless and idle.

19. At the universities, unquestionably; in the examinations referred to, certainly, so far as knowledge of the classics is required.

I should say also that a boy of good ability, competing for the Civil or East India services, ought, with the knowledge of mathematics, or modern languages which he can acquire at Harrow, to acquit himself so well in those branches of study, as with the help of his classical knowledge to ensure success.

At the same time we do not profess to prepare boys specially for these examinations; and I have no doubt that a Harrow boy would gain more marks in them, if during 3 or 4 months before the examination, he were to give up his classical reading, and confine himself to special preparation in mathematics, modern languages, and still more English literature.

I believe that we could not with advantage so curtail our classical instruction, as to leave room for this special preparation at Harrow.

In the case of boys preparing for the Woolwich examinations, in which the standard of mathematics is high, while a fair approximation to this high standard is, I believe, absolutely required, I should recommend special mathematical study away from Harrow for a year or at least six months.

20. With the permission of the Commissioners, I will defer my answer to this question for a few weeks longer. We have not hitherto kept any register of university honours gained by Harrow men; and the task of making an accurate list may occupy some time.*

21. There is a library called the "monitors' library," to which the monitors, that is, the 15 upper boys in the school, alone have access. If a boy lower in the school wishes to enter the library, he will ask a monitor to lend him his key; or if he wish to take out a book, he will request a monitor to take it out for him. It seldom happens that a boy below the sixth form will make this request.

I ought to add that a new, and very much larger library is in course of building. When it is completed, access to it will be less restricted, but the conditions are not yet determined.

I may state further that many of the boarding houses have "house libraries" attached to them under the management of the house master and the upper boys of the house. The books contained in them are freely used by all the boys of the house.

We have at present no collection of natural history, or apparatus for experiments in natural philosophy.

22. Neither music nor drawing form parts of the regular school work; but there are resident masters who receive private pupils in both of these subjects. The boys who take private lessons are expected to attend upon the master out of school hours twice every week, for about one hour each time.

The chapel choir consists of about 15 of the boys of the school, who practise for the chapel services twice a week, for about an hour each time, under the instruction of the organist and the music master.

In the course of the last few years a musical society has been established in the school, and is mainly managed by the boys themselves. Its members receive instruction, partly in vocal, partly in instrumental music twice every week from a teacher sanctioned by the head master, but paid by the society.

The subscription paid by each member is charged to his parents, after their consent and that of the master of his house has been obtained.

A public concert is given every school quarter by the members of the society.

I append copies of statements from Mr. Wood, the drawing master, and Mr. Tillyard, the master in music, containing replies as to the details with which the Commissioners desire to be furnished.

23. I must confess myself quite unable to answer this question in writing, with precision and with reasonable brevity. The replies to questions 24 and 27, will probably convey most of the information desired by the Commissioners. If any further explanation is required, I may perhaps be permitted to convey it orally.

24. All regulations on the points referred to depend not upon law but upon usage, and may be modified at any time at the discretion of the head master.

(1.) There are two sermons every Sunday in the school chapel. The morning sermons are preached by the clerical assistant masters in regular order. The evening sermon is, with very rare exceptions, preached by the head master. It has been customary to request the vicar of the parish to preach one sermon in the course of every school quarter. It is open to the head master to invite any other clergyman to preach either in the morning or the evening; but in practice this is very rarely done.

Once in every school quarter a sermon is preached, followed by a collection, for some missionary or other charitable object.

All the sermons preached in the chapel are presumed to be specially addressed to the boys; but it rests entirely with each preacher to determine how far the subject of his sermon shall be of special or of general interest.

(2.) A confirmation has hitherto been held in the chapel in every alternate year. The celebration would certainly never be less frequent: it would be open to the head master, with the consent of the Bishop of the diocese, to make it more frequent, if he should ever think it desirable to do so.

Notice of an approaching confirmation is generally given towards the close of the school quarter preceding that in which it is proposed that the confirmation should be held.

When the boys return after the intervening holidays, the names of all those who wish to be confirmed are received by their tutors, and through them transmitted to the head master.

Each tutor examines week by week such of his own pupils as are candidates; and at the close of every week an address is delivered in the chapel by the head master to all the candidates at once.

The head master also examines privately week by week, in classes and individually, such of the candidates as are in his own house; and he takes an opportunity of seeing once before the confirmation the candidates from each of the houses in separate bodies.

Immediately before the confirmation a revised list of the candidates is made out, from which the names of any who may have failed to obtain the sanction of their tutors or of the head master are excluded.

The confirmation would scarcely ever take place till at least six weeks of the school quarter had elapsed.

The minimum age of the candidates is fixed at 16. If any boy still younger desires to be confirmed, his case is considered separately by his tutor and the head master.

(3.) There are three services in the chapel on Sunday, at all of which the whole school are present.

At 8.30 A.M., the Communion service without the Sacrament.
11.0 A.M., the morning service, without the Communion service.
5.30 P.M., (in winter) } the evening service.
6.30 P.M., (in summer) }

There is also morning service at 8 A.M. on the first day of every school quarter, and on every saint's day.

There is full morning service at 11 A.M. on Ash Wednesday, Ascension Day, and the day of the Commemoration of the Founder.

There is evening service on the last evening (Monday) of every school quarter.

I may add that during Lent the school assemble in the chapel at 7.30 A.M., on the mornings of Wednesday and Friday, when the Litany, on the one day, and, on the other, part of the morning service is read. These services take the place of the morning prayers usually read in school.

The Holy Communion is celebrated at least twice, almost always three times, in every school quarter. On one at least of these occasions all boys who have been confirmed are invited to meet the head master in the chapel on the Saturday evening, when he delivers a short address to them bearing on the morrow's solemnity.

Attendance at the Holy Communion is in no respect compulsory, nor is it registered. If, however, any boy who had been confirmed were observed to be habitually absent, his tutor, or the head master, would take an opportunity of remonstrating with him privately.

(4.) Besides attending at the three services which I have mentioned above, all the boys are required to attend school for one hour, at 3.15 P.M. The subject of the lesson is some part of Holy Scripture. The lesson prepared on Sunday evening for the following morning is of the same kind.

The only other detailed observance of Sunday which seems to call for notice, is that the boys are strictly for-

* See list, subsequently furnished, appended to these Answers, p. 282.

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bidden to stand about the street, or outside their houses, in knots on that day.

(5.) Except at the time of preparation for confirmation, a tutor would not naturally offer any direct religious instruction to his pupils.

I have already referred, in answer to question 13, to the examination in Holy Scripture for the Beaumont prizes, and to the help which a tutor would probably give to his pupils in preparing for this voluntary examination.

The lessons in religious knowledge given in school by the masters of the several forms are on Sunday and at first school, 7.30 to 9 o'clock, on Monday morning. The lessons of course vary with the different forms. In every form, on the Monday morning, some portion of Holy Scripture is repeated by heart.

At the end of every school quarter a "divinity paper," bearing on the school work of the quarter, forms part of the examination of each form.

25. There is no absolute uniformity. Each master is at liberty to determine for himself the punishment which he awards for any particular offence.

There are, however, some common offences, as, for example, being turned back in a lesson, the punishments for which do not greatly vary throughout the school.

The ordinary punishment for being turned back in a construing lesson would be to write out and translate the lesson.

Speaking generally, punishments are a given number of written Latin lines, varying from 50 to 500. It would very seldom happen that a single punishment of more than 500 lines was awarded.

During the last few years it has been customary to punish boys in certain cases by sending them to what is called "extra school."

Three times a week, on the afternoons of half-holidays, boys who are sent to "extra school" sit for an hour and a quarter in one of the schoolrooms, in the presence of a master, writing out grammar as a punishment.

A book is kept in which the names of all the boys thus punished are on each occassion entered; the master who sends the boy specifying in each instance his offence, and the number of times, if any, that he has been previously punished in the same way.

This book is regularly submitted to the head master.

"Extra school" is a punishment resorted to in general, though not exclusively, for offences of *aggravated neglect*. It is the punishment next below being "sent up," and tends to diminish the number of punishments which it would otherwise fall to the head master to award.

My own method of punishment I have explained in my answer to the following question.

26. The offences that come before me as head master may be divided into two classes differing essentially from one another.

(1.) Boys who are late for chapel, or absent from chapel, or absent from the "bills," that is, absent when the names of the boys are called over on holidays, are brought before me.

Boys late for chapel receive uniformly a punishment of 300 lines to be brought to me.

Boys absent from chapel in the morning receive uniformly a punishment of 500 lines to be brought to me.

Boys absent from a bill are always questioned by me as to the cause of their absence. If I am satisfied that their absence arose from neglect alone, and not from any wilful design, the punishment that they receive is 300 or 400 lines.

(2.) There are the cases of boys who are "sent up" to me by other masters, or are detected by myself in some serious offence.

It is of course left to the discretion of the masters to decide when a boy must be "sent up" to me. In general there is a strong feeling among us that the more this can be avoided, the better.

There are, however, certain offences which would almost invariably cause a boy to be sent up. Such are falsehood, gross or profane language, misbehaviour in chapel, drinking, being seen in a public house, communicating with any known bad character in the town, gambling, smoking, a gross act of bullying, copying from another boy in the examination, "unfairness" or "dishonesty" in school, *e. g.* from taking in a concealed Euclid or translation.

When a master detects a boy in one of these offences, he will write his name on a piece of paper, specifying the offence but not giving details, and send it to me by the "monitor" for the time being, *i. e.*, a young boy in one of the lower forms. If I observe that the tutor of the boy has attached his signature to the paper as a proof that he is cognizant of his pupil's offence, I countersign it, adding in writing my directions that the offender shall come to me "with the monitor" at a specified time, generally immediately after first or fourth school.

When he appears, the "send-up" paper is again laid before me, and I copy the boy's name, with the charge laid against him, into a book which I keep for that purpose. I then tax the boy with the offence, assuming, as a matter of course, that he has unquestionably committed it. If, however, he denies it, or has some plausible explanation, I dismiss him for the time without punishment, and take an early opportunity of consulting the master who sent him up. It frequently happens that a master accompanies the "send up" paper with a note explaining in detail the circumstances of the offence; or, if the offence is a very serious one, the master will in all probability consult me privately before he sends the offender to me.

For any of the rare offences specified above, a young boy below the fifth form would probably be flogged. If high in the school, he would either receive from me a very serious warning, or bring to me privately, at my house, every day, for a fixed or an indefinite period, some written punishment, or be degraded, either out of his form or to a lower place in it; or, lastly, if the offence were very grave, be sent away.

Other offences for which a boy might be sent up are constant neglect, constant idleness, impertinence to a master, disorder at the calling of "bill," wilful absence from school, throwing stones, &c.

If a boy came before me for one of this class of offences I should hardly ever decide to flog him for the first time, but should think it better merely to register his offence, and to give him some punishment of a few lines (say 30 or 50), to be brought to me every hour or every half hour on a holiday, or on two or more holidays, or sometimes till further notice. This latter punishment I should think suitable to the case of a boy who had been habitually late or absent, or in some manner neglectful.

Whenever a boy is "sent up" to me I take the whole punishment into my own hands, though I sometimes (rarely) require him to bring me for some short time to come the signature of the master at the close of a week, in token that his conduct has been more satisfactory.

Corporal punishment is inflicted only by the head master. In deciding to inflict it, or to substitute some other punishment, I take into account the age of the offender, and also his position in the school. It very rarely happens that I decide to flog any boy in the fifth form; in other words, any boy from the first 200 boys of the school.

27, 28, 29, 30. The Commissioners will allow me to answer these four questions together.

All the boys in the two divisions of the sixth form, that is, the first 60 boys in the school, have the privilege of fagging.

All boys below the fifth form, excepting the three or four composing the third form, are liable to be fagged; though any boy who may have been a fag for three years becomes, *ipso facto*, exempted.

Every member of the sixth form is invested with a certain degree of responsibility, more particularly, though the distinction is not definitely marked, the members of the upper sixth form, who are heard in school by the head master, and come into close relation to him.

If any well known rule of the school were violated in the presence of a sixth form boy, still more if he were himself personally concerned in the violation, he would be held, both by the masters and by the school, to be culpable in a much higher degree than if he had been, say, in the upper fifth form.

It is, however, to the *monitors*, that is, the first fifteen boys of the school, that authority, and consequent responsibility, are most formally assigned. Their authority extends over the whole school, though they are not permitted to inflict personal chastisement in support of it on boys above the second division of the fifth form. No one below the monitors may inflict personal chastisement for any cause whatever, except the head boy of a large house, who is invested with monitorial authority over the members of that house. Without attempting to define accurately the duties of a monitor, I may say that he would be bound to keep reasonable order among the boys of his house, especially during the evening; to assist the master who calls the "bill" in school in maintaining quiet; to investigate and to punish any serious moral offence, as bullying, drinking, gross language or acts, &c.; or any violation of a well known school rule, as smoking, being in a public house, throwing stones in the street, &c.

If a very gross offence were discovered by a monitor, especially if committed by a boy high in the school, it would be his duty to report it to the head master. Practically, however, an instance of an offence being thus reported scarcely ever occurs, and I should earnestly discourage its becoming otherwise than most exceptional. It is far better for the school that the monitors should themselves deal with offences which they discover. A punishment inflicted by them, as the recognized representatives of the school, is in the great majority of cases of incomparably more value

than a punishment inflicted by any master. So strongly am I convinced of this, that if a monitor came to report a case to me I should request him, in the first instance, to state the facts without giving names, and should then offer him my advice as to whether it were better that he or I should deal with the offence.

If, again, an offence was brought to my notice of which, in my judgment, any particular monitor ought to have taken cognizance, I should, after myself dealing with it, point out to him privately the opportunity he had neglected.

As to the general question, whether it is desirable that the elder boys in a great school should be formally entrusted with some authority over the younger, I can only state in the most emphatic terms my own conviction that no great school could long live in a healthy state without it. The limits of the authority may vary, and the recognized means of maintaining it may vary, according to the traditions of each school; but I am satisfied that the only true way to govern boys is to train them to govern themselves. It is not merely that boys become aware of a thousand instances of misconduct, more or less serious, which a master can never detect without an amount of surveillance which would be fatal to all generous training; but independently of this, the knowledge on the part of the school at large that a certain portion of their own body, of which they hope some day to become themselves members, is charged to maintain right and to put down wrong, must have a most powerful moral influence in forming manly characters. They see justice done and evil discountenanced or punished by those who share their sympathies, whose standard of right and wrong is not so much above their own as to seem fictitious, and who represent in the main the ability and the physical strength of the school.

To the boys themselves who are trusted with authority, its exercise is invaluable as an instrument of education. It accustoms them, at an age when the thought of responsibility is a welcome as well as an elevating thought, to think for others; to be jealous for right; to see the purifying effect of a bold example; to be considerate and discriminating in forming judgments; to learn the value of decision; and to respect legitimate authority.

To one who knows a public school, it is almost an axiom that the possession of a recognized authority and responsibility by the upper boys is the main preservative of the younger from tyranny. What has been said above is, perhaps, sufficient to explain my own conviction of the truth of this assumption.

Instances of tyranny, or of excessive severity, on the part of a sixth form boy, are, to the best of my belief, exceedingly rare; and I am satisfied, from my experience, first as a boy educated at Harrow, and then as head master, that this belief is well founded. I remember a few quite exceptional instances of abuse of authority; and from the stir which these produced in the school, and from the fact that nothing of importance takes place among us without becoming the subject of universal comment among all connected with the school, I cannot doubt that an act of real cruelty on the part of an upper boy is sure to come to the knowledge of a master.

Practically, we are well aware that bullying is to be apprehended, not from the sixth form, who are the recognized protectors of the younger boys, but from strong and overgrown boys in the middle and lower parts of the school.

(29.) The power of fagging is, as I have said, exercised over boys below the fifth form. Besides being liable to be sent on messages by any member of the sixth form, the younger boys act as breakfast and tea fags (in the house), as cricket fags, and as racquet fags.

The breakfast and tea fags bring up the breakfast and tea things for the sixth form boy to whom they are appointed fags, and take them away again; the washing, &c. being done by servants. In some of the houses the whole of the above duty is done by the servants.

Every evening of the summer quarter a certain number of the boys in regular rotation are sent down to stop and run after the balls used by the sixth form, while practising cricket. This practising lasts from about 6.30 or 6.45 to 8, or 8.15.

In the same way, when a sixth form boy plays racquets, two fags are generally appointed to run after balls.

At football there is no regular fagging; but this game, which takes place on three afternoons of the week, lasting for about an hour and a half at a time, during the greater part of two school quarters, is compulsory on *all* the school below the upper fifth form, except on boys who have been three years at the school.

Boys who bring a medical certificate that football would be injurious to their health are exempted from attendance. Each of the monitors also has the right to exempt four boys on each football day, if he go down to the game on that day himself, and the head of the school can exempt as many as he thinks fit.

As to the general question of the effects of fagging, or compulsory attendance, at games, I have no doubt myself that they tend to give spirit and vigour to the school. There is always a considerable number of boys who, on first coming to the school are, from reserve or diffidence, shy of taking part in the school games. There are other indolent boys who are disposed to lounge about during the afternoons of holidays doing nothing. I think that both these classes of boys gain by being subjected to a certain degree of compulsion. So far as I am aware, instances of boys acquiring a distaste for a game in consequence of having been originally compelled to take part in it are very rare.

The medical certificates of which I have spoken are no doubt a sufficient security for health. The fact that the cricket fags and racquet fags are appointed, not arbitrarily or casually, but by fixed rotation, is a security against the little boys losing an evening unexpectedly, while the large number of the fags, some 250, prevents the compulsion from falling frequently on any particular fag.

I should say without hesitation that, making all allowance for the demands of fagging and compulsory attendance at football, the younger boys have ample time for as much study as can fairly be expected from them.

I ought, perhaps, to conclude what has been said on this subject, by explaining that fagging and compulsory attendance at football are parts of the internal government which was, so far as we know, originally established by the boys themselves, and is now certainly administered by them alone. For example, the monitors and not the masters see to the attendance of the school at football.

The existing system is conducted with the full knowledge and sanction of the masters, and would of course be modified to any extent if the head master saw reason to desire it. But it was not created by any master, nor does any master, except on rare occasions, interfere with its administration. Its value consists in its being in the main independent of the masters, though subject to their general control.

31. Thirty-eight weeks, unless an extra week has been added to one of the three vacations.

32. There are three vacations, lasting respectively, at Easter three weeks, at Midsummer six weeks, at Christmas five weeks.

The Easter holidays begin on the Tuesday in Passion Week; the Midsummer holidays begin on the last Tuesday in July or first Tuesday in August; the Christmas holidays begin on the first, second, or third (generally second) Tuesday in December.

It is open to the head master to alter the times of the holidays, should he see occasion to do so.

33. There are half holidays on Tuesdays, Thursdays, and Saturdays. For the sixth and fifth forms there is no work in school, or (necessarily) with a tutor, after nine o'clock on Tuesday morning. They have, however, exercises at which they will probably work during the forenoon of Tuesday.

Sometimes, at intervals generally of between two and three weeks, a Thursday or (more commonly) a Saturday, is converted into a whole holiday in honour of some special occasion; if, for example, a Harrow man has been appointed to some high post in the Church or the State, or if some one, lately a Harrow boy, has won some eminent distinction at the University.

34. The hours in winter and summer are the same.

First school begins at 7.30 in the morning.

The boys must be in bed by 10.30, or, if in the sixth form, by 10.45.

35. It varies in the different forms, and at the different seasons of the year. In summer, fourth school ends at 6 p.m., and is followed immediately by tea, which lasts from a few minutes to half an hour. The interval between this and locking up, which takes place at 8.30, is at the disposal of the boys for play.

Speaking generally, the time on "whole school days" most open for play to the whole school is the interval between dinner and third school, that is, from 1.30 to 3.30 in winter, 1.30 to 3 in summer. Part of this interval, however, must be devoted to preparation for third school, if the work required has not been prepared before.

The hour from 12 to 1 on "whole school days" can be devoted to play by a large part of the school.

36. About 12 acres for cricket; 46 acres for football; besides the considerable space occupied by the school yard and the two large racquet courts. Each court is 60 feet square. The school yard contains 961 square yards.

37. We have no covered ground or court of any considerable size.

The school yard is paved with a kind of asphalt, the racquet courts with stone.

38. The cricket ground and the football ground are grass fields, thoroughly open on all sides. Adjoining the school yard, but separated by a high wall, is an inn, which however has just become the property of the governors of

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the school, and will be pulled down or converted to some other use. It ceases to be an inn in April next.

39. Cricket, football, racquets, leaping and running for prizes, swimming.

A rifle corps has recently been formed in the school, and numbers from 100 to 200 members.

Fencing is learned by a few of the boys. Single sticks and boxing with gloves are practised in some of the houses, under the control of the upper boys.

40. The boys may go anywhere, provided they do not cross the railway in any direction. This restriction does not apply to the monitors.

They use their liberty to take walks. The game of "hare and hounds," which was formerly permitted, has been discontinued in consequence of difficulties raised by the farmers.

41. Fencing and (recently) the drill required for a volunteer rifle corps; also shooting with the rifle. Attention to these exercises is perfectly voluntary. There is a fencing master and a drill serjeant.

Swimming is not compulsory, nor is it systematically taught. Prizes, however, are given for it every year, and excite considerable interest among the boys.

42. The interest taken in the games is, I should say, universal throughout the school. There is no subject on which even the oldest and most intellectual boys are so eager to talk. A boy who was believed to take no interest in the favourite games, especially cricket, would, however distinguished, be somewhat looked down upon by his schoolfellows.

Further than this, I should say that though perhaps as a rule the boys *most* distinguished in the games, or at least at cricket, which requires unusual attention and practice, are not among those *most* distinguished for their progress in intellectual studies, yet a large proportion of the abler boys are always found among the best players. The influence of an able boy in the school is very greatly increased if he be also known as a good player at cricket or football.

I could not undertake to discriminate between different intellectual studies as indicators of a taste or distaste for games at school.

43, 44. The Commissioners will allow me to answer these important questions very briefly. From my replies to previous questions they will probably have gathered my general conclusion.

I believe that the system of education pursued at Harrow is admirably adapted to train a boy to do his duty efficiently, and in a generous spirit, in any position of life to which he may be called. It does not profess to train him directly for any one particular profession or employment, nor is it pretended that when a boy leaves Harrow at the age of 18 or 19 he has reached more than the threshold of the education of his life. His actual acquirements are probably extremely scanty. With many of the most useful mental accomplishments he is very imperfectly equipped. To many of the highest branches of knowledge he is practically an entire stranger. He is still a boy and not a man. But it is confidently believed that if he has employed his time diligently at school, he will carry with him when he leaves it some capacity for thinking clearly, some sense of the value of accuracy and thoroughness in work, some respect for knowledge for its own sake, some appreciation of the most graceful and the most generous, if not yet of the most profound, thoughts enshrined in literature, a consciousness that he knows but little, and a desire to learn more; and, turning to the moral and social rather than the intellectual side of the education which he has received, a grateful conviction that he has throughout his school course been treated in a kindly and liberal spirit, always largely trusted and latterly invested with large responsibilities, as one equally interested with the masters in maintaining the moral welfare of the body to which they alike belong, and taught to believe that that welfare cannot be maintained unless its leaders are distinguished by vigilance, courage, love of justice, sympathy, and courtesy.

I am not entitled to offer an opinion based upon experience as to whether the results of this education as seen in after life can be regarded as satisfactory, but it seems to me that the qualities which I have enumerated, and which, as I believe, the system pursued at Harrow has a direct tendency to form and to foster, are the possessions most eagerly to be coveted for boys who are destined in their manhood to become "profitable members of the church and "commonwealth" of England.

Doubtless I can see some details in which our system is susceptible of improvement, but I may be permitted respectfully to remind the Commissioners in conclusion that the head master at Harrow is completely unshackled by any superior administrative authority, and that consequently it is open to him, and must therefore be his duty, to make such changes from time to time as may appear to him at once desirable in themselves, and opportune in respect of circumstances.

(Signed) H. MONTAGU BUTLER,
Head Master of Harrow School.

Harrow, Jan. 27, 1862.

LIST OF UNIVERSITY DISTINCTIONS, furnished in answer to Question 20, Part III.

IN reply to Question 20, Part III., I would now (May 30, 1862) submit to the Commissioners the following statement of Honours gained at the Universities by Harrow men between the years 1840 and 1862. (In 1840 Harrow gained the Ireland University Scholarship at Oxford, and the ninth place in the First Class of Classical Tripos at Cambridge.)

OXFORD.	CAMBRIDGE.
1841.	
First Class in Classics. Hertford Scholarship.	—
1842.	
—	Fellowship at Caius College.
1843.	
First Class in Classics. Eldon Law Scholarship.	—
1844.	
Open Scholarship at Balliol College.	—
1845.	
First Class in Classics. First Class in Mathematics.	Sixth in First Class of Classical Tripos. Scholarship at Trinity College.
1846.	
Open Scholarship at Balliol College. Senior Mathematical Scholarship.	Seventh Wrangler.
1847.	
Johnson's Mathematical Scholarship. Open Scholarship at Oriel College.	Chancellor's Medal for English Poem.
1848.	
—	Fellowship at Trinity College.
1849.	
Open Scholarship at Balliol College. Fellowship at Oriel College.	Chancellor's Medal for English Poem.
1850.	
First Class in Classics. Open Scholarship at Balliol College.	Chancellor's Medal for English Poem.
1851.	
English Essay Prize. Latin Verse Prize. Open Scholarship at Balliol College. Open Fellowship at Merton College.	Browne Medal for Greek Ode. Browne Medal for Latin Ode. Camden Medal for Latin Hexameters. Twentieth Wrangler. Fellowship at Sidney Sussex College.
1852.	
Open Scholarship at Balliol College.	Pitt University Scholarship. Camden Medal. Browne Medal for Greek Ode. Bell University Scholarship. Scholarship at Trinity College.
1853.	
First Class in Classical Moderations. First Class in Classical Moderations. Open Scholarship at Trinity College.	Battie University Scholarship. Camden Medal. Browne Medal for Greek Ode. Two Scholarships at Trinity College.
1854.	
First Class in Classics. First Class in Classical Moderations. Latin Verse Prize.	Senior Classic. First Chancellor's Medal. Craven University Scholarship. Eighth Wrangler. Forty-first Wrangler. Camden Medal. Browne Medal for Greek Ode. Porson Prize. First Members' Prize for Latin Essay. Fellowship at Trinity College. Fellowship at Clare College.
1855.	
First Class in Classics. First Class in Mathematical Moderations. First Class in Law and History. Two Fellowships at All Souls' College. Open Scholarship at Wadham College.	Senior Classic. Eighth in First Class of Classical Tripos. Chancellor's Medal for English Poem. Camden Medal. Browne Medal for Greek Ode. Thirty-eighth Wrangler. Fellowship at Trinity College. Scholarship at Trinity College.

1856.

Oxford.	Cambridge.
First Class in Classics.	Second in First Class of Classical Tripos.
First Class in Classical Moderations.	First Class in Theological Examination.
Open Scholarship at Balliol College.	Twenty-third Wrangler.
	Fellowship at Trinity College.
	Scholarship at Trinity College.

1857.

First Class in Mathematics.	Fifth in First Class of Classical Tripos.
First Class in Classical Moderations.	Ninth in First Class of Classical Tripos.
English Essay Prize.	Ninth in First Class of Classical Tripos.
Gaisford Prize for Greek Prose.	Thirtieth Wrangler.
Fellowship at Exeter College.	Fellowship at Caius College.
	Fellowship at Christ's College.

1858.

First Class in Classics.	Camden Medal.
First Class in Classics.	Browne Medal for Latin Epigram.
First Class in Natural Science.	Bell University Scholarship.
First Class in Classical Moderations.	Fellowship at Trinity College.
	Three Scholarships at Trinity College.

1859.

First Class in Classics.	Eighth Wrangler.
First Class in Classical Moderations.	Thirtieth Wrangler.
	Thirty-sixth Wrangler.
First Class in Classical Moderations.	Sixth in First Class of Classical Tripos.
First Class in Law and History.	Browne Medal for Latin Epigram.
Ellerton Prize for Theological Essay.	Chancellor's Medal for Legal Studies.
	Fellowship at Trinity College.
	Fellowship at Caius College.
	Two Scholarships at Trinity College.

1860.

First Class in Classics.	Second Wrangler.
First Class in Law and History.	Second Smith's Prize.
First Class in Natural Science.	Porson Prize.
First Class in Classical Moderations.	Browne Medal for Greek Epigram.
Newdigate Prize for English Poem.	Scholarship at Trinity College.
Open Scholarship at Balliol College.	
Open Scholarship at University College.	
Open Scholarship at Exeter College.	

1861.

First Class in Classical Moderations.	Twenty-sixth Wrangler.
	Second in First Class of Classical Tripos.
First Class in Mathematics.	
Open Scholarship at Balliol College.	Sixth in First Class of Classical Tripos.
Open Scholarship at Oriel College.	First Class in Theological Examination.
	Browne Medals for Greek and Latin Epigrams.
	First Members' Prize for Latin Essay.
	Scholefield Prize for Biblical Greek.
	Carus Greek Testament Prize.
	Fellowship at Trinity College.
	Fellowship at St. John's College.
	Four Scholarships at Trinity College.
	Open Minor Scholarship at Trinity Hall.

1862.

Open Scholarship at New College.	Sixteenth in First Class of Classical Tripos.
Open Scholarship at Corpus Christi College.	Sixteenth in First Class of Classical Tripos.
	Scholarship at Trinity College.

(Signed) H. Montagu Butler.

Appendix.—(*See Reply to Question* 22.)

A.—Copy of Statement made by Mr. Wood, the Drawing Master.

"In answer to the question numbered 22, I answer that the time allotted to drawing studies is 2 hours weekly, though in many, indeed most, cases the boys occupy much more of their time in that pursuit. This is, as you know, optional with them.

"The number of boys during the last six months of 1860 availing themselves of my instruction was between 60 and 70. Some of these had been my pupils for two or three years, and some were beginners.

"I think as a rule that the study of drawing is prosecuted with great success. Of course there are exceptions, but they are few; probably not one in twelve or more. Some are eminently successful.

"My course of instruction is based on a knowledge of first principles, such as perspective, on which subject I give periodical lectures, and proceeds by regular course to the use of colour, up to the most finished specimens of landscape painting.

"Sketching from nature during the summer term is made an essential portion of our studies, but as attendance on me takes place during the boys' play hours, I cannot always insist on the latter, though the number availing themselves of the opportunity of going out for that purpose is considerable."

Answers. Harrow. *Rev. H. M. Butler.*

B.—Copy of Statement furnished by Mr. Tillyard, the Master in Music.

"Time allotted for musical tuition, two lessons per week, of 50 minutes each lesson.

"Instruction, both elementary and advanced.

"The number of boys taking lessons in music the last term in 1860, 18.

"The average time they had been cultivating it at school, about two years, some more, some less."

Answers of the Rev. W. Oxenham, M.A., Lower Master.

Rev. W. Oxenham.

II.

10. The office of "second," or "lower master," (appointed by the governors, and usually, as in my case, the *senior* assistant master at the time of a vacancy,) is paid by the governors in two annual sums, amounting to 49*l.* 8*s.* 4*d.*, viz., 24*l.* 8*s.* 4*d.* as "salary," and 25*l.* "in lieu of a house." The chief source of his receipts is a proportion of the annual charge of the head master to all boys not on the foundation. This proportion was, till and after the time of my appointment, March 1841, a quarter of the 10*l.* (reduced from 10*l.* 10*s.* about ten years previously) received by the head master. When the charge was raised by Dr. Vaughan to 15*l.*, it appeared equitable from the grounds of that change, to make the lower master's portion one-fifth of the new charge. I have, therefore, ever since received a capitation sum of 3*l.* per annum, the amount, of course, depending wholly upon the numbers. It was *my* proposition, assented to by Dr. Vaughan, that the second master's share should no longer be *one-quarter* but *one-fifth*. No other payment is received by me in that capacity.

For assistance in the instruction of the lower school I pay 300*l. per annum*.

As private and domestic tutor I am in the same position as the other tutors with large houses, containing about 30 pupils, my ordinary number, and upwards. The regular charge to the parent of each inmate is annually 99*l.*, of which 15*l.* is supposed to be for private *tuition*, because that sum is received by us for *out-pupils*, with of course somewhat less of responsibility, and 10*l.* is held to include, and to supersede, *all* charges for furniture, book-cases, carpets, &c., &c.

I consider *the whole* to be the annual charge for *tuition and board and every domestic expense*.

An entrance of 6*l.* and 4*l.* for outfit, including sheets, is charged. To this add, as in all cases, "head master's charge," 26*l.* 5*s.*

But as there must be many other *personal* expenses incurred by each boy, regulated and limited by authority, it is important to state the annual sum likely to be charged to each parent, inclusive of all usual costs for books, clothes, three journeys, cash advanced, &c.

This may be stated at an average of 55*l.* per term, or 165*l.* per annum. All the supplies become somewhat larger to an older boy.*

December 31, 1861. W. Oxenham.

* The following Statements are added with a view to comparison.

(1.) Mr. A.B., Assistant Master.

The ordinary charges of a boy in my house are:—	£	s.	d.
1. Board, private tuition, &c.	99	0	0
2. Public tuition, school charges, &c.	26	5	0
3. Tradesmen's bills, extra master's allowance, 2*s.* per week, medical attendance, journey money, money advanced, &c. about	41	0	0
The average during the last year has been (including entrance fees, &c.) about	167	0	0

The limits between which they range are from about 150*l.* to 190*l.*; but the last would arise from large sums advanced for journey money, public or private entrance fees, or other exceptional expense.

Answers.

Harrow.

Rev. E. H. Bradby.

Answers of the Rev. E. H. Bradby, M.A., Assistant Master.

II.

The sources of my emoluments as a classical assistant master are:—

1. A yearly salary of 150*l.* from the head master.
2. A payment of 15*l.* per annum per head from not more than 40 private pupils = 600*l.*
3. The profits from the payments of boarders. I have 16 boarders who pay for board and washing 90*l.* per annum each. — 90*l.* × 16 = 1,440*l.* I reckon the profit on this item to be about 29*l.* per annum per boarder, when the number is full.

The number of my house is limited by the head master, so that the payments may, and sometimes do, fall below this amount but cannot rise above it.

Rev. R. Middlemist.

18. As the best answer to this question, as regards my own boarding house, I send* in with this a copy (without the names) of the highest and the lowest bill for a school-term sent in by me to boys' parents during the year ending Midsummer 1861. I have, however, taken bills of boys not in their first term of residence, as the entrance fees swell the amount exceptionally.

All charges under tradesmen's bills and extra masters are for optional, the rest for practically necessary expenses, which fluctuate very little in amount.

The average of the *total* yearly bills (entrance fees and all included) sent in by me for the year ending Midsummer 1861, for boys boarding in my house is 166*l.* 2*s.*

27. In my house there is a charge of 4*l.* for outfit for every new boy. For this, bedstead and bedding (except sheets), chair, table, bookcase, washstand, drawers, fender and fire-irons, gas fittings, and all other necessary furniture is provided, except carpets, for which there is a separate charge of 7*s.* per term = 21*s.* per annum.

32. Sec. 4. There are 16 boys now in my boarding house.

All articles are furnished by tradesmen on the receipt of a written order signed by the master, and in many cases signed also by the parent.

No charge is made for furniture in the boys' room in my house.

The number on the list of my house during the last quarter has been 39, but they are seldom all present at the same time.

(2.) Mr. C.D., Assistant Master.

Ordinary charges and expenses in my house are:—

	£ s. d.	£ s. d.
1. *Uniform*:—		
Board	75 0 0	
Private tuition	15 0 0	
Extra charges, *i.e.*, extra washing, grocery, repairs, lending library, glazier, carpenter, smith, and carpet	10 0 0	
Entrance to the house is not included, 6*l.*		
	100 0 0	
Head master's account, public tuition, school charges, &c.	26 5 0	
		126 5 0
2. *Variable*:—		
Tradesmen's bills, extra masters, medical attendance, weekly allowance, &c.		39 5 0
		£165 10 0

This is the average of 50 boys in my house for the year ending Midsummer, 1861, during which the *highest* account was 197*l.* 6*s.* 2*d.*, and the *lowest* 138*l.* 1*s.* 6*d.*

The charges for extra masters, and the tradesmen's accounts, are incurred only under my direct supervision, and with parents' sanction. For every article supplied by a tradesman, an order is obtained from the boy's parents, and countersigned by me. These orders are sent home with the tradesman's bill included in my quarterly account.

The statement of charges and expenses applies to all boys equally.

In lieu of the former arrangement, by which each boy bought the furniture of his own room, I have now for many years made to each boy a charge of 4*l.* on entering the house, for *outfit*. This is intended to cover the cost of chair, table, book case, chest of drawers, carpet (for the first term), breakfast service, when the boy takes breakfast and tea in his own room.

The number of boys now in my house is 50.

[Statements have been furnished by the other masters having boarding-houses, but the charges and general average appear to be fairly represented by those printed in the text and in this note. The charges at a "*Small House*" are shown by the "Joint Statement" of the masters of small houses. (*See* also Mr. Bradby's Answers.)]

* Account with Rev. E. H. Bradby, for Term ending

Harrow School.	Christmas, 1860. (Highest during Year.)	Easter, 1861. (Lowest during Year.)
	£ s. d.	£ s. d.
School charges	8 17 6	9 0 0
Board, washing, and private tuition	35 0 0	35 9 0
Allowance	1 4 0	0 16 0
Letters and parcels	0 3 6	0 4 0
Library, 5*s.*, repairs, 7*s.*	0 12 0	0 12 0
Carpet	0 7 0	—
Extra washing	0 2 3	0 0 10
Mathematics	3 0 0	—
Music	5 4 0	—
Bookseller	4 14 10	0 1 6
Glazier	1 7 6	—
Grocery — 2*s.* per week	1 6 0	0 16 0
Hair cutting	0 3 0	0 2 0
Hatter	0 6 9	—
Shoemaker	0 15 8	0 5 9
School stationery and stationer	0 16 6	0 10 3
Surgeon	1 0 0	1 10 0
Tailor	4 19 0	0 1 3
Total	69 16 6	49 6 7

III.

15. It is not required in any form that boys should construe their lessons to their tutors before they construe them in school, but it is the custom of some tutors to hear their particular pupils in any of the lower forms construe the lessons which are done in "preparation pupil room," (*see* Report of work done in pupil room). I do not myself do this, except in case of a particularly difficult lesson, as my experience is that it occupies the time during which a boy ought to be *learning* his lesson, and impairs, instead of improving, the style in which the lesson is done in school. I confine myself to giving help, when needed, in the parsing or meaning of difficult words, the occasional explanation of allusions,† and the construing of hard passages.

E. H. Bradby.

Harrow, November 28, 1861.

Answers of the Rev. R. Middlemist, M.A., Mathematical Master.

II.

10. No stipends are paid out of the foundation to the mathematical masters. Each boy in the school *not on the foundation*, pays 4*l.* a year, and 1*l.* on entering the school for the mathematics taught in school; and a few others of the boys, as voluntary private pupils, pay an additional sum of 9*l.* a year each to a mathematical master for extra instruction. These with the profits from boarders in some cases are the sources of income of the mathematical masters.

III.

9. In determining a boy's place in the examinations, at the end of each of the three school quarters of a year, the average of marks of the first 4 or 5 boys of each form in classics is taken as the standard. Of this average one fourth is taken for the average of the marks of the same number of the highest boys in mathematics, and one ninth for the average in modern languages. The sum of these marks determines each boy's place.

The mathematical divisions of the school are as follows:—

(1.) The monitors and two sixth forms of 60 boys are divided into six divisions of about 10 boys each, and each division is with a master for an hour three times a week.

(2.) Four fifth forms of about 144 boys are divided into eight divisions in like manner.

(3.) The remove and 1st shell of 72 boys into four divisions.

(4.) Each of the forms below the 1st shell is divided into two divisions of about 18 boys each.

10. Instruction in mathematics for three hours a week to all the forms above the fourth, and for two hours to the fourth is given; and the preparation for this instruction usually occupies the boys for two or three hours a week besides.

In addition to this compulsory work in mathematics, any boy may have extra instruction as a private pupil.

11. A fee of 4*l.* a year with 1*l.* at entrance is paid by each boy not on the foundation for mathematics taught in school, and 9*l.* a year when a boy has private lessons besides.

16. See answer to question 9.

19. The instruction in mathematics given in school and in private tuition will, in many cases, if continued a reasonable time, fit a boy for the University and the competitive examinations.

Suggestion.—It would be desirable to limit the number of boys on the foundation, so as to make the number bear some reasonable proportion to the sums paid by the foundation to the masters; otherwise, as at present, some of the home boarders who claim the benefits of the foundation will continue to be educated in the school, at the expense of the rest of the boys who pay the masters for their board and education.

R. Middlemist, M.A.,
Harrow, November 21, 1861. Mathematical Master.

† [The subjoined statements are made on this head by other Assistant Masters:—

"As a general rule I do not construe to my pupils the lessons they prepare in pupil room. They frequently apply to me for help in difficult passages, which I give to the extent of construing a single line or a few lines if I think it necessary; as often as not it is merely some unusual construction which they ask to have explained. In the case, however, of pupils who are barely equal to the work of their form, or who have been recently introduced to a new style of writing, as for instance, when a boy reads Homer for the first time, I do not hesitate at times to construe through the whole of the lesson, when the time of preparation is nearly over, and when I see that the boys in question have been diligently exerting themselves, and are not relying merely on their tutor's construe to tide over the difficulties of the lesson.

"These remarks apply only to the Remove, Shells, and 4th Forms; the 6th and 5th Forms not preparing their lessons in pupil-room."

A. G. Watson, Assistant Master.

"Such is quite my practice."

Wm. Oxenham, Lower Master.

"I seldom spend more than ten minutes in hearing any lesson which is to be heard again in school."

F. Rendall, Assistant Master.]

JOINT ANSWER of the ASSISTANT MASTERS having Small Houses to Question 18, Part II.

The ordinary charges and expenses of a boy in a *small house* at Harrow school, that is to say, all such charges and expenses as are usually included in the bills sent to parents, are *per annum* as follows:—

	£	s.
(1.) Necessary and uniform expenses—		
Board and tuition - -	135	0
Private tuition - -	15	0
Head Master's charge -	26	5
Allowance - - -	3	18
	180	3

(2.) The average amount of variable expenses, (*e. g.*, extra masters, medical attendance, books, stationery, clothes, &c., exclusive of journey money), are from 20*l.* to 30*l.*

Thus the total average amount of a boy's expenses is from 200*l.* to 210*l. per annum.*

An express order from home is required for the engagement of extra masters, and for the purchase of clothes.

BROOKE F. WESTCOTT. | CECIL F. HOLMES.
WILLIAM J. BULL. | ARTHUR G. WATSON.
FREDERIC W. FARRAR. | H. W. WATSON.
ROBERT B. HAYWARD.

Harrow, November 18, 1861.

ANSWER of MONS. G. RUAULT, Master in Modern Languages.

MONS. G. RUAULT.

III.

Modern Languages.—The Upper and Under 6th Form and Monitors are divided into 4 divisions, 2 German and 2 French.

The 5th Form, 1st and 2nd remove, into 4 divisions, 2 German and 2 French.

The 5th Form, 3rd and 4th remove, into 4 divisions, 1 German and 3 French.

The Remove and Shells, 1, 2, 3, into 6 divisions, all French.

The Shell, 4th remove, into 2 divisions, French.

The 4th, 1st remove, into 2 divisions, French.

The 4th, 2nd remove, into 2 divisions, French.

The 4th, 3rd, and 3rd Form, into 2 divisions, French.

Work in the German Divisions.—In the 6th Form, Götz von Berlichingen; Heimann's materials for translation into German; the Repetition taken from the poetry of Ermeler's Lesebuch.

In the 5th Forms, Ermeler's Lesebuch; Tiarks' Grammar.

The subjoined STATEMENT shows the payments made by way of Salary, by the Head Master, the Governors or otherwise, to the several Assistant Masters; the Number of each Master's Pupils; and the Number of Boys in his boarding house in the year ending at Midsummer 1861.

—	Salary paid by Head Master.	Share of Payments for Mathematics.	Other Emoluments, if any, not being Tuition Fees or Profits of Boarding Houses.	No. of Pupils, average during Year.[a]	No. of Boarders, average during Year.
	£	£	£ s. d.		
Mr. Bowen, Classical assistant master.	300				
Mr. Bradby, Do.	150			40	16
Mr. Bull, Do.	210			7	7
Mr. Drury, Do.	150			32	28
Mr. Farrar, Do.	150			37	7
Mr. Harris, Do.	150			66[b]	50
Mr. Holmes, Do.	150			35	7
Mr. Hutton, Do.	150			16	11[c]
Mr. Rendall, Do.	150			42	36
Mr. Smith, Do.			300 0 0[d]		
Mr. Steel, Do.	150			31	41
Mr. Vaughan, Do.	150			43	38
Mr. A. Watson, Do.	150			40	6
Mr. Westcott, Do.	150			40	7
Mr. Hayward, Mathematical assistant master.	150	130		21	4
Mr. Marillier, Do.		582	16 13 4[e]		
Mr. H. Watson, Do.		460		22	8
Mr. Middlemist, Do.		700			35
Mr. Ruault, Master in Modern Languages.	200		490 0 0	17	10
Mr. Masson, Do.	100		490 0 0		3

[a] The classical tuition fee is 15*l.* a year for each pupil; the mathematical 3*l.* a term, or 9*l.* a year; for modern languages the same.

[b] Mr. Harris states that this number was exceptional, his ordinary number being about 60.

[c] Seven at 13*5l.* per annum; four at 10*5l.*

[d] From lower master.

[e] 6*l.* 13*s.* 4*d.* as writing master to the free boys; 10*l.* as librarian.

CORRESPONDENCE and ADDITIONAL ANSWERS respecting PROFITS of BOARDING HOUSES.

LETTER from the SECRETARY to the HEAD MASTER. (Extract.)

March 27, 1862.

The Commissioners think it desirable that the profits made by masters keeping boarding houses, being a recognized and substantial part of the masters' remuneration (although there are many who have not houses), should be rather more definitely stated. This might be done by stating the number in each house and the profits on each boy, or the number in each house and the whole net profit of the master derived from the house; the latter seems to me to be the most advisable. A brief statement of the basis of the calculation might be added if the masters making the return thought it well to do so, and such a statement would certainly make the return more satisfactory.

The statement might be made either on the year 1860, or on an average of three years.

Whatever course is adopted should be followed uniformly, if possible, by all the masters having houses.

If there are any details which cannot be conveniently entered into on paper, the Commissioners will willingly afford the opportunity of further explanation *vivâ voce.*

MONS. G. RUAULT.

The HEAD MASTER to the SECRETARY. (Extract.)

April 9, 1862.

I enclose statements from the masters of the large houses estimating the profits derived from their boarders.

Mr. Bradby also adds a detailed statement, which the Commissioners will doubtless desire to append to that which he originally sent in.

(1.)—Rev. WM. OXENHAM, Second Master.

As the number of pupils boarded in the same house may fluctuate considerably, it would be very difficult to estimate the amount of profit on each boy at any one time, or by an average calculation. But after long experience of Harrow receipts and expenses, I believe the amount of benefit may be held to range between certain limits at an approximate amount, and this I attempt with some reference to former periods within my recollection, when higher charges were made, and the outlay was not materially greater.

At the present rate of charges it may be asserted that little if any clear gain could be extracted from the payments of 20 boarders, unless in a house barely capable of containing them; whereas it is indispensable that a house should be fully capable of handsomely receiving at least 12 or 15 more; and in this case the profit increases with the numbers in a rapidly advancing ratio.

Upon 30 boarders I calculate upon a profit of 18*l.* per annum each, and I have rarely exceeded this number by more than three, upon whom the additional outlay would be such that the 33rd might produce a clear profit of 30*l.*, and a 35th of 40*l.*, together with an increase, very difficult to estimate, of gain upon the entire complement. Absences and sudden changes constantly interfere with all calculations; and it must be added in simple fairness, though with regret, so do great delays, or entire negations of payment, which, however, I have never treated as affecting the result. The clear benefit of *tuition money* received for the outlay of time, and toil, and thought is what alone reconciles the unevenness and disparity of benefit accruing from the department of board. I may without hesitation affirm that in the first 20 years of my mastership at Harrow, during a very small portion indeed of which the school was flourishing, my *whole* profits, by which, i.e., I could lay by in store, were absolutely *nil.*

W. OXENHAM.

Harrow, April 9, 1862.

(2.)—G. F. HARRIS, Esq.

In reply to the question of the Commissioners on this head, I can only give such information as the best means in my power will supply. I cannot profess to estimate from a yearly statement of actual housekeeping expenses the average cost of each boy boarding in my house. I do not keep such accounts as would enable me to do this; and there would be great risk of error in such approximate calculations, as many items of expense cannot be distinguished.

I know for a certain fact, that the sum which I am able to realize, *from this source* annually, after deducting on the one hand all other sources of income, and on the other, the whole expenses of myself and the establishment, amounts to 300*l.* If to this sum be added a liberal estimate of the

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expenses incurred in the maintenance of myself and family, and of my own personal expenditure, and this I would put at 1,200*l.* a year (including in this sum various official hospitalities, &c.,) I should state the profits derived from *board and tuition* of 50 boys, (at 100*l.* each, including the extra charges,) at 1,500*l.*, or an average profit will result of 30*l.* on board and tuition, or 15*l.* on board alone.

It must be borne in mind that up to a certain number of boys, there is no profit whatever derived from a boarding house; and that when that number is attained, the profit upon each boy increases up to a certain point again, the difference of cost being only the amount of actual maintenance, until some fresh additional expenditure is incurred to accommodate the increased number of boys. That certain number will vary according to the circumstances of the house, and will of course be higher when, as in my own case, the rent and necessary staff of servants, with the consequent expenses, are very large.

G. F. HARRIS.

(3.)—Rev. B. H. DRURY, Rev. R. MIDDLEMIST, and E. H. VAUGHAN, Esq.

I have felt great difficulty in trying to estimate the profit on boys boarding in my house; and I am not satisfied, after all, that the conclusion I have come to is more than approximately accurate. The difficulty arises (1) from the want of means of judging what share of the expenses of my household is incurred purely on the part of my boys, and (2) by the varying number of boarders in successive quarters; for it is evident that as below a certain number of boys, there is no profit at all, so above that number the rate of profit increases with every additional boy.

According to the best calculation I can make, I have estimated the profit on each boy for the year 1861, on an average of 28 boys, at 30*l.*, that is, 15*l.* on the sum charged for board, and the whole of the charge of 15*l.* for tuition.

B. H. DRURY.

Harrow, April 22, 1862.

I agree in the above introductory remarks, and I would place the approximate profit of each boy of 35 at about 18*l.* a year for board.

R. MIDDLEMIST.

I am disposed to estimate my profits on each boy at a higher amount, but I have not kept sufficiently accurate estimates to enable me to speak with certainty; my number has been on an average 38.

E. H. VAUGHAN.

(4.)—Rev. F. RENDALL.

The gross profits of my boarding house consists of 98*l.* annual payment for *board and tuition*, and 6*l.* entrance fee from 36 pupils. But from this I have to deduct, 1st, a fixed payment made by me, privately, to one of my junior colleagues for assistance in their tuition; and, 2ndly, that portion of the current expenses of my establishment which belongs to my pupils. Now, though I have for many years kept separate accounts of all personal and family expenses which are unconnected with my pupils, there remains a large amount of establishment expenses which I cannot apportion under these two heads. I have, however, done my best to give at least an approximation to the truth; and I estimate my net profit as 29*l.* for each of my 36 pupils, making 1,044*l.* Perhaps I ought to notice, by way of accounting for the large expenditure here implied, that not only are the habits of public school boys generally, and the style of accommodation provided for them, expensive, but Harrow itself is, from exceptional circumstances, a dearer place to live in than most parts of London. In estimating these profits pecuniarily, it should be borne in mind that they are the *maximum* result of a successful speculation. My house has been for some years full, but a diminution in its numbers would diminish my profits in a much more rapid ratio, and the failure of my own health would compel me to resign my mastership at once.

FREDERICK RENDALL.

(5.)—Rev. T. H. STEEL.

The undersigned, in reply to the inquiry of the Commissioners as to the amount of profit made by him on each boy boarding in his house, begs to inform them that having made as careful an inquiry as was in his power into the ordinary annual expenditure, &c. of his house, he has come to the conclusion that this profit may be fairly estimated as amounting on the average to about 15*l.* a year for each boy in a house whose usual number has been about 41 boys.

THOS. HENRY STEEL.

April 9, 1862.

(6.)—Rev. E. H. BRADBY.

In correcting the proof of my answer to this question I inserted a statement that I reckoned the profit on the sum paid for board, &c., by each boy in my house, when it was full, at about 30*l.* per annum. This statement was based on the return made by me for the assessment of the income tax. I have since this taken occasion to verify my statement by going very carefully over the expenses of a single year. The plan pursued was as follows: First, I set aside all strictly personal expenses, such as wine, my own house, furniture, &c., and the charge for income tax. I then reckoned the cost of my establishment as subjoined to this answer. The total thus obtained I divided by 25, the average number of inmates in my house, and, taking 5½ parts as my own share, set down the remaining 19½ parts to my 16 boarders. On deducting the sum thus obtained from the sum paid by 16 boys for board, washing, grocery, and repairs, a profit of 464*l.* is shown, which is at the rate of 29*l.* per boy.

It is to be noticed that in this calculation I have only reckoned the *necessary* expenses of my house, and made no allowance for the *incidental*. The apparent profit is much larger than the real. By incidental expenses I mean such as arise from local subscriptions, the claims of hospitality, &c. These expenses always increase with the scale of a household, and are particularly inseparable from the position which I hold.

I may add that in the course of nine years I have spent upwards of 300*l.* on various improvements, such as laying on gas, adding and altering rooms, and so on, for which I receive no direct return, the number of my house not being enlarged in consequence.

STATEMENT.

Household Expenses for one Year, 1861.

Receipts.	£	s.	d.	Payments.	£	s.	d.
16 boys at 90*l.*	1,440	0	0	Total for board and washing.	767	17	4
2*s.* per week per head for grocery, 37 weeks.	60	14	0	Fires and lights	73	13	0
Repairs	16	16	0	Rent, taxes, rates, and wages.	423	0	0
Three entrance fees	18	0	0	Tradesmen's bills for repairs, supply, and renewal of necessary furniture.*	109	14	0
	£1,535	10	0		£1,374	4	4

(Average number of household 25, £1,375 ÷ 25 = £55 per head.)

Deduct for self, wife, 2½ servants, and (generally) 1 guest = 5½ parts = £302 10*s.* — 302 10 0

£1,071 10 1

	£	s.	d.
Receipts	1,535	10	0
Cost of 16 boys	1,071	10	0
Profit	£464	0	0 = £29 per head.

E. H. BRADBY.

Harrow, April 5, 1862.

JOINT STATEMENT of MASTERS having small Houses.

The average profits on the sum of 135*l.* paid for board and tuition in a "small house" may be estimated at 50*l.*; but this estimate is based on the supposition that the number of boarders in the house is always complete. According to the present rate of fixed and necessary expenses (rent, taxes, wages, &c.), in most of the small houses, which are calculated to receive seven boys, four boarders would not repay the outlay incurred for their reception. As the number varies from five to seven, the profit on each boarder varies (about) from 10*l.* to 50*l.* per annum.

It may be added that in the small houses no charge is made for "entrance."

BROOKE F. WESTCOTT.
CECIL F. HOLMES.
WILLIAM J. BULL.
ARTHUR G. WATSON.
FREDERIC W. FARRAR.
H. W. WATSON.
ROBERT B. HAYWARD.

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* One or two of these bills are reckoned on an average.

QUESTIONS, &c.

I.

1. State generally the various kinds of property held by or in trust for the School, and the various kinds of revenue which it possesses, mentioning any special trusts to which such property and revenues or either of them are subject.

2. Be so good as to specify in detail the several properties and sources of revenue possessed by or held in trust for the School. For the sake of clearness it is recommended that the statement should be in a form corresponding as nearly as may be with the accompanying specimen (A).

3. State the system adopted for the management and receipt of the rents or other produce of the property and endowments of the School, and for the audit or examination of the accounts.

4. Have any material changes been made in the system of letting and management since the foundation of the School, and, in particular, within the last 50 years? Are any portions of the property now let at rackrent upon which fines or any payments of that nature were formerly taken, or *vice versâ?*

5. If it is or has been the practice to take fines, or any payment of that nature, on renewal of leases of property belonging to the School, can you state when this practice was introduced, and on what principle fines are set?

6. Can you furnish any information showing the alterations in value of the property or any part of the property of the School since its foundation, and particularly within the last 50 years, and the rates of any increase or decrease that may have taken place?

7. Be so good as to furnish the following statements:—

(1.) A statement showing the total amount received by or on account of the School for the year 1860, including rents, fines, heriots, the produce of timber, and all other receipts of every kind, and also a detailed statement or account of the application of the money so received, pointing out any particulars in which such latter statement would not fairly represent your ordinary practice, and likewise pointing out how far and in what respects you consider such application to be directed or authorized by your statutes or regulations, by usage, or on other grounds.

(2.) A statement showing the average receipts under different heads during the last seven years.

8. Do the statutes or regulations contain any directions respecting the application of surplus revenue? Have those directions always been followed, and are they considered to be now in force? If not, will you state the grounds upon which they are or have at any time been departed from?

9. Please to furnish a statement of the ecclesiastical benefices in the gift of or otherwise attached to the foundation, with the actual value of each, specifying which of them are now held by persons who are or have been Fellows of the foundation, or connected with the School as masters or assistant masters or otherwise. Is there any rule, usage, or practice regulating the exercise of the ecclesiastical patronage belonging or attached to the foundation?

II.

1. When and by whom was the School founded? What is the nature of the foundation, and how is it constituted? and in what relation does it stand to any corporate body, ecclesiastical or civil, with which it is connected?

2. Be so good as to state the original and the present constitution of the foundation; the powers, duties, privileges, and emoluments (by statute or usage) of its head; the number, privileges, emoluments, and duties of the Fellows, or other members of it (not being scholars); the statutory qualifications for and the mode of election or appointment to the headship or to a fellowship or other place on the foundation (not being a scholar's place), and any statutory restrictions to which the head or any of the other members are subject. Has the original number of members been increased or diminished; and if so, by what authority? and does any power now exist of increasing or diminishing the number? Do you conceive that any such increase or diminution would now be beneficial to the foundation?

3. In what person or body of persons is the government of the School vested, and what are the powers considered to belong to such person or persons?

4. Is the School governed by statutes? If not, are there any rules or regulations by which it is governed?

5. Have the original statutes or regulations made for the government of the School been altered; and if so, when and by what authority? Have they in any, and what respects ceased to be observed? If so, will you state any reasons by which you consider the non-observance of them to be justified?

6. Will you furnish the Commissioners with a copy of the original statutes or regulations, of any others which may have been subsequently made, and of any ordinances and dispensations which may have been made or granted by authority in relation to the School? And can you state where the originals now are, or give the Commissioners any information on the subject?

7. Is there any power of altering or amending the statutes or regulations, or of granting dispensations from the observance of them, and if so, in whom does it reside?

8. Has the School any visitor or visitors? If so, is the visitor's authority defined by the statutes, or does it depend solely on the general law affecting visitors and visitorial powers? Is it subject to any special limitations? Are there periodical visitations? If not, will you mention any cases in which the visitor's authority has been exercised during the last 50 years? Has it ever been exercised to relieve from the observance of statutes, or to make new statutes?

9. Are there any charters or instruments of foundation or endowment relating to the School? If so, can you furnish the Commissioners with copies of them, or of any of them, and can you state where the originals now are, or can you give the Commissioners any information on this subject?

10. What were originally, and what are now, the nature and amount of the emoluments of the head master, and other masters and assistant masters? State particularly the sources of these emoluments, and the average amount derived from each source. If stipends are paid to them, or any of them, out of the revenues of the foundation, what proportion did those stipends originally bear, and what proportion do they now bear, to the emoluments of the Fellows or other members of the foundation? Is the income of the head master chargeable with any outgoings not bringing back any direct personal emolument to him, such as partial or entire payments of the salaries of assistant masters or other persons on the School establishment, or any similar expenses? If so, state the amount of such outgoings.

11. What was the original number of masters, and what is now the number of masters, and assistant masters? Can you state at what times the increase has taken place, and what additions, if any, have been made to the number, and when, during the last 50 years? Is there any authoritative rule or any custom regularly observed as to any proportion between the number of masters and the number of boys? If so, when was the rule introduced, and with whom does it rest to see that it is adhered to?

12. What are the specific duties and powers, and what is the authority in the School, of the head master and of each of the masters and assistant masters (including all persons engaged in any way in the work of teaching)? How and by whom are they appointed? Are they, or any of them, customarily, or by rule, taken from any particular profession, place of education, class, or body of persons, and are there any conditions of eligibility established by rule or custom? Is there any power of removing them, and, if so, how and by whom is it exercised? Is there any rule or usage respecting superannuation, or any provision for it?

13. What are the privileges or advantages given by the original statutes or regulations to scholars on the foundation? and what, according to the statutes or usage of the School, constitutes a foundation scholar? What privileges or advantages do such scholars now actually enjoy? If there is any difference between their original and their actual condition as to such privileges or advantages, can you explain how and when it arose? Are there any advantages common to the other boys from which they are excluded? Do you consider the position of a foundation scholar to be as advantageous (either positively or relatively to that of a Fellow, or to that of boys not on the foundation) as it was originally, or to be more or less so, and to what causes do you attribute the change? Can you represent the amount of it in money? Is any money paid by a foundation scholar on account of board, lodging, instruction, or general school charges, over and above what is provided for him out of the foundation? If so, state the average amount and the nature of the charges.

14. Is the number of foundation scholars fixed by the statutes or regulations? Do they provide for or authorize, or do they expressly or implicity prohibit, an increase or diminution of the number? Mention any portions of them which in your opinion bear upon this subject. Can you state whether the actual has ever fallen below the statutory number, and when, to what extent, from what length of time, and from what causes?

15. What are the qualifications for election or admission as a foundation scholar, and how and by whom are such scholars elected or admitted? Have there been any and what changes in these respects within the last 50 years?

16. Besides foundation scholars (or if Rugby has no such scholars), do the statutes or regulations give special advantages to any particular class of boys having a local or other qualification? If so, are the statutes or regulations observed in this respect, or when and how did they cease to be so?

17. Is the admission of boys, not being foundation scholars, and having no local or other special qualifications, provided for or contemplated in the statutes or regulations? Is there any limit to the number of boys who may be so admitted, and to what extent are they entitled to share in the advantages of the School? Are they entitled to be taught gratuitously or at fixed charges? Are the statutes or regulations observed in this respect, or when and how did they cease to be so observed?

18. Be so good as to state particularly the ordinary charges and expenses of a boy at Rugby (that is to say, all such charges and expenses as are usually included in the bills sent to parents), their average amount, and the limits within which they usually range, distinguishing those which are variable from those which are uniform, and such as are only usual from such as are obligatory. Are these charges and expenses bounded by any definite limit or subject to any supervision or control? What charges are made, under what heads, and in what manner, for instruction or tuition in or out of School, to whom are such charges respectively paid, and are any, and which of them, considered as "extras"? Does your statement of charges and expenses apply equally to all the boys, and, if not, what are the differences or exemptions, nominal or real?

19. Please to state the total amount of the sums received from boys or their parents or guardians during the year 1860, for instruction or tuition.

20. Are there any boys participating in the general instruction of the School who lodge and board either with their parents or in other houses not recognized as boarding houses by the authorities of the School? If so, what are the payments obligatory in such cases for each boy, and are such boys, as regards instruction and the use of playgrounds, and in all other respects, on an equal footing with the other boys, or what differences are there?

21. What is the amount of accommodation afforded for boarders, whether in the School itself or in boarding houses? What rules or regulations (if any) are there, and how are they established and enforced, respecting the persons authorized to keep boarding houses, the *maximum* number in each house, and the general management of such houses as regards the health, comfort, and good order of the inmates?

22. Is there one uniform kind of domiciliary accommodation furnished to all the boys of the School? if so, what is its nature? if not, what are the varieties, and do these depend on the boarding house in which the boy boards or on the part of the School to which he belongs, or on the option of the parents and guardians of the boy, or on rank? Is there a varying rate of charge for lodging correspondent in each case with the varying nature of such domiciliary accommodation? To what extent, and subject to what distinctions, do the boys prepare their school work, and generally prosecute their studies in such domiciles, and to what extent elsewhere? if to any extent elsewhere, in what place, and under what conditions as to privacy or otherwise?

23. Is there one uniform scale of diet supplied to all the boys? If so, what is the number, what the hours, and generally what the description of such meals? If not, what are the varieties? and do they depend on age or position in the School, or on the varying practices of different boarding houses, or on the option of parents and guardians, or on the rank of the boys? and is there in all cases a varying rate of charge for board correspondent with the varying quality and number of such meals?

24. Does the rate of charge, for either board or lodging, depend at all upon the social or scholastic status of the person keeping the boarding house? Does it depend at all upon the rank or the scholastic status of the boys lodged and boarded?

25. Is any part of the profits derived from the charges for board and lodging regarded as an indirect payment (total or supplementary) for other services to the School, whether instructional or disciplinary; such as teaching, tuition, moral superintendence, preaching to the boys, or any similar service?

26. Is the resort by the boys to pastry-cooks' shops, inns, or other houses of entertainment a recognized or a customary method of obtaining either meals or any considerable portion of their food?

27. What is the system upon which furniture is provided for the boys' rooms, and what charges are made in respect of it?

28. With whom does the selection of the boarding house in which a boy lodges rest? Is a recommendation commonly given by any school authorities?

29. How many of the classical, mathematical, and other masters and assistant masters keep boarding houses? Is it a privilege which any of them are unable to obtain? How many boarding houses (if any) are kept by persons taking no part in the work of teaching?

30. Have the authorities of the School any, and what, power to limit the number of boarding houses within certain bounds? If so, can boarding houses be kept, and are any kept, without their permission, beyond those bounds?

31. What is the average period for which boys remain at the School? Is there any difference in this respect between boys on the foundation and boys not on the foundation?

32. Please to state,—

1. The total number of boys now at the School.
2. The greatest number in each year during the last 20 years.
3. The number of boys now in each form, class, or division.
4. The number of boys now in each boarding house.

III.

1. What is the earliest age, and what is the latest age, at which a boy may be admitted into the School?

2. Is any preliminary knowledge (proved by examination or otherwise) in spelling, writing, and arithmetic, or in any other subject, required of a boy on admission into the School?

3. Is there any limit to the age at which a boy may be originally placed in any of the lower forms, or beyond which he can *remain* in any of the lower forms?

4. What is the highest form in which a boy can be placed on admission into the School?

5. What is the latest age at which a boy may remain in the School?

6. Be so good as to furnish, with respect to each form, class, or division of the School, tabular statements corresponding respectively with the accompanying forms B., C., and D.; and with respect to the private pupils of each master and assistant master, a tabular statement corresponding with the form E. Add an explanation of the character of the books read or used, when not sufficiently indicated by the title.

7. Has the head master any power to modify the system and course of study, or to change from time to time the books or editions of books used in the School? If not, in whom are such powers vested?

8. Have the assistant masters any voice, consultative or other, in the direction of the studies of the School?

9. On what system, and whether by seniority or proficiency, or both, does a boy rise in the School; and in determining the rate of his rise, what relative weight, as nearly as can be stated, is assigned to proficiency in the under-mentioned subjects respectively:—classical scholarship; modern languages and literature, including English; English composition; history and geography, ancient and modern; arithmetic; mathematics; physical science? In what manner is such proficiency ascertained, and in what manner is such weight assigned? Are the classes or divisions of the mathematical and of the modern language departments of the School coincident with those of the classical; so that Class N. (say) in classics consists of the same boys as Class N. in French, German, or mathematics?

10. What provision is made for the teaching of each of these subjects, and for promoting the study of them? Can you furnish any information showing to what extent they are severally studied, and with what success? Which of them do, and which do not, form a necessary part of the regular course of study?

11. Is any extra fee exacted for instruction in modern languages, mathematics, or physical science, and if so, what is the amount of such extra fee or fees? Do you consider that the progress of the boys in these studies is in proportion to their progress in Greek and Latin; and if not, to what do you attribute the comparative deficiency?

12. What periodical examinations are held at the School, and in what subjects? By whom are they conducted, and do they extend to the whole School, or to some and what part of it?

13. What scholarships, exhibitions, prizes, or other rewards are established in the School, or in connexion with it, and by whom and on what principles are they severally awarded, and to proficiency in what subjects? State clearly how far the examinations for any such rewards turn upon the regular work of the boys, whether in School or with their tutors; and, in the case of such examinations ranging beyond the limits of such work, point out what the extent of such range is, and how far and in what way boys aiming at those rewards are enabled and assisted to apply to that pursuit, whether in the way of reading or composition, any of the time which they have at their disposal beyond what is required for their school work.

14. Is it compulsory, formally or practically, on every boy to have, in addition to the master attached to his form or class, a tutor or tutors (whether called a private tutor or not), or is it usual, without being compulsory, or permitted (in any and in what cases) without being usual? Are boys (if any) without such tutor at a clear disadvantage, as compared with others, in respect of their studies? What are the tutor's duties? Describe fully the system of instruction or tuition, so far as regards the relation in which each boy stands to the masters and tutors with whom he has to do; state how long it has existed, and what you conceive to be its advantages and disadvantages.

15. Is it the custom in any and in what forms for the boys to construe their lessons to a tutor, either public or private, before they construe them in School to the master? If so, how much time, in proportion to the regular lesson in School, is usually spent in such previous construing?

16. Is the number of boys under the charge or teaching of each master or tutor limited, and if so, how and what is the limit? What is the average number of boys under each master or tutor?

17. Is it the custom for the parent or guardian of a boy sent to the School to select, or for the head master to nominate or recommend, his tutor?

18. Is it practicable, and usual, to any and what extent, to pay attention to individual character, capacity, and mental bias, and to give boys particular facilities for or encouragement in the pursuit of studies for which they may show a special aptitude? Are particular facilities given for the pursuit of studies of a professional character for which special examinations have to be passed, and in which, therefore, special preparation must sooner or later be gone through? If so, please to point out distinctly to what extent, and in what manner, such facilities, if granted in particular cases, are adapted and subordinated to the general principles of the education of the School.

19. Do you conceive that the instruction given by the master in the course of the ordinary work would be sufficient, without supplementary aid, to prepare a boy of good ability for a successful career at the Universities, or for success in the competitive examinations established in connexion with the civil, military, or East India services? If not, would it in your opinion be possible so to improve the ordinary teaching as to make it sufficient for these purposes?

20. Can you furnish the Commissioners with any information showing what scholarships at the Universities, or other distinctions (there or elsewhere), open to general competition, have in each of the last ten years, or during any longer period, been gained by foundation scholars and by boys not on the foundation respectively?

21. Has the School any library to which the boys have access? and if so, under what conditions are they permitted to use it? Has the School any collection of natural history, or any apparatus for experiments in natural philosophy?

22. Is provision made for systematic instruction, elementary or advanced, in music or drawing, or both; if so, what time is allotted for the prosecution of such studies, what is the general course of such instruction in each, up to the highest point at which it is cultivated; what was the number of boys during the last six months of 1860 availing themselves of such provision, and how long had each then been cultivating it at School; are these studies successfully prosecuted?

23. State what means are adopted to promote the religious and moral training of the boys, and to enforce order and good conduct, by the presence and personal influence of masters or tutors, by the help of monitors or prefects, or the co-operation in any other way of the boys themselves, by rewards and punishments, or otherwise.

24. State accurately what, if any, regulations are in force by law or usage on the following points relating to the religious teaching or training of the boys:—

(1.) The system of preaching in the college, chapel, or church attended by the boys. Are the sermons specially addressed to the boys? To whom is the duty of preaching intrusted or confined?

(2.) The confirmation of the boys.

(3.) Their attendance at the church services, and especially at the Holy Communion.

(4.) The observance of Sunday.

(5.) Their religious instruction at the hands of their tutors and in public work in School. State particularly how their religious knowledge is tested and ascertained by their tutors or in any of the public examinations?

25. Are the same offences uniformly visited with the same punishment? If so, give some account of the system, specifying the punishments, and the offences to which they are awarded respectively.

26. Do all offences come before the head master? If not, do any? In the latter case, state what they are, and state in either case, through what channel they are brought before him. Does he inquire into the nature and gravity of the offences which come before him, and does he require evidence of their having been committed? Does he in all cases award, and in any cases inflict, the punishment? Are these duties, or either of them, performed, in any and what cases, by other masters or assistant masters?

27. What powers and duties in maintaining the discipline of the School are assigned to any of the boys themselves? What portion of the School has such powers and duties? and over what portion of the School are they exercised?

28. Do you consider such powers essential or useful to the effective maintenance of school discipline? State the grounds of your opinion. Do they on the whole tend to produce, or to suppress, tyranny of the stronger boys over weaker, and how?

29. What powers and privileges are given to any portion of the School over any other portion of it, either to enforce attendance at games, or to exact personal services of any description? What portion of the School has such powers? Over what portion are they exercised? Are such powers and privileges *generally* in any way detrimental either to health, to the reasonable enjoyment of liberty, or to the opportunities of bodily or mental recreation or study on the part of the lesser boys? Please to assign the reasons for your opinion.

30. Have you known instances of the abuse of the before-mentioned disciplinary powers and privileges? And

do you consider that such instances, where they exist, are likely to come to the knowledge of the masters?

31. During how many weeks in the year are the boys at School?

32. How often, and when, and for how many weeks each time, do the boys go home for the holidays?

33. While the boys are at School, what are the usual holidays or half-holidays during the week?

34. At what hours in winter and summer respectively are the boys required to be dressed in the morning, and to go to bed at night?

35. On regular School days, what is the time allowed for play?

36. What is the acreage of the ground allotted to the boys for their out-door amusements and games?

37. What is the nature of such ground, viz., whether (1) covered or entirely open; (2) paved or field; (3) grass or bare?

38. What is the nature of the ground immediately surrounding such playground, and especially is it occupied by inhabited buildings, or by factories, or is it open?

39. What are the common games or other bodily exercises of the boys?

40. What range is practically (whether by express permission or by customary connivance) allowed to boys over the ground lying beyond the precincts of the School and playground, and to what extent, and for what purposes, do the boys commonly avail themselves of it?

41. What athletic exercises are taught as part of the education, and of these which are extra and which compulsory, either absolutely or with reference to some particular purpose (as swimming in order to have liberty to go in boats)? Are any special teachers appointed to superintend such exercises?

42. Is it, or is it not, the general habit of boys most distinguished for their progress in intellectual studies to distinguish themselves also, or to partake with interest, in the manly games of the School, or is any difference in the tendencies of different intellectual studies in this respect discernible?

43. So far as you can judge of the results in after-life of the education afforded at Rugby, do you consider those results satisfactory? Or is it your opinion that the system in any respects falls short of what a great public School might accomplish in preparing boys for the various lines of life, professions, and employments in which they may engage? If so, will you state what the deficiencies are; whence in your judgment they arise; and how far you think them remediable?

44. Does any alteration in the system and course of education at Rugby appear to you desirable? Will you be good enough to lay before the Commissioners any suggestions on this head which you may think expedient?

RUGBY.

ANSWERS received from the TRUSTEES of RUGBY SCHOOL.*

I.

1. Real property consisting of houses and lands in Middlesex and Warwickshire, yielding rent, and personal property consisting of Three per Cent. Consols, and Three per Cent. Reduced stock yielding dividends. There are no special trusts, to which such property and revenues, or either of them, are subject.

2. See statement A. sent herewith.

3. A surveyor is appointed to watch over the estates in Middlesex, to see that the lessees duly perform the covenants in their respective leases, to examine all plans and specifications, and to see that all the works are properly carried out, and generally (with the receiver) to protect the interests of the charity. He makes an annual report to the trustees at their general meeting.

The rents of the Middlesex estate are received by receivers, appointed under the authority of 17 Geo. 3. cap. 71, rule 7, of schedule, who give security to the trustees to the amount of 4,000*l.* The rents are paid by them to the credit of the trustees' bankers (Messrs. Hoare), and they advise the clerk of such payments, as they are made. The receivers act as the London solicitors to the trustees, and in that capacity examine and approve of every lease, after the terms thereof have been approved by the trustees. They render an annual account to the trustees at their general meeting. This account the clerk examines prior to the meeting of the trustees, pursuant to rule 6, in schedule of said Act. The rents of the Warwickshire estates are received half-yearly by the clerk (who also gives security to the amount of 4,000*l.*), and are paid by him to the trustees' bankers.

A surveyor is appointed to watch over the school-house, schools, and buildings generally, at Rugby. He inspects them annually, and reports to the trustees all repairs or alterations which appear to him to be requisite, and furnishes plans, specifications, and estimates for effecting them. The trustees personally inspect those parts of the premises, where extensive repairs or alterations are reported to be necessary, before ordering them to be carried into effect. Tenders for carrying out the works ordered are then procured. All repairs required in the intervals of the trustees' meetings are first brought under the notice of the clerk, for his sanction. The surveyor inspects all work in its progress, and sees that proper materials are used, and that the work is well done. All bills for work so done are referred to the surveyor for examination, before they are paid by the clerk.

On the day previous to the annual meeting, the trustees nominate two of their body to examine the clerk's accounts, and these attend on the following morning, and examine the accounts, item by item, and compare them with the vouchers. Each voucher, during the progress of the audit, is authenticated with the initials of one of the trustees; the accounts are then cast up. The credit side of the account is compared with the debit side of the banker's book, and the balance appearing in hand by the clerk's account (which comprises all the accounts of the charity), ascertained to agree with the balance in the banker's hands. The accounts are then submitted to the meeting, and signed by all the trustees thereat, and the fact of their examination and correctness recorded on the minutes. The clerk's duties are defined by rule 6, in the schedule of 17 Geo. 3. cap. 71.

4. On the expiration of former leases of a large portion of the houses on the Middlesex estate new leases were granted for 40 years from 5th January 1821, in consideration of fines and extensive repairs. The term of these leases expired on the 5th January 1861; new leases have been or are in the course of being granted of nearly the whole of the premises in the leases of 1821, without fines, but in consideration of repairs. The rents reserved are improved rents, except in cases where the repairs are of a more than ordinarily expensive nature, in which cases rents in the nature of ground rents have been taken.

In all cases the tenants are bound to repair the premises.

No satisfactory answer can be returned as to the system of letting prior to 1821, but it is probable that building or repairing leases had been previously granted.

5. The practice of taking fines on the renewal of the leases of the larger portion of the Middlesex estate appears to have been only adopted on the granting of the leases for 40 years from 5th January 1821, referred to in paragraph 4, authorized by Act of Parliament 54 Geo. 3. c. 131. The principle on which these fines were fixed would appear to be an allowance to the lessee of 10 per cent. on the fines paid and the sum laid out in repairs, as an abatement from the then annual rack value of the premises, whereby that value was reduced to a rent reserved by the lease of about one-half the value.

6. The situation of the Middlesex estate is such that much change has taken place in the value of the houses, in consequence principally of the extension of London westward during the last 50 years. The better class of inhabitants of the private houses has ceased in a great measure to reside in the neighbourhood, and this change has in a certain degree reduced the value of buildings used as shops. The surveyor to the estates gives it as his opinion that the property has depreciated since 1821 probably 30 per cent., though of course the rental is now increased by reason of no fines being taken on the present granting of leases.

7. See statements A (1), and A (2), sent herewith.

8. The 17 Geo. 3. c. 71. gives the trustees a general reference to the Court of Chancery, and they have on several occasions availed themselves of this power.

9. There are none.

* [In these returns no distinction is made between the answers of the Trustees and those of the Head Master, except as to questions 43 and 44, Part III., which are answered by the Head Master individually, as requested.]

Statement A. referred to in answer to Question 3, Part I.

FREEHOLD PROPERTY possessed by or held in trust for RUGBY SCHOOL.

County.	Parish.	Description.	No. of House and Name of Street.	In whom vested.	Acreage.	How let.	Yearly Rent.
							£ s. d.
Middlesex	St. Andrew Holborn, above the Bars.	House	1, Chapel Street	The Trustees	-	Lease for 31 years from 5th January 1842.	25 0 0
„	„	House	2, ditto	Ditto	-	Tenancy from year to year, arrangement made for lease for 21 years from January 1863.	40 0 0

ANSWERS.

RUGBY.

The Trustees.

County.	Parish.	Description.	No. of House and Name of Street.	In whom vested.	Acreage.	How let.	Yearly Rent. £	s.	d.
Middlesex	St. Andrew Holborn, above the Bars.	House -	3, Chapel Street	The Trustees	- -	Lease for 21 years from 5th January 1861.	45	0	0
,,	,,	House -	4, ditto -	Ditto -	- -	Ditto - - -	40	0	0
,,	,,	House -	5, ditto -	Ditto -	- -	Ditto - - -	60	0	0
,,	,,	House -	6, ditto -	Ditto -	- -	Agreement for lease for 21 years from 10th October 1861 to be granted when repairs completed.	30	0	0
,,	,,	House -	7, ditto -	Ditto -	- -	Ditto - - -	35	0	0
,,	,,	House -	8, ditto -	Ditto -	- -	Unlet, supposed value to let 25*l.*		—	
,,	,,	Late St. John's Chapel.	- - -	Ditto -	- -	The ground is now vacant, but is to be let on building lease.		—	
,,	,,	House -	9, ditto -	Ditto -	- -	Lease for 21 years from 5th January 1842.	65	0	0
,,	,,	House -	10, ditto -	Ditto -	- -	Lease agreed to be granted for 21 years from January 1861.	50	0	0
,,	,,	House -	11, ditto -	Ditto -	- -	Agreement for lease for 21 years from 5th January 1861 to be granted when repairs completed.	50	0	0
,,	,,	House -	12, ditto -	Ditto -	- -	Lease for 21 years from 5th April 1861.	50	0	0
,,	,,	House -	13, ditto -	Ditto -	- -	Unlet, supposed value to let 20*l.*		—	
,,	,,	House -	14, ditto -	Ditto -	- -	Lease for 21 years from 5th January 1861.	80	0	0
,,	,,	House -	23, Lamb's Conduit Street.	Ditto -	- -	Agreement for lease for 21 years from 5th January 1861 to be granted when repairs completed.	70	0	0
,,	,,	House -	24, ditto -	Ditto -	- -	Lease for 21 years from ditto.	60	0	0
,,	,,	House -	25, ditto -	Ditto -	- -	Agreement for lease for 21 years from 5th July 1861 to be granted when repairs completed.	80	0	0
,,	,,	House -	26, ditto -	Ditto -	- -	Lease for 21 years from 5th January 1861.	55	0	0
,,	,,	House -	27, ditto -	Ditto -	- -	Lease for 31 years from 5th July 1861.	50	0	0
,,	,,	House -	28, ditto -	Ditto -	- -	Lease for 80 years from 5th January 1861 to be granted when the rebuilding of the premises is completed.	15	0	0
,,	,,	House -	29, ditto -	Ditto -	- -	Agreement for lease for 31 years from 5th January 1861 to be granted when repairs completed.	50	0	0
,,	,,	House -	30, ditto -	Ditto -	- -	Unlet, supposed value to let 55*l.*		—	
,,	,,	House -	31, ditto -	Ditto -	-	Lease for 21 years from 5th January 1861.	65	0	0
,,	,,	House known as No. 34.	32, ditto -	Ditto -	- -	Lease for 21 years from 5th January 1842.	70	0	0
,,	,,	House known as No. 35.	33, ditto -	Ditto -	- -	Agreement for lease for 21 years from 5th January 1862 to be granted when repairs completed.	60	0	0
,,	,,	House known as No. 36.	34, ditto -	Ditto -	- -	Lease for 21 years from 5th January 1861.	65	0	0
,,	,,	House known as No. 37.	35, ditto -	Ditto -	- -	Ditto - - -	65	0	0
,,	,,	House known as No. 38.	36, ditto -	Ditto -	- -	Ditto - - -	65	0	0
,,	,,	House known as No. 39.	37, ditto -	Ditto -	- -	Ditto - - -	60	0	0
,,	,,	House known as No. 40.	38, ditto -	Ditto -	- -	Unlet, supposed value to let 30*l.*		—	
,,	,,	House -	39, ditto -	Ditto -	- -	Lease for 99 years from 5th January 1780.	5	0	0
,,	,,	House -	,, ditto -	Ditto -	- -	Ditto - - -	5	0	0
,,	,,	House -	,, ditto -	Ditto -	- -	Ditto - - -	15	0	0
,,	,,	House -	40, ditto -	Ditto -	- -	Lease for 18 years from 5th January 1861.	63	0	0
,,	St. George the Martyr.	House -	41, ditto -	Ditto -	- -	Lease for 99 years from 5th January 1780.	43	10	0
,,	,,	House -	42, ditto -	Ditto -	- -	Agreement for lease for 21 years from 5th January 1861.	55	0	0
,,	,,	House -	43, ditto -	Ditto -	- -	At present let from year to year at 70*l.*, subject to taxes; about to be let on lease at a rent of	55	0	0

ANSWERS.
RUGBY.
The Trustees.

County.	Parish.	Description.	No. of House and Name of Street.	In whom vested.	Acreage.	How let.	Yearly Rent. £ s. d.
Middlesex	St. George the Martyr.	House	44, Lamb's Conduit Street.	The Trustees		Lease for 22¾ years from 5th April 1840.	70 0 0
"	"	House	45, ditto	Ditto		Lease for 21 years, from January 1861.	55 0 0
"	"	House	46, ditto	Ditto		Ditto	55 0 0
"	"	House	47, ditto	Ditto		Ditto	55 0 0
"	"	House	48, ditto	Ditto		Ditto	50 0 0
"	"	House	51, ditto	Ditto		Ditto	24 0 0
"	"	House	52, ditto	Ditto		Agreement for lease for 31¾ years, from 5th April 1860, to be granted when repairs completed.	40 0 0
"	"	House	53, ditto	Ditto		Ditto	30 0 0
"	"	House	54, ditto	Ditto		Agreement for lease for 31 years, from 5th Jan. 1861, to be granted when repairs completed.	30 0 0
"	"	House	55, ditto	Ditto		Lease for 21 years, from ditto.	75 0 0
"	"	House	56, ditto	Ditto		Lease for 31 years, from 5th January 1842.	98 0 0
"	"	House	57, ditto	Ditto		Lease for 21 years, from 5th January 1861.	65 0 0
"	"	House	58, ditto	Ditto		Ditto	100 0 0
"	"	House	59, ditto	Ditto		Agreement for lease for 21 years, from ditto, to be granted when repairs completed.	70 0 0
"	"	House	60, ditto	Ditto		Ditto	80 0 0
"	St. Andrew Holborn, above the Bars.	House	1, Milman Street	Ditto		Lease for 21 years, from 5th January 1842.	42 0 0
"	"	House	2, ditto	Ditto		Agreement for lease for 21 years, from 5th Jan. 1861, to be granted when repairs completed.	45 0 0
"	"	House	3, ditto	Ditto		Ditto	40 0 0
"	"	House	4, ditto	Ditto		Lease for 21 years, from 5th January 1842.	36 0 0
"	"	House	5, ditto	Ditto		Agreement for lease for 21 years, from 5th Jan. 1861, to be granted when repairs completed.	36 0 0
"	"	House	7, ditto	Ditto		Lease for 21 years, from 5th Jan. 1842.	30 0 0
"	"	House	8, ditto	Ditto		Ditto	32 10 0
"	"	House	9, ditto	Ditto		Lease for 21 years, from 5th July 1855.	31 10 0
"	"	House	10, ditto	Ditto		Agreement for lease for 21 years, from 5th July 1853, to be granted when repairs completed.	36 0 0
"	"	House	11, ditto	Ditto		Unlet,—supposed value to let 50*l.*	—
"	"	House	12, ditto	Ditto		Lease for 21 years from 5th January 1861.	24 0 0
"	"	House	13, ditto	Ditto		Agreement for lease, to be granted when repairs completed.	36 0 0
"	"	House	14, ditto	Ditto		Lease for 76½ years, from 5th July 1824.	10 0 0
"	"	House	15, ditto	Ditto		Ditto	30 0 0
"	"	House	16, ditto	Ditto		These houses being unfit for habitation have been taken down for the purpose of letting the site with the site of St. John's Chapel.	
"	"	House	17, ditto	Ditto			
"	"	House	18, ditto	Ditto			
"	"	House	1, New Ormond Street.	Ditto		Lease for 30 years, from 5th July 1861.	45 0 0
"	"	House	2, ditto	Ditto		Lease for 21 years, from 5th January 1861.	18 0 0
"	"	House	3, ditto	Ditto		Lease for 21 years, from 5th January 1846.	30 0 0
"	"	House	4, ditto	Ditto		Lease, 20 years, from 5th July 1856.	25 0 0
"	"	House	5, ditto	Ditto		Lease, 31 years, from 5th January 1842.	35 0 0
"	"	House	6, ditto	Ditto		Agreement for lease, 21 years, from 5th Jan. 1861, to be granted when repairs completed.	36 0 0
"	"	House	7, ditto	Ditto		Lease, 20¾ years, from 5th April 1861.	36 0 0
"	"	House	8, ditto	Ditto		Lease, 28 years, from 5th January 1861.	45 0 0
"	"	House	9, ditto	Ditto		Lease, 21 years, from 5th January 1842.	45 0 0

ANSWERS.

RUGBY.

The Trustees.

County.	Parish.	Description.	No. of House and Name of Street.	In whom vested.	Acreage.	How let.	Yearly Rent. £	s.	d.
Middlesex	St. Andrew Holborn, above the Bars.	House -	10, New Ormond Street.	The Trustees	- -	Lease, 21 years, from 5th January 1842.	38	0	0
,,	,,	House -	11, ditto -	Ditto -	- -	Ditto - - -	36	0	0
,,	,,	House -	12, ditto -	Ditto -	- -	The house being unfit for occupation has been taken down for the purpose of letting the site with the site of St. John's Chapel.			
,,	,,	House -	13, ditto -	Ditto -	- -	Unlet, it being intended to let them with the site of St. John's Chapel, for the purpose of being rebuilt.			
,,	,,	House -	14, ditto -	Ditto -	- -				
,,	,,	Stables -	,, ditto -	Ditto -	- -				
,,	,,	House -	15, ditto -	Ditto -	- -				
,,	,,	House -	16, ditto -	Ditto -	- -				
,,	,,	House -	17, ditto -	Ditto -	- -	Agreement for lease for 21 years, from 5th April 1861, to be granted when repairs completed.	40	0	0
,,	,,	House -	18, ditto -	Ditto -	- -	Ditto, from 5th January 1861, to be granted when repairs completed.	60	0	0
,,	,,	House -	19, ditto -	Ditto -	- -	Tenant from year to year	50	0	0
,,	,,	House -	20, ditto -	Ditto -	- -	Unlet, supposed annual value 45*l.*		—	
,,	,,	House -	21, ditto -	Ditto -	- -	Lease 21 years, from 5th January 1861.	45	0	0
,,	,,	House -	22, ditto -	Ditto -	- -	Ditto - - -	65	0	0
,,	,,	House -	23, ditto -	Ditto -	- -	Lease 21 years, from 5th January 1842.	30	0	0
,,	,,	House -	24, ditto -	Ditto -	- -	Lease 21 years, from 5th April 1861.	40	0	0
,,	,,	House -	25, ditto -	Ditto -	- -	Ditto, from 5th January 1861.	25	0	0
,,	,,	House -	26, ditto -	Ditto -	- -	Ditto - - -	70	0	0
,,	St. George the Martyr.	House -	23, Great Ormond Street.	Ditto -	- -	Lease 21 years, from 10th October 1859.	20	0	0
,,	,,	House -	24, ditto -	Ditto -	- -	Lease 21 years, from 5th January 1861.	45	0	0
,,	,,	House -	25, ditto -	Ditto -	- -	Agreement, ditto from ditto, to be granted when repairs completed.	36	0	0
,,	,,	House -	26, ditto -	Ditto -	- -	Ditto - - -	36	0	0
,,	,,	House -	27, ditto -	Ditto -	- -	Ditto - - -	36	0	0
,,	,,	House -	28, ditto -	Ditto -	- -	Lease 21 years, from 5th January 1860.	40	0	0
,,	,,	House -	29, ditto -	Ditto -	- -	Agreement for lease 21 years, from 5th January 1861, to be granted when repairs completed.	36	0	0
,,	,,	House -	30, ditto -	Ditto -	- -	Ditto - - -	36	0	0
,,	,,	House -	31, ditto -	Ditto -	- -	Lease 21 years from ditto	21	0	0
,,	,,	Inn -	,,	Ditto -	- -	Ditto - - -	73	0	0
,,	,,	House -	32, ditto -	Ditto -	- -	Lease 21 years, from 5th April 1858.	75	0	0
,,	,,	House -	33, ditto -	Ditto -	- -	Agreement for lease 21 years, from 5th January 1861, to be granted when repairs completed.	40	0	0
,,	,,	House -	34, ditto -	Ditto -	- -	Lease 21 years, from 5th April 1861.	40	0	0
,,	,,	House -	35, ditto -	Ditto -	- -	Lease 21 years, from 10th October 1861.	60	0	0
,,	,,	House -	36, ditto -	Ditto -	- -	Lease 21 years, from 5th January 1861.	65	0	0
,,	,,	House -	37, ditto -	Ditto -	- -	Ditto - - -	65	0	0
,,	,,	House -	38, ditto -	Ditto -	- -	Ditto, from 5th January 1860.	65	0	0
,,	,,	House -	39, ditto -	Ditto -	- -	Lease 25 years, from 5th January 1850.	75	0	0
,,	,,	House -	40, ditto -	Ditto -	- -	Agreement for lease 21 years, from 5th April 1860, to be granted when repairs completed.	70	0	0
,,	,,	House -	41, ditto -	Ditto -	- -	Tenant from year to year -	70	0	0
,,	St. Andrew Holborn, above the Bars.	House -	17, Great James Street.	Ditto -	- -	Lease 99 years, from 5th January 1780.	11	11	0
,,	,,	House -	18, ditto -	Ditto -	- -	Lease 21 years, from 5th January 1861.	20	0	0
,,	,,	House -	19, ditto -	Ditto -	- -	Ditto - - -	38	0	0
,,	,,	House -	20, ditto -	Ditto -	- -	Agreement for lease 21 years, from 5th January 1862, to be granted when repairs completed.	25	0	0
,,	,,	House -	21, ditto -	Ditto -	- -	Lease 99 years, from 5th January 1780.	6	6	0

County.	Parish.	Description.	No. of House and Name of Street.	In whom vested.	Acreage. A. R. P.	How let.	Yearly Rent. £ s. d.
Middlesex	St. Andrew Holborn, above the Bars.	House -	22, Great James Street.	The Trustees	- - -	Lease 99 years, from 5th January 1780.	3 0 0
,,	,,	House -	1, Milman Place	Ditto - -	- - -	Agreement for lease 21 years, from 5th January 1862, to be granted when repairs completed.	28 0 0
,,	,,	House -	2, ditto -	Ditto -	- - -	Lease 21 years, from 25th December 1856.	22 0 0
,,	,,	House -	3, ditto -	Ditto -	- - -	Unlet, supposed annual value to let 20*l*.	—
,,	,,	House -	4, ditto -	Ditto -	- - -	Tenant from year to year	36 0 0
,,	,,	House -	5, ditto -	Ditto -	- - -	Lease 99 years, from 5th January 1780.	7 0 0
,,	St. George the Martyr.	House -	1 and 2, Lamp Office Court.	Ditto -	- - -	Lease 21 years, from 5th January 1861.	12 0 0
,,	,,	House -	1, Little Ormond Yard.	Ditto -	- - -	Lease 20¼ years from 10th October 1858.	11 0 0
,,	,,	House -	2, ditto -	Ditto -	- - -	Lease 18 years, from 5th January 1861.	15 0 0
,,	,,	House -	7, ditto -	Ditto -	- - -	Lease 20 years, from 5th January 1859.	10 0 0
,,	,,	Inn -	8, ditto -	Ditto -	- - -	Ditto - - -	30 0 0
,,	,,	House -	10, ditto -	Ditto -	- - -	Lease 18 years, from 5th January 1861.	30 0 0
,,	,,	House -	12, ditto -	Ditto -	- - -	Ditto - - -	30 0 0
,,	,,	Workshop -	14, ditto -	Ditto -	- - -	Lease 19 years, from 5th January 1860.	20 0 0
,,	,,	House and do.	ditto -	Ditto -	- - -	Lease 18 years, from 5th January 1861.	25 0 0
,,	,,	House -	ditto -	Ditto -	- - -	Lease 93 years, from 5th January 1786.	8 0 0
,,	,,	House -	ditto -	Ditto -	- - -	Ditto - - -	3 0 0
,,	,,	House -	13, 15, 16, ditto -	Ditto -	- - -	Let to some weekly tenants, average rents for last four years.	5 14 0
,,	St. Andrew Holborn, above the Bars.	Workshop -	1, now 3, Lamb's Conduit Mews.	Ditto -	- - -	Agreement for lease 21 years, from 5th January 1859, to be granted when repairs completed.	24 0 0
,,	,,	House -	2, now 4, ditto -	Ditto -	- - -	Lease 21 years, from 5th January 1859.	20 0 0
,,	,,	House -	3, now 5, ditto -	Ditto -	- - -	Lease 21 years, from 5th July 1841.	15 0 0
,,	,,	House -	4, now 6, ditto -	Ditto -	- - -	Unfit for occupation, proposed to be taken down for the purpose of forming a communication with New Milman Street.	
,,	,,	House -	5, now 7, ditto -	Ditto -	- - -		
,,	,,	House -	6, now 8, ditto -	Ditto -	- - -		
,,	,,	House -	19, ditto -	Ditto -	- - -	Yearly tenancy - -	10 0 0
,,	,,	House -	20, ditto -	Ditto -	- - -	Lease 21 years, from 5th January 1861.	20 0 0
,,	,,	House -	21 ditto -	Ditto -	- - -	Lease to be granted on repairs being completed from 5th January 1862.	15 0 0
,,	,,	House -	22, ditto -	Ditto -	- - -	Lease 21 years, from 5th January 1861.	15 0 0
,,	,,	Workshop -	Feather's Mews-	Ditto -	- - -	Tenant from year to year	12 0 0
,,	St. George the Martyr.	House -	Great Ormond Yard.	Ditto -	- - -	Ditto - -	25 0 0
Warwickshire.	Brownsover, in parish of Newbold-on-Avon.	Two Cottages and Land.	- -	Ditto -	34 1 30	From year to year -	100 0 0
,,	,,	Rentcharge in lieu of tithes on land belonging to J. W. Boughton Leigh, Esq. at Brownsover.	- -	Ditto -	- - -	- - -	28 7 9½
,,	Rugby	Back road to Mr. E. Harris's house.	- -	Ditto -	- - -	- - -	0 5 0
,,	,,	Head master's house, schools, garden, chapel, close, buildings, and playground.	- -	Ditto -	16 2 2		
,,	,,	Boarding-house, outbuildings, and garden adjoining playground.	- -	Ditto -	1 0 9	Leased for 99 years, from 1853.	10 0 0
,,	,,	12 almshouses	1, to 12, Church Street.	Ditto.			

ANSWERS.

RUGBY.

The Trustees.

PERSONAL PROPERTY

Possessed by or held in trust for Rugby School.

Description.	Amount.	Annual Dividends.
Three per cent. Consolidated Bank Annuities	£ s. d. 22,291 18 7	£ s. d. 640 17 10
Three per cent. reduced Annuities	15,000 0 0	450 0 0
Total		1,090 17 10

Statement A (1), *referred to in the Answer to Question 7.*

1. RECEIPTS by or on account of RUGBY SCHOOL for the Year ending Midsummer 1860.

	£	s.	d.
Rents of real estate in London and Warwickshire	4,494	4	0
Dividends on 15,000*l.* Reduced stock	450	0	0
Half year's div. on 21,181*l.* 3*s.* 5*d.* Consols	627	7	4
Do. „ 22,291*l.* 18*s.* 7*d.* „			
Dividends on 93*l.* 18*s.* 6*d.* New Three per Cents. (Dr. James's prize)	2	16	4
Interest on Eastern Counties Railway stock	2	17	6
	5,577	5	2
Sale of materials of St. John's Chapel	461	2	6
Rev. J. B. Owen, for surrender of lease of St. John's Chapel	600	0	0
	£6,638	7	8

STATEMENT showing the Application of the MONEY so received and the Authority therefore.

	£	s.	d.
Head master's salary (17 Geo. 3. c. 71., Rule 1)	113	6	8
Capitation fees to head master (Do. Rule 3) (Orders of Court of Chancery of 14th April 1808 and 1st August 1828)	455	3	6
Do. for assistant masters (Do. do.)	455	3	6
Do. for modern language master (Order of Court of Chancery of 17th January 1851)	151	14	6
Do. for mathematics and natural philosophy master (Order of Court of Chancery, 17th January 1851, and Order of Charity Commissioners, 15th March 1859)	113	15	9
A. Fires and lights	83	7	6
7 assistant classical masters, at 120*l.* (17 Geo. 3. c. 71. Rule 1 of Schedule; and 7 Geo. 4. c. 28. s. 3.)	840	0	0
Mathematical master, 1¼ year (Order of Charity Commissioners, 15th March 1859)	120	0	0
	30	0	0
Drawing master (Order of Court of Chancery, 17th January 1851)	20	0	0
Writing master (17 Geo. 3. c. 71., Rule 1)	50	0	0
Chaplain (54 Geo. 3. c. 131. s. 10)	50	0	0
Chapel clerk, Organist, Verger — Order of Court of Chancery of 1st August 1823)	21	0	0
	50	0	0
	10	0	0
Librarian (Do. do. 17th January 1851)	5	5	0
2 examiners, at 31*l.* 10*s.* (Do.)	63	0	0
Prizes—Latin Essay (Order of Court of Chancery, 17th January 1851)	10	10	0
„ Verse	6	6	0
Dr. James's prize—Greek Iambics	3	3	0
Dr. Hastings Robinson's do.—Divinity	3	3	0
Books for library (Order of Court of Chancery, 17th January 1851)	10	10	0
16 exhibitions, at 60*l.* (17 Geo. 2. c. 71., Rule 9. 54 Geo. 3. c. 131. s. 12. Order of Charity Commissioners of 15th March 1859)	960	0	0
5 fellowships or stipends (7 Geo. 4. c. 28. s. 4.)	682	18	4
12 almsmen (17 Geo. 3. c. 71. 34 Geo. 3. c. 131. s. 11. Order of Court of Chancery, 1st August 1823)	217	7	0
Almsmen's gowns (17 Geo. 3. c. 71., Rule 5)	14	14	0
„ coals (Do. Do.)	23	2	0
Clerk's salary (17 Geo. 3. c. 71. r. 6)	150	0	0
Expenses allowed by founder (Decree, 16th May 1653)	1	0	0
Receiver's salary (17 Geo. 3. c. 71. r. 7.)	125	0	0
Rates and taxes (17 Geo. 3. c. 71. r. 7.)	136	13	2
Repairs and insurance (Do. Do.)	515	1	8
Erection of Natural Science School (Order of Charity Commissioners 15th March 1859)	1,010	0	0
A. Surveyor's salary — Middlesex estate	20	0	0
Warwickshire „ 2 years	20	0	0
Cleaning schools	13	7	11
Hubbard, for relinquishing window lights	5	0	0
Nixon, hoarding round site of St. John's Chapel	56	4	3
Journey to town to attend meeting of trustees	3	0	0
Law expenses relating to Middlesex estate	95	18	2
Advertisements	0	18	8
Washing surplices and cleaning chapel (1 year)	20	3	2
Stamps and postage	7	0	0
Subscription towards extra services in Brownsover Chapel	5	0	0
Labour, pumping water, &c.	9	18	11
Gowns for chapel clerk and verger	4	4	0
Sweeping chimneys	5	3	0
Ringing bells on anniversary of foundation	1	1	0
Valuing fixtures	1	17	6
	£6,770	1	2
B. Invested in Consols.—Amount received for surrender of lease of St. John's Chapel	600	0	0
Invested in Consols—Received for sale of materials of chapel	400	0	0
Do. „	61	2	6
	£7,831	3	8

A. All the items above mentioned, marked A., though made without any specific authority, are necessary to the execution of the trust and chargeable on the trust fund.

B. These investments, as will be observed, were out of capital and not out of income.

Statement A (2), *also referred to in the same Answer.*

2. A STATEMENT showing the AVERAGE RECEIPTS under different heads during the last Seven Years.

	£	s.	d.
Rents of real estate in Middlesex and Warwickshire	4,522	3	10
Dividends on Reduced stock	450	0	0
Dividends on Consols	521	13	2
Income-tax returned	149	5	6
Timber	4	18	7
Dividends on New Three per Cents.	2	16	4
Interest on Eastern Counties Railway stock	2	17	6
	£5,653	14	11

II.

1. In the year 1567, by Lawrence Sheriff, Citizen and Grocer of London, for the maintenance of a grammar school and almshouses at Rugby. It is constituted by the deed of bargain and sale, the will, codicil, and "intent" of the founder, and other documents hereafter mentioned or referred to.

By deed of bargain and sale, dated 22nd July 1567, the founder conveyed certain lands and hereditaments in Warwickshire to two trustees and their heirs, and thereby and by another writing of even date therewith, called his "intent," declared the trusts to be that the trustees should after his decease, with the profit of such premises and with such other money as he should therefore give by his will, cause to be builded near to his mansion-house at Rugby, a convenient school-house and 4 lodgings for 4 poor men, and should repair the mansion-house and cause an honest, discreet, and learned man, being a Master of Arts, if conveniently might be, to be retained to teach a free grammar school in the said school-house, and that after that for ever there should be a free grammar school kept within the said school-house to serve chiefly for the children of Rugby aforesaid, and of Brownsover in the county of Warwick, and next for such as should be of other places thereunto adjoining, and that for ever an honest, discreet, and learned man should be appointed to teach grammar freely in the said school, and the same man, if conveniently might be, to be ever a Master of Arts. That the schoolmaster and his successors for ever should have the same mansion-house to dwell in without anything to be paid therefore, and should have yearly for his salary the sum of 12*l.*; and that four poor men were to be appointed from time to time, who were to occupy the four lodgings so to be built, and to receive each seven-pence per week, and that the said mansion-house, school-house, and lodgings were to be repaired and maintained out of the rent and profits of the premises so conveyed.

The founder, by his will, also dated the 22nd July 1567, bequeathed to his trustees 50*l.* towards the building of the said school-house and almshouses, and by a codicil, dated the 31st day of August in the same year, gave one-third part of his freehold lands and tenements in the county of Middlesex (such lands and tenements then consisting of a close of pasture called Conduit Close in Grays Inn Fields, containing 24 acres) to the same trustees, upon the like trusts. This third part constitutes the source of the present wealth of the foundation.

The property at Brownsover in Warwickshire at the time of the founder's death, which took place in October 1567, was leased to his sister and her husband, John Howkins, at a yearly rent of 16*l.* 13*s.* 4*d.*, and the third of Conduit Close was let at the annual rental of 8*l.*, making the total income of the charity 24*l.* 13*s.* 4*d.*, out of which 12*l.* per annum was to be paid to the master and 6*l.* 1*s.* 4*d.* to the almsmen.

In 1614 an inquisition on the state of the school was held by Commissioners appointed under the Great Seal, which resulted in the appointment of twelve gentlemen of the county of Warwick as trustees for the government of the school and the administration of its revenues.

In 1653 another inquisition was held by Commissioners appointed under the Great Seal, and by an order made by them, and which was confirmed by an order of the Court of Chancery, twelve new trustees were appointed, who were to meet and visit the school and almshouses four times in every year at Rugby. In one of their meetings in the first year they were to establish such orders concerning the freedom of the school according to the founder's intent, and behaviour of the schoolmaster, scholars, and almsmen, as shall be ever constantly kept, unless they or the major part shall find cause to add or alter anything. On any vacancy of schoolmaster or almsmen to appoint and admit new ones, observing the founder's rules if possible. They were to pay the schoolmaster 3*l.* and almsmen 7*s.* 7*d.* quarterly, and out of the remainder to defray repairs, and the overplus (deducting the charges of meeting, which were not to exceed 20*s.* per annum) to be divided between the schoolmaster and almsmen in the proportion of 3*l.* to schoolmaster and 7*s.* 7*d.* to each almsman. If the trustees found the multitude of scholars to be too great for one man's teaching, they were either themselves to find, or enjoin the schoolmaster to provide an usher, and allow him such salary out of the overplus of rents, to be divided as they thought fit.

In 1686 a partition was made of Conduit Close (of which a third was given to the charity by the founder), and a distinct portion thereof was allotted to the charity in severalty.

By an Act of Parliament passed in the 21 Geo. 2, after reciting the inquisition of 5th April 1653 and decree dated 16th May in the same year, a lease of the Middlesex estates to Sir William Milman for 43 years from Christmas 1736, and that the clear yearly income of the charity amounted to 116*l.* 17*s.* 8*d.*, which was applied in payment of 63*l.* 6*s.* 8*d.* to the schoolmaster, and 31*l.* 13*s.* 4*d.* for the relief of the four almsmen, and the surplus (about 21*l.* 17*s.* 6*d.*) was expended in repairs and other expenses incident to the trust; the trustees were empowered to borrow 1,800*l.* on the Middlesex estate at five per cent. in the nature of compound interest, to be repaid on the expiry of the lease, the sum so to be raised to be applied in purchasing certain premises at Rugby, and in adapting same for a school and other the purposes of the said charity; and, if any surplus should remain, to dispose of it as they should deem requisite and expedient. The trustees accordingly raised the sum of 1,800*l.* and applied the same in erecting a new school-house and in other repairs and alterations of the buildings of the charity.

Sir William Milman's lease expired in 1779, and in the year 1777 was passed the statute of 17 Geo. 3. c. 71., which was prepared by Sir John Eardly Wilmot, Lord Chief Justice of the Common Pleas, then one of the trustees of the charity. This Act, in anticipation of the large accession of income which would result to the charity on the termination of Sir William Milman's lease, enacts that the trustees and their successors should be the trustees for selling, letting, leasing, and disposing and managing of the charity estates, and for carrying into execution the rules, orders, and directions set forth in the schedule thereto annexed. It then authorizes the trustees to raise 10,000*l.* to pay off the then existing debts of the charity and for other purposes therein mentioned; and when these purposes should be effected, they were to lay a plan for the disposal of the surplus rents before the Court of Chancery, which was thereby authorized and directed in that and in all cases of doubt, dispute, or difficulty which should arise touching the income of the charity or the construction of the rules, orders, and directions in the schedule of that Act, or to be thereafter made by the trustees, to make such order as the said Court should think fit, which orders were to be final and conclusive to all persons whatsoever. That the trustees shall be incorporated and called by the name and title of "The Trustees of the Rugby Charity, founded by Lawrence Sheriff, Grocer of London," and shall use a common seal. The schedule contains rules, orders, and observations for the good government of Rugby school and charity, and relating to the nomination of masters and ushers, their salaries and qualification, and the provision for them when superannuated. The boys on the foundation are to be instructed free of cost and are to attend Divine Service; and the Act allows in addition to the master's salary, a capitation fee of 3*l.* to be paid to him for each foundationer. The trustees are to meet quarterly and to make rules and orders for the better regulation of the said school and the masters and ushers thereof and of the almsmen. The trustees are empowered to build additional almshouses and to increase the allowance of the almsmen. They are to keep all the school buildings and almshouses in repair, and to pay all rates and taxes in respect thereof. They are empowered to choose a clerk and a receiver, to purchase a fire engine, and to elect eight exhibitioners for seven years at 40*l.* per annum each.

The rental of the Middlesex estate from 5th January 1780 was 1,880*l.* 7*s.*

	£	s.	d.
In 1807 the trustees had in the bank and other sums due to them for arrears of rent	1,219	9	1
Stock in the Three per Cent. Consols -	43,221	7	1
	£44,440	16	2
And their annual income consisted of dividends on the above amount of stock -	1,296	12	9
Rental of Middlesex estate - - -	2,032	18	0
„ Warwickshire „ - - -	91	17	6
	3,421	8	3
And their average expenditure - - -	1,690	11	3
Leaving a surplus income of - - -	£1,730	17	0

They therefore applied to the Court of Chancery, and laid before it a scheme for the disposition of the said 43,221*l.* 7*s.* 1*d.* stock, and the said surplus income of 1,730*l.* 17*s.* 0*d.*; and by an order dated 14th April 1808, the trustees were empowered to raise by the sale of Consols 14,000*l.* for building new schools, and other purposes mentioned in the scheme; to pay an additional 2*l.* to the master for each foundationer; to elect 13 additional exhibitioners; to pay to each 50*l.* per annum, and to increase the number of almsmen, and the allowance to each.

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By another order of the same Court, dated 4th November 1809, the trustees were empowered to apply further sums in completing the buildings mentioned in the last-mentioned order, and in purchasing certain property contiguous thereto.

By the 54 Geo. 3. c. 131., after reciting the two last-mentioned orders of the Court of Chancery, the trustees were empowered to purchase certain property at Rugby for extending their buildings; to build a chapel; to appoint a minister thereto with a salary; to build additional almshouses; to increase the stipends of the exhibitioners to 60*l.* each and their number to 21; and to hold the meetings of the trustees on such day as at their annual meeting in the preceding year they shall appoint.

By an order of the Court of Chancery, made on the 1st day of August 1823, on the petition of the trustees, the trustees were empowered to increase the salaries of certain of the ushers of the school; to pay to each of the almsmen 7*s.* per week; to appoint a chapel clerk and verger, and an organist; to erect any additional buildings which they might think advantageous to the school, and to form an accumulation fund, in order to provide against damage by fire.

By an Act of 7 Geo. 4. c. 28., after reciting the last-mentioned order, the trustees were empowered to increase the salary of each usher to 120*l.* per annum, being the present amount of salary now paid to each; to establish endowments or stipends in the nature of fellowships for life, or for any less period, of not less than 100*l.* per annum each, nor exceeding 300*l.* per annum each, for the benefit of ushers who may have served ten years, and head master, who may be removed or may retire, and to apply the net surplus annual income of the charity, not exceeding the annual sum of 1,000*l.*, in payment thereof.

By an order of the Court of Chancery, dated 17th January 1851, the trustees were allowed to pay 3*l.* 13*s.* 6*d.* for the instruction of each foundationer in mathematics and modern languages, to and among the master and ushers of the said school, in such proportions as they shall see fit, in addition to the several salaries and other emoluments payable to the said master and ushers; to pay 63*l.* to two examiners from Oxford and Cambridge; to the librarian 5*l.* 5*s.* per annum; for books for school library 10*l.* 10*s.*; for prize books 16*l.* 16*s.*, and a salary of 20*l.* per annum to the drawing master, and to apply the dividends of the contingency fund (then amounting to 15,000*l.* Reduced stock) towards the general income of the charity. It is further ordered, that no boy be thereafter admitted on the foundation, whose parents or guardians should not, prior to any application for admission, have been resident householders or dwellers in Rugby, or within ten miles thereof, if in the county of Warwick, or within five miles, if in any other county, for two years, or for such additional term, not exceeding four years, as the trustees may judge to be necessary, regard being had to the number of scholars on the foundation, and to the income and expenditure of the charity.

By an order of the Charity Commissioners, dated 4th July 1854, the trustees were empowered to limit the duration of the exhibitions to four years; so that instead of electing three exhibitioners each year for seven years, they could elect five for four years.

By another order of the Charity Commissioners, dated 15th March 1859, the trustees were empowered to erect a Natural Science school; to pay 3*l.* 13*s.* 6*d.* for the instruction of each foundationer in mathematics, modern languages, and the natural sciences, in lieu of the 3*l.* 13*s.* 6*d.* allowed by the last-mentioned order, for his instruction in modern languages and mathematics; and to elect to five exhibitions each year of the respective yearly values of 80*l.*, 70*l.*, 60*l.*, 50*l.*, and 40*l.*, instead of 60*l.* each.

The foundation is not connected with any corporate body, civil or ecclesiastical, other than the trustees thereof.

2. It was originally constituted of a single master and four almsmen. There are now a head master, 7 assistant classical masters, a mathematical master, a writing master, a drawing master, a librarian, 5 fellows, 20 exhibitioners, a chaplain, an organist, a chapel clerk, and a verger, and 12 almsmen.

The head master, with the sanction of the trustees, exercises power over the whole school. He assigns to each master the form which he may think him best competent to teach, and from time to time may remove him to another form, and may make any alteration in the organization, the conduct, and the internal government of the school as he may think fit. He is responsible to the trustees for the management and discipline of the school and the efficiency of the teaching therein, and in the terms of the 17 Geo. 3. c. 71., he and the ushers are bound to take care to instruct the "boys resorting to the "said school in the principles of the Christian religion, "morality, and good manners, and thereby qualify them to "become useful members of the community." He receives an annual salary of 113*l.* 6*s.* 8*d.*, and a capitation fee for each foundationer of 6*l.* 6*s.* (See answer to question 10.) He has the school-house (containing accommodation for 70 boarders) and a large garden and close, free of rent, rates, taxes, and repairs of all kinds, and is allowed to charge for the board and lodging of each boarder in his house 52*l.* 10*s.* per annum (see also the answer to question 10 for other emoluments).

There are also several other boarding-houses (at present seven in number), the privilege of keeping which is confined to the assistant masters; as these are assigned by the head master in order of seniority, they are generally occupied by the senior foundation masters. These houses belong to private individuals. Each house contains accommodation for between 40 and 50 boys, and the master is allowed to charge the same sum for each as the head master. Each of the seven assistant masters receives from the charity an annual salary of 120*l.*, and 6*l.* 6*s.* is also paid to the head master for division among the assistant masters for each foundationer (see reply to question 10). Each assistant master is expected to devote himself exclusively to the duties assigned to him by the head master, and is responsible to him for the discipline and good behaviour of his form, and the discipline and good order of the boys in his boarding-house. He is also required by 17 Geo. 3. c. 71. rule 1 of schedule, to hear the boys under the age of 12 years say their catechism once every fortnight.

The mathematical master ranks in all things as a classical master, and in addition to teaching mathematics is required to take his share in the general school work equally with the other masters. He also receives from the funds of the charity an annual salary of 120*l.* per annum.

There is also allowed for the instruction of each foundationer in mathematics, modern languages, and the natural sciences, a capitation fee of 3*l.* 13*s.* 6*d.* per annum (see answer to question 10.)

The writing master is required to teach writing and arithmetic in all its branches, to such boys as may be assigned to him by the head master. He receives an annual salary of 50*l.* from the charity and the other emoluments referred to in the reply to question 10.

The librarian receives a salary of 5*l.* 5*s.* per annum for performing the duties of his office.

The drawing master is required to teach drawing gratis, to such boys on the foundation as may wish to learn that art, for which he receives 20*l.* per annum from the charity.

Two fellows receive 200*l.* per annum each, and the other three 100*l.* per annum each; but the trustees some time since passed a resolution to the effect that no appointments to fellowships would be made in future, except in special cases.

There are 20 exhibitions, each tenable for four years. Five become vacant every year, of the respective yearly values of 80*l.*, 70*l.*, 60*l.*, 50*l.*, and 40*l.* Each exhibitioner is required to reside at one of the colleges or halls in Oxford or Cambridge during the time required by the regulations of the college or hall to which he may belong, and to produce a certificate of such residence from the head of his college or hall to the clerk before he can obtain payment of his exhibition.

The chaplain is required to perform Divine Service in the school chapel, according to the rites and ceremonies of the Church of England. He receives a salary of 50*l.* a year from the charity.

The chapel clerk, organist, and verger respectively are required to perform the usual duties pertaining to such officers. The organist is also to instruct eight choristers in singing. The chapel clerk receives a salary of 21*l.*, the organist 50*l.*, and the verger 10*l.* per annum from the charity.

The almsmen have no duties assigned to them, save that each is required to attend church on Sunday in his gown. Each has a house and garden free of rent, rates, taxes, and repairs, 4*l.* 11*s.* each per quarter, and two tons four cwt. of coal, and a gown per annum.

The head master and assistant masters are required by the 17 Geo. 3. c. 71, rule 2 of schedule, to be protestants of the Church of England as by law established, and the head master to have taken the degree of Master of Arts in the University of Oxford or Cambridge.

The head master, the ushers or assistant masters, and the writing master are directed by the last-mentioned Act to be chosen, within three calendar months next after any vacancy shall happen, by the trustees or the major part of them present at a meeting to be held for that purpose, and to be removable at the will and pleasure of the trustees or the major part of them present at their annual meeting. The head master is elected after an advertisement has appeared for candidates. Each candidate is required to send 12 copies of his testimonials to the clerk, to be forwarded to each trustee some time before the day of election. Each trustee then makes such private inquiries as he may wish respecting the qualifications of the several candidates, and at the meeting the election takes place by votes of the majority of the trustees. The assistant and the other masters above referred to are generally elected on the nomination of the head master.

The original number of members of the foundation has been increased under the authority of the statutes and orders referred to in the reply to question 2.

3. The government of the school is vested in twelve trustees who have full power to appoint and dismiss of their own pleasure the head master and all the under masters, and to make from time to time such rules and regulations for the government of the school as they shall think proper; in practice however no specified regulations are made, but the whole internal management and government of the school is delegated by the trustees to the head master, who from time to time reports to the trustees at their annual meeting any changes which he may deem to be necessary. They however occasionally, but chiefly on his recommendation, make rules and orders relating to the age at which a boy may enter the school, or continue in it, and at which he may compete for exhibitions; limiting the number of non-foundationers; controlling the charges for their board and lodging; as to the subjects for examination for the exhibitions, &c.

4. See the rules and regulations contained in the schedule to 17 Geo. 3. c. 71.

5. No, save as appears by the statutes and orders referred to in the answer to question 1.

6. These are sent herewith, and see answer to No. 2.

7. The trustees have the power of applying to the Court of Chancery given to them by 17 Geo. 3. c. 71.

8. The school has no visitor or visitors.

9. The instruments of foundation consist of the bargain and sale, will and codicil, and intent of the founder, referred to in answer to question 1. Copies are sent herewith. The probate of the will and codicil, an examined copy of the "intent," and an office copy of the bargain and sale, are in the possession of the trustees.

10. Originally the emoluments of the master consisted of the occupation of a house rent-free, and of 12*l.* per annum from the rents of the charity estates. In 1653 the master's salary had, on gaining possession of the full rent of the Brownsover estate (which before had been withheld), been somewhat increased, and in 1669 there was a further increase, his salary then being from 35*l.* to 40*l.* per annum. In 1778 the whole of the estates of the charity did not produce more than 135*l.* per annum, and the salary of the head master was then 63*l.* 6*s.* 8*d.*, and of the under master 80*l.* per annum; what the head master's emoluments were which he derived from the non-foundationers is not known.

In 1780 there were three assistant masters appointed, one at 80*l.* and two at 60*l.* per annum each, and a writing master at 20*l.* per annum. The head master's salary was increased to its present amount, 113*l.* 6*s.* 8*d.*, and a capitation fee of 3*l.* allowed to him for the instruction of each foundationer, and as the number of foundationers was, in 1781, eighteen, his emoluments from this source would amount to 54*l.*, in addition to what he received from the non-foundationers.

The present emoluments of the masters may be best described under the heads of—

A. Fees for school instruction.
B. Fees for private tuition.
C. Entrance fees.
D. Writing master's fees.
E. Payments by the trustees.

A. *Fees for School Instruction.*

The masters receive 15½ guineas for every boy in the school. This sum is paid for each foundationer by the trustees; for each non-foundationer by his parents.

It was originally intended that out of this the head master should have 6 guineas; and that the remainder should pay the assistant masters of all kinds. Dr. Arnold believed that he could best secure thoroughly good instruction in mathematics and modern languages by having these subjects taught as part of the regular school work by the classical masters in their forms. He had therefore (when the school under him was fullest) nine masters besides himself; gave each of them a form, and required each to teach his own form all that it had to learn. These nine divided between them the 9½ guineas paid by each boy for assistant masters, and also 2*l.* which Dr. Arnold paid out of his own 6 guineas. Each master thus received rather more than 1*l.* 5*s.* 6*d.* per boy.

The making mathematics and modern languages a part of the regular lessons has worked extremely well; the attempt to teach them by the classical masters has, in the opinion of the present head master, failed. Such a system implied that no one was to be appointed a master who would not undertake French, German, and mathematics; and that would have mischievously restricted the choice of masters.

Dr. Tait departed from Dr. Arnold's principle by appointing a mathematical master and modern language master, and by allowing those classical masters who preferred to do so, to hand over the instruction of their forms in these subjects to these gentlemen as their substitutes, and to pay them accordingly. The result was that the whole teaching of mathematics, and most of the teaching of modern languages, passed into the hands of the substitutes and the classical masters nominally received 1*l.* 5*s.* 6*d.* a boy, but had to pay out of this for the teaching of these subjects. In 1858 the whole matter was reconsidered by the masters, and the following arrangement was made by them among themselves for the distribution of the 15½ guineas:—

a. 4 guineas go to the head master, out of which he pays 1*l.* for every boy after the first 50 to his senior composition master; 100*l.* to a junior composition master; 125*l.* to the modern language master.

b. 7 guineas to the 7 senior assistant classical masters up to the maximum given by 320 boys. Of these 7 guineas 1 goes to each of these masters.

One of these classical masters is also the senior composition master mentioned above; another is the master of the lower school mentioned below.

c. 1½ guineas to the three senior mathematical masters, each receiving ½ guinea, but two of them limited to a maximum of 240*l.*

d. 1 guinea to the modern language masters. This, together with the 125*l.* mentioned above (*a.*) is divided between them by special agreement. There are two modern language masters, but two of the classical masters also assist in teaching modern languages.

e. Two guineas remain, out of which, one of the above-named seven masters receives 12*s.* up to a maximum of 192*l.* as master of the lower school. Two additional classical masters receive 15*s.* each up to a maximum of 240*l.*

f. The appropriations mentioned above in (*b.*) and (*e.*) cease when the number of boys rises above 320, and two of those mentioned in (*c.*) cease when the number rises above 457. The excess is called the reserve fund.

Out of this:—

1. Two additional classical masters receive 240*l.* each.
2. One master, who teaches both classics and mathematics, receives 360*l.*
3. The junior composition master mentioned above in (*a.*) takes a low form and receives 300*l.*

The residue of the reserved fund, if any, is at the disposal of the body of masters for school purposes. For instance, within the last three years 500*l.* has been paid out of it towards the building of an additional school, 100*l.* has been paid to aid in fitting up the laboratory, a second school has been made out of an old loft, and a third is rented in the town.

B. *Fees for Private Tuition.*

1. Besides the school fees, every boarder throughout the school, and every boy resident in the town, above the lower school and below the sixth form, though not actually compelled, yet practically finds it necessary to have a classical private tutor at a fee of 10 guineas. This fee is charged to all non-foundationers; but foundationers on application to the head master can have a tutor gratis.

The masters who may take private pupils are: five of the senior masters mentioned (in A. *b.*) above; all, that is, except the composition master and the master of the lower school; the two classical masters mentioned (in A. *e.*) above; the two classical masters mentioned (in A. *f.*) above.

No tutor is allowed to receive payment for more than 50 pupils. Since the choice of a tutor rests with the parents it is not always possible to limit the number of a tutor's private pupils precisely to 50. But if any tutor's number exceeds 50, the fees in excess do not in that case go to him, but to those tutors who take the gratis foundationers mentioned above. The number of gratis foundationers is too large to be paid for in this way. In order to put the tutors who take them on precisely the same footing as the rest, all these pupils are paid for; and if the sum required is small, it is paid out of the reserved fund; if not, it is raised by a

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small tax on all the classical tutors. Thus for last half-year these tutors received 5*l.* 2*s.* 6*d.* instead of 5*l.* 5*s.* for each pupil.

2. The four mathematical masters, three mentioned in (*c.*), one in (*f.* 2.), also take as pupils, and at the same fee of 10*l.* 10*s.*, those whom their parents desire to have extra mathematical instruction.

The senior and the third mathematical masters are limited to 50 mathematical pupils each.

The second mathematical master is also tutor in natural philosophy. In that capacity he is required to teach all foundationers who come to him gratis. But all others pay a fee of 5*l.* 5*s.* if they do not use the laboratory; 10*l.* 10*s.* if they do. He also takes mathematical pupils, but he is not allowed to receive on both of these accounts more than would be paid by 50 mathematical pupils.

The fourth mathematical master (mentioned in *f.*) having a classical form in addition to his mathematical work, is limited to 25 mathematical pupils.

3. There are two modern language masters. Of these the senior has the right of taking as private pupils those whom their parents wish to have additional instruction in this subject; and those also who are so backward as in this respect to be below the point required by their place in the school.

The fee for tuition in modern languages is 6 guineas.

C. *Entrance Fees.*

Every boy pays (the trustees paying for the foundationers) an entrance fee of 2 guineas on first coming to school. This goes to the head master. Every boy also on first becoming a private pupil pays a fee of 1 guinea to the tutor who takes him, and if he learns natural philosophy and requires to use the laboratory, a fee of 2 guineas on first entering the laboratory. Entrance fees however from the pupils in natural philosophy do not go to the tutor in that subject, but to the maintenance of the apparatus.

D. *Writing Master's Fees.*

Every non-foundationer pays 30*s.* to the writing master; out of this the writing master has to pay an assistant; and to pay all fees received on account of the sixth form, and 2*s.* 6*d.* a boy on every boy in the school over the number of 400, to the reserved fund.

E. *Payments by the Trustees.*

The head master receives 113*l.* 6*s.* 8*d.*, and the seven senior assistant classical masters and the senior mathematical master 120*l.* each, from the trustees.

The writing master receives 50*l.*

The drawing master 20*l.*

The head master also receives 50*l.* as chaplain, but it has long been the practice for him to hand this over to the chapel improvement fund.

These are the sources of the payments made to the masters and the regulations by which they are distributed. The result will best be seen by the following balance sheets showing precisely how much was paid to each master during the year Midsummer 1860 to Midsummer 1861. From these balance sheets it will be seen that each master pays certain deductions called taxes. Taxes are levied on the income of every master (not including the writing master, and not including any one whose income falls below 400*l.* a year), by a per-centage on the whole amount, as stated above, adding 12*l.* per annum for every boy in his house, if he has a boarding-house. These taxes pay,—

Three scholarships of 30*l.* and three of 20*l.* held by boys in the school.

Prizes given throughout the school.

The salary of the school marshal.

Printing examination papers, and similar miscellaneous expenses.

To these emoluments ought to be added the profits of the boarding-houses. The head master has a boarding-house, the average number of boarders in which has lately been 72. There are 7 other boarding-houses, the largest had last half-year 50 boarders, the smallest 42, and the average number was 46. The profits of such houses must vary with the management. The masters will endeavour to prepare as near an estimate as they can of the average amount of these profits.

HALF-YEAR ENDING CHRISTMAS 1860.

Receipts.

	£	s.	d.
461½ boys, at 8*l.* 2*s.* 9*d.* (the half of 15½ guineas) - - -	3,755	9	1½
68 new boys, at 2*l.* 2*s.* (head master's entrance fees) 142*l.* 16*s.* 0*d.*			
Entrance and tuition fees of private pupils - - 2,979*l.* 0*s.* 6*d.*	3,121	16	6
395 non-foundationers, at 15*s.*, to writing master - - -	296	5	0
Payments by trustees - - - - - - - - -	561	13	4
	7,735	3	11½

N.B.—The emoluments of the drawing master and the music master are not included here. Every boy who learns music or drawing pays 4*l.* 4*s.* per annum.

Disbursements.

—	School Fees.			Entrance and Tuition Fees.			Writing Fees.			Trustees.			Totals.			Taxes to be deducted.			Actual Emoluments.		
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Head master - -	650	18	0	142	16	0	—			56	13	4	850	7	4 B	55	12	1¾	794	15	2¼
Classical master - -	373	15	0	—			—			60	0	0	433	15	0	8	13	2	425	1	10
Ditto - - -	180	10	0*	273	17	6	—			60	0	0	514	7	6 B	15	18	0	498	9	6
Ditto - - -	168	0	0	157	10	0	—			60	0	0	385	10	0	7	14	2	377	15	10
Ditto - - -	180	10	0†	274	1	0	—			60	0	0	514	11	0 B	15	18	7	498	12	5
Ditto - - -	168	0	0	260	18	6	—			60	0	0	488	18	6 B	15	6	0	473	12	6
Ditto - - -	168	0	0	256	14	6	—			60	0	0	484	14	6 B	15	2	0	469	12	0
Ditto - - -	264	0	0	—			—			60	0	0	324	0	0	6	9	7	317	10	5
Ditto - - -	120	0	0	264	12	0	—			—			384	12	0	7	13	10	376	18	2
Ditto - - -	120	0	0	265	13	0	—			—			385	13	0	7	14	3	377	18	9
Ditto - - -	145	0	0†	192	3	0	—			—			337	3	0	6	15	0	330	8	0
Ditto - - -	146	13	9‡	139	14	9	—			—			286	8	6	5	14	6	280	14	0
Ditto - - -	200	0	0	37	10	0§	—			—			237	10	0	4	15	0	232	15	0
Ditto - - -	180	0	0	138	12	0	—			—			318	12	0	6	7	3	312	4	9
Mathematical master -	120	13	8¼	214	4	0	—			60	0	0	394	17	8¼ B	13	2	4	381	15	4¼
Ditto - - -	120	0	0	71	3	6	—			—			191	3	6 B	8	14	10	182	8	8
Ditto - - -	120	0	0	230	14	9	—			—			350	14	9	7	0	3	343	14	6
Modern language master	133	19	1	177	9	0	—			—			310	8	1 B	12	2	0	298	6	1
Ditto - - -	143	6	8	—			—			—			143	6	8	—			143	6	8
Writing master - -	—			—			262	10	0	25	0	0	287	10	0	—			287	10	0
Apparatus - - -	—			24	3	0	—			—			24	3	0	—			24	3	0
Reserve - - -	52	2	11¼	—			33	15	0	—			85	17	11¼	1	15	8	84	2	3¼
	3,755	9	1½	3,121	16	6	296	5	0	561	13	4	7,735	3	11½						

* Part of this (12*l.* 10*s.*) for mathematics.

† Part of this (12*l.* 10*s.* in one case and 25*l.* in the other) for modern languages.

‡ Part of this (26*l.* 13*s.* 9*d.*) out of reserved fund for gratis private pupils.

§ Took some of his private pupils for a master who was ill. This master would not otherwise have any private pupils.

B. Those marked B. have boarding-houses.

HALF-YEAR ENDING MIDSUMMER 1861.

Receipts.

	£	s.	d.
467 boys, at 8*l.* 2*s.* 9*d.*	3,799	4	3
48 new boys, at 2*l.* 2*s.* — 100*l.* 16*s.* 0*d.*			
Entrance and tuition fees of private pupils — 5,067*l.* 6*s.* 3*d.*			
	3,168	2	3
397½ non-foundationers, at 15*s.*	298	2	6
Payments by trustees	561	13	4
	7,827	2	4

Disbursements.

—	School Fees.			Entrance and Tuition Fees.			Writing Fees.			Trustees.			Totals.			Taxes to be deducted.			Actual Emoluments.		
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Head master	671	14	9	100	16	0	—			56	13	4	829	3	4 B	83	13	9	745	9	7
Classical master	376	10	0	—			—			60	0	0	436	10	0	13	2	2	423	7	10
Ditto	180	10	0	264	9	0	—			60	0	0	504	19	0 B	24	5	11¾	480	13	0¼
Ditto	168	0	0	216	15	9	—			60	0	0	444	15	9 B	21	1	2	423	14	7
Ditto	180	10	0	262	8	0	—			60	0	0	502	18	0 B	23	18	4	478	19	8
Ditto	168	0	0	255	4	6	—			60	0	0	483	4	6 B	23	2	10	460	1	8
Ditto	168	0	0	251	17	10½	—			60	0	0	479	17	10½ B	22	12	8¼	457	5	2¼
Ditto	264	0	0	—			—			60	0	0	324	0	0	9	14	5	314	5	7
Ditto	120	0	0	261	7	6	—			—			381	7	6	11	12	7	369	14	11
Ditto	120	0	0	257	5	6	—			—			377	5	6	11	10	1	365	15	5
Ditto	145	0	0	169	2	6	—			—			314	2	6	9	10	11	304	11	7
Ditto	122	4	10½	205	6	4½	—			—			327	11	3	9	19	6	317	11	9
*Ditto	102	18	0	—			—			—			102	18	0	—			102	18	0
Ditto	218	0	0	79	0	3	—			—			297	0	3	8	18	3	288	2	0
Mathematical master	122	11	9	236	13	6	—			60	0	0	419	5	3 B	20	16	9¾	398	8	5¼
Ditto	120	0	0	275	2	0	—			—			395	2	0	11	17	0	383	5	0
Ditto	169	5	0	127	6	3	—			—			296	11	3	8	18	0	287	13	3
Modern language master	136	16	10	188	6	0	—			—			325	2	10 B	18	5	0	306	17	10
Ditto	143	6	8	—			—			—			143	6	8	—			143	6	8
Writing master	—			—			262	7	6	25	0	0	287	7	6	—			287	7	6
Apparatus	—			17	1	3	—			—			17	1	3	—			17	1	3
Reserve	101	17	1½	—			35	15	0	—			137	12	1½	1	15	6¼	135	16	7¼
	3,799	4	3	3,168	2	3	298	2	6	561	13	4	7,827	2	4						

* One of the masters died in the vacation. His place was partly filled by a temporary substitute; partly by other masters. It is now regularly filled up.
B. Boarding-houses.

11. Originally there was only one master. The first assistant master or usher appointed on the foundation appears to have been appointed in the year 1772, though it is probable that assistants were appointed for a long time prior to that date, and paid by the master of the grammar school, as the trustees under the decree of 1653, if they found the multitude of scholars to be too great for one man's teaching, were either themselves to find or enjoyne the schoolmaster to provide an usher. In the application to Parliament in 1748 to rebuild the school, it is alleged that unless a proper school and playground were provided it was feared that the free school which had "for many "years been in great repute, and not only a benefit to the "neighbourhood but of public utility, might be lost and "become useless," which would lead to the inference that assistants had been employed. It appears also from the deed executed by Mr. Richard Elborow, one of the trustees of Rugby School, in 1707, on founding another school in Rugby, that he describes Mr. Holyoak, the then master (whom he appointed as one of his trustees), as "the head "schoolmaster of the Latin school at Rugby," and provides that one of his trustees shall always consist of the head master of the Latin school at Rugby. In 1778 Mr. Chartres was appointed assistant master. In 1780 two other assistant masters were appointed. In 1800 there were five assistant masters, at a salary of 80*l.* per annum each; a drawing master at 20*l.*; a French master at 30*l.*; and a writing master at about 30*l.* per annum (salary and fees). The number of foundationers was then 27, but the emoluments derived by each master from the payments of non-foundationers cannot be ascertained.

When Dr. Arnold became head master in 1828 the number of masters for the three subjects, classics, mathematics, and modern languages, was seven besides himself. He added one more in 1829, and another in 1830. This made 10 in all, and this was the number at the time of his death in 1842, when the number of boys was 375. All these masters took classical forms, and taught all three subjects. Dr. Tait succeeded Dr. Arnold in 1842, and early in 1843 appointed two additional masters, without classical forms; one a composition master to assist himself with the sixth form, the other to teach modern languages to any form, the master of which preferred paying a substitute to teaching that subject himself. In 1844 he made a new form, and gave it to the composition master. In 1845 he appointed a mathematical master, without a classical form; in 1847 another mathematical master on the same footing, and an additional classical master; and in 1849, a tutor to teach natural philosophy to any whose parents wished them to learn it. The total number of masters was therefore 16, of whom 12 took classical forms, 2 taught mathematics only, 1 modern languages, and 1 natural philosophy. The greatest number of boys in the school during Dr. Tait's head mastership was 491, in the year 1847. The number when he left was 433.

Dr. Goulburn was head master from 1850 to the end of 1857. There was no addition to the number of masters during that time, but towards the end the number of boys in the school having diminished, two vacancies were not filled up. The tutorship in natural philosophy had been for some time previously attached to one of the classical masterships. The total number of masters was therefore 13, of whom 10 took classical forms, 2 taught mathematics only, and 1 taught modern languages. The number of boys at this time was 304.

The present distribution of the school income was agreed upon by the masters in 1858. It was then understood that as nearly as possible one classical master should be provided for every 32 boys. For this reason the salaries of the nine assistant classical masters were so fixed as to reach their maxima when the number of boys rose to 320. It was also understood that the number of mathematical and modern language masters should be increased as the money would allow of it. In accordance with this understanding additional masters have been appointed as the numbers rose. We have at present 463 boys; and there are 14 masters taking classical forms, 1 of whom also teaches mathematics; 3 mathematical masters, 1 of whom is also tutor

ANSWERS.
RUGBY.
The Trustees.

in natural philosophy, and 2 modern language masters, making 19 in all.

There is, however, no authoritative rule defining the number of masters, the real limit being the amount of the reserved fund. It is understood to be the duty of the head master to see that the reserved fund is mainly applied to procuring additional masters, as far as it will go.

The present number of masters is enough to teach the school reasonably well. But there can be no doubt that a few more would be a great improvement. It is however felt that it would be questionable policy to lower the salaries any further. Even as it is, though first-rate men can be got, they cannot be got so easily as three years ago. And it would be a very great mistake to lower the standard of the men appointed to assistant masterships in order to make the average size of a form 29 instead of 33.

12. By virtue of the authority committed to him by the trustees the head master is supreme within the school, but the fact that he may at any time be removed by the trustees, at their discretion, makes it always possible to appeal from him to them. He can however always act within the school without referring to the trustees, and it is for them to require him, if they see fit, to rescind what he may have done. His duty is to govern the whole school (every form in which he examines occasionally) and to teach the sixth form. In this latter duty he is assisted by the two composition masters above mentioned.

The duties of the assistant masters are sufficiently indicated by their names as classical, mathematical, and modern language. They are intrusted with a large discretion in managing and teaching their respective forms. They can set impositions and can cane, but cannot flog or expel. The cane however is never used in the fifth form, or the forms above it; and very rarely in any form above the lower part of the middle school.

The head master is appointed by the trustees. The eight assistant masters who receive 120*l.* a year each are also appointed by the trustees, usually on the head master's recommendation. Practically they have always been the seven senior classical, and the one senior mathematical master. The other masters are appointed by the head master.

The assistant masters are, as a rule, men from our own Universities. All are so now except one of the modern language masters, who is a foreigner. There is nothing to compel the appointment of University men, if in any instance the head master saw fit to appoint others. They can be removed by the head master, except the eight assistant masters above named, who could not be removed without a reference to the trustees. In any case it would of course be possible to appeal to the trustees against the head master's decision.

There is no rule or usage providing for superannuation.

13. They were to be taught grammar freely, and by 17 Geo. 3. c. 32. grammar and the Latin and Greek languages, without fee or reward.

A foundation scholar is constituted by the residence of his parents for two years in Rugby, or within 10 miles thereof, if in the county of Warwick, or within five miles thereof if in any other county.

The privileges of foundationers are that the 15½ guineas mentioned in answer to question 10 are paid for them by the trustees; they can have their private tuition gratis, on application to the head master; they pay no fee if they learn natural philosophy, whether they use the laboratory or not; they pay no fee to the writing master or to the drawing master. The trustees also pay on their behalf a charge of 23*s.* per annum made upon every boy, for fires and lights in the schools, and for keeping up the chapel choir. In all other respects they are absolutely undistinguishable from the other boys. Most of them reside with their parents; some are in the boarding-houses. The former are in no way distinguishable from the other town boys, nor the latter from the other boarders.

Originally, all the children of Rugby and Brownsover, and of other places thereunto adjoining, were entitled to the privileges of the foundation. In 1777, the area was extended to any towns, villages, or hamlets lying within five measured miles of Rugby, and in 1780 to those in the county of Warwick, lying within 10 miles thereof. In 1830, owing to the great influx which had taken place, and was likely to continue, of strangers coming to reside in Rugby, for the temporary purpose of availing themselves of the advantages of the foundation for their children, the trustees made an order to the effect that no boy should be admitted on the foundation (without the express sanction of the trustees at their annual meeting), whose parents or guardians shall not have resided for two years within the limits of the foundation. Against this order complaint was made on petition to the Master of the Rolls, who, as no grievance was shown, declined to make any order in the matter. By an order of the Court of Chancery, dated the 17th January 1851, foundationers thereafter are restricted to boys whose parents or guardians should, prior to admission, have been resident householders or dwellers in Rugby, or within 10 miles thereof if in Warwickshire, or within five miles if in any other county, for two years, or for such additional term not exceeding four years, as the trustees may judge to be necessary, regard being had to the number of scholars on the foundation, and to the income and expenditure of the charity; a residence within the limits for two years is now required.

They are excluded from no advantage common to the other boys, and their position as foundation scholars is in nowise distinguishable from that of non-foundationers, and is much more advantageous than it was originally.

No money is paid for a foundation scholar, over and above what is provided for him out of the foundation, save that he pays for his books, and a small charge to an attendant when bathing; and if he lodges in a boarding-house, he pays the same charges for his board as a non-foundationer.

14. The number of foundation scholars is not fixed by any statutes or regulations, and has never been restricted, save in so far as the last-mentioned order of the Court of Chancery prescribing two years' residence has had that effect.

15. He must be under 15 years of age, be able to read the English language, and fit to commence learning the rudiments of Latin, and must produce a certificate of good conduct from his former master. Boys are admitted on the foundation on application to the head master, but should any question arise as to the length of residence by the parent or otherwise, the matter is referred to the clerk for inquiry, who reports the result to the head master. They have always been admitted by the head master on application.

16. No.

17. The admission of non-foundationers is not expressly provided for by the statute, but is clearly contemplated by them in providing for a staff of masters, and an extent of schoo buildings wholly disproportionate to the number of foundationers.

The trustees from the passing of the Act of 1777 to the present time have always considered that the boys on the foundation derive far greater advantages by allowing the master to take boarders into the school than if he were restricted from so doing, and that the objects of the founder's charity are not only benefited by having a master of greater erudition and talents, because permitted to take boarders, but also by the school itself being rendered of higher repute and the whole system of education in all its branches being carried on upon a more extensive and beneficial plan than if it were confined to the boys residing within any prescribed limits. In 1808 this view of the case was urged by the trustees before the master to whom it was referred by Lord Chancellor Eldon to inquire into and report upon a plan or scheme laid by them before the Court of Chancery for the disposition of the then surplus income of the charity, and which had for its object the erection of the present schoolhouse and extensive buildings and studies, and the increase of the number of the exhibitions. The master nevertheless disapproved of that part of the scheme on the ground that having regard to the size and extent of the buildings proposed, and to the number and description of the masters, and to the fact of the exhibitions having been given to non-foundationers as well as foundationers, as he said, it appeared to him that the house, offices, and studies were calculated and designed for receiving boys of a different description and of educating them in a different manner than what was meant or intended by the founder or by the Act of 17 Geo. 3. c. 71., and to the prejudice of the foundationers. The trustees however declined to submit any other scheme, and in 1808 presented a petition to the Lord Chancellor, who, though having this report of the master before him, and having conferred with him personally upon the matter, yet made an order that the scheme be carried into effect. So again the Act of 54 Geo. 3., after reciting at great length the above-mentioned order of the 14th April 1808, and that under the provisons of the Act of 17 Geo. 3. the free boys of the charity were required to attend Divine Service on a Sunday, and that as the then present number of boys who were educated at the said school, including such free boys, amounted to 320, and that the parish church could not accommodate more than 100, and that it was expedient that a chapel should be erected, enacts that the trustees may raise 14,000*l.* for building a chapel and further to increase the number and stipends of the exhibitioners.

The competition for the exhibitions is open to all equally, whether foundationers or non-foundationers.

The trustees have the power to limit the number of non-foundationers. Practically, however, the number of non-foundationers is at present only limited by the accommoda-

tion for them in the boarding-houses. The number of these houses and the number of the boys in each cannot be increased without the permission of the head master, subject to the trustees' approval.

Non-foundationers when once admitted are entitled to be taught at fixed charges.

The regulations in this respect are observed.

18. The ordinary charges of a boy at Rugby are best exhibited by the annexed * specimens of half-yearly bills, which are transcripts of three actually sent home from the school-house at the end of last half year. The exact average of the bills sent home at that time was 65*l.* 0*s.* 9¾*d.* Of the three bills sent herewith, one is the highest, one the lowest, and the other differs only by a few shillings from the average. The fixed and the variable charges are distinguished by reference to a foot note.

The expenses of a boy at any other boarding-house are 2*l.* 16*s.* per annum more than at the school-house, since the other houses put fires into the studies, and charge for them.

All the charges are subject to the supervision and control of the master of the boarding-house, since they cannot be incurred without a note of authorization from him. Authority from home is required to enable a boy to incur any unusual expense, such as new clothes, books not used in school, or the like. And, of course, the same authority is required before a boy can learn any of the extra subjects.

The charges made for tuition in or out of school have been already particularized, except as regards the drawing master, music master, dancing master, and drilling master. The charges for these four masters are entered in the specimen bill now sent.

All money is paid to the boarding-house master, or in case of boys resident in the town, to the writing master, on behalf of the head master. The boarding-house masters and the writing master account for all these monies to the head master, who sees to the distribution of the school income.

* RUGBY SCHOOL.—Christmas Vacation, 1861.

Items.	Highest.			Lowest.			Average.		
	£	s.	d.	£	s.	d.	£	s.	d.
* School (half a year's charge) -	8	2	9	8	2	9	8	2	9
* Fire, lights, attendance at bathing, lists of the school - -	0	12	0	0	12	0	0	12	0
† Chapel, choir, and sick house (varies slightly) - - -	1	7	6	1	7	6	1	7	6
	10	2	3	10	2	3	10	2	3
* School entrance, 2*l.* 2*s.*									
* Private tutor in classics, 5*l.* 5*s.* -	5	5	0	5	5	0	5	5	0
* Entrance to ditto, 1*l.* 1*s.*									
OPTIONAL EXPENSES.									
* Private tutor in mathematics, 5*l.* 5*s.*									
* Entrance to ditto, 1*l.* 1*s.*									
* Additional instruction in modern languages - - -	3	3	0	—			—		
* Entrance to ditto, 1*l.* 1*s.*									
* Instructions in natural philosophy, 2*l.* 12*s.* 6*d.*									
* Entrance to ditto, 1*l.* 1*s.*									
Rifle corps, 10*s.* - - -	—			—			0	10	0
	18	10	3	15	7	3	15	17	3
Entrance to boarding house, 2*l.* 2*s.*									
* Board - - - - - -	26	5	0	26	5	0	26	5	0
† Writing master (and as stationer) -	2	15	7	0	16	6	1	13	5
† Allowance - - - -	0	17	6	0	17	6	0	17	6
* Candles for the study - -	0	8	0	0	8	0	0	8	0
* House library - - -	0	5	0	0	5	0	0	5	0
ADDITIONAL OPTIONAL EXPENSES.									
* Drawing master, 2*l.* 2*s.*									
* Music master, 2*l.* 2*s.*									
† Dancing master (varies).									
* Drilling master, 2*l.* 2*s.*									
	49	1	4	43	19	3	45	6	2
TRADESMEN'S BILLS, &c.									
Medical attendant - - - -	0	5	0	0	16	6	2	2	0
Bookseller - - - -	10	12	2	0	4	3	1	3	9
Draper - - - - -	4	5	0	0	9	8	0	9	11
Tailor - - - - -	1	15	0	0	3	0	9	11	0
Hatter - - - - -	0	19	0	0	2	6	0	3	0
Hair-dresser - - - -	0	6	6	—			0	2	0
Shoemaker - - - -	2	19	5	0	18	6	2	7	11
Carpenter - - - -	2	8	4	0	14	0	0	0	9
Mending linen - - -	0	7	0	0	4	5	0	5	6
Washing trousers, waistcoats, &c. -	0	6	8	0	8	5	0	11	3
Grocer for tea and sugar - -	1	1	1¾	1	1	1½	1	1	1¾
Letters and carriage - - -	0	5	3	0	0	8	0	5	4
Journey money - - -	0	15	0	0	15	0	1	0	0
Dentist - - - -	—			0	5	0	—		
Nurse during measles - -	—			—			0	11	0
Wine - - - - - -	—			—			0	7	0
Total - - - -	75	6	9½	50	2	3¾	65	6	8½

* Fixed charges. † Variable charges.

The following Note is appended to the school bills:—

"Any parent who shall be found to have furnished his son with the means of defraying a debt privately contracted, contrary to the established rules, without previously communicating on the subject with the head master will be required to withdraw his son from the school."

With the exception of the charge for study fires, the charges are the same for all the boarding-houses, and for all the boys, except foundationers.

19. Received for instruction and tuition in 1860:—

Half year ending Midsummer.

	£	s.	d.	£	s.	d.
461¼ boys, at 8*l.* 2*s.* 9*d.* -	3,753	8	5¼			
61 new boys, at 2*l.* 2*s.* -	128	2	0			
Entrance and tuition fees of private pupils - -	3,030	13	0			
391¾ non-foundationers, at 15*s.* - - - - -	293	16	3			
				7,205	19	8¼

Half year ending Christmas 1860.

461½ boys, at 8*l.* 2*s.* 9*d.* -	3,755	9	1½			
68 new boys, at 2*l.* 2*s.* -	142	16	0			
Entrance and tuition fees of private pupils - -	2,979	0	6			
395 non-foundationers - -	296	5	0			
				7,173	10	7½
				£14,379	10	3¾

This does not include the money paid to the music, drawing, drilling, or dancing masters. The amounts of these payments could not have been very large. It would be very difficult to recover them now.

20. There are at present in the school 61 foundationers and 6 non-foundationers, who reside with their parents in the town.

The payments made on behalf of these boys are,—

	£	s.	d.
For school instruction -	16	5	6
Fires and lights in schools -	1	0	0
Chapel choir - -	0	3	0
Classical tutor - -	10	10	0
Writing master - -	1	10	0
Bathing men - -	0	2	0
Lists of the school - -	0	2	0
	£29	12	6 per annum.

Of these charges the three first-mentioned are paid on behalf of the foundationers by the trustees. The fee for classical tutors is remitted to foundationers on application to the head master; and they do not pay the writing master's fee, the salary paid to him by the trustees being considered to free them.

They are only required to pay the last 4*s.* Many of them, however, being well able to do it, pay the 10*l.* 10*s.* to the classical tutor.

There is no difference whatever between boys resident in the town and other boys in regard to instruction and the use of the playground.

21. The number of boarders now in all the houses is 396. Of these 73 are in the school-house, 323 in the houses of the other masters. There are seven houses besides the school-house, and they are all full.

By virtue of the authority committed to him by the trustees, the head master has the sole right of authorizing any person to keep a boarding-house and of fixing the number of boarders to be taken into it. In practice, he authorizes none but assistant masters.

Any master who has charge of a boarding-house is responsible for its management as regards the health, comfort, and good order of the inmates. The only rules by which he is bound are that all his boarders must (unless by special permission) be present at dinner at 1½, be in his house at the hour fixed from time to time by the head master for locking the doors, be present at prayers at 9½, and go to bed at 10.

Practically the regularity of the school hours compels a uniformity in the mode of life throughout the school.

Boys resident in the town are subject to the same rules.

22. The domiciliary accommodation is very nearly the same in all the houses.

The boys sleep in bed-rooms of very varying sizes, one containing as many as sixteen, some, but only a very few, not more than two.

Every boy has a study or part of a study.

The assignment of studies and bed-rooms depends solely on the discretion of the masters of the boarding-houses. In this assignment a master would take into consideration school rank, length of time in the school, health, character, and similar circumstances, but no pecuniary considerations could enter in any way whatever.

There is no difference in the rate of charge in the different houses, except that the school-house not having fire-places in the studies does not charge 2*l.* 16*s.* for study fires; the other houses do.

ANSWERS.
RUGBY.
The Trustees.

Boys in the lower school prepare most of their lessons in school under the eye of the master of the lower school. Boys above the lower school prepare all their lessons out of school in their studies.

In no house does any one study contain more than three boys. And in all the houses the boys in the upper part of the school have studies to themselves.

23. The scale of diet is uniform, but not defined by any rule.

At 8½ breakfast; bread and butter; tea, coffee or cocoa.

At 1½ dinner; meat and vegetables, pudding or cheese; sometimes soup; beer to drink.

In the evening, tea, like breakfast.

At 8½ supper; bread, cheese, and beer.

24. The rate of charge for board and lodging does not vary.

25. The boarding-houses as they fall vacant are generally now assigned to the assistant masters in order of seniority, and whatever profits are obtained from them must be considered as part of the emoluments of the masters to whom they are assigned.

26. No.

27. The furniture of the boys' studies is provided by themselves. The general rule is that each incomer should buy his furniture at a valuation from the outgoer. The purchase money, together with repairs or additions, is charged in the bills, but the master of the house sees that they do not exceed a fixed sum. The studies are very small rooms, a study for one boy not usually exceeding seven feet square, so that the furniture cannot be much. The boys do not pay for any other furniture.

28. The selection of a boarding-house rests with the parents. The school authorities do not recommend.

29. Besides the head master, seven masters (five of the classical, one of the mathematical, and one of the modern language masters) at present keep boarding-houses. The rest cannot obtain any, only because it is not thought expedient to license any more. None are kept by any but masters; but two boys in peculiar and exceptional circumstances, by permission of the head master, board with one of the medical attendants of the school.

30. No boarding-house whatever can be opened without the license of the head master.

31. Slightly over three years. There does not appear to be any difference in the average length of stay between foundationers and non-foundationers. But the two extremes of very long stay and very short stay would be found among the foundationers.

32. —

Year.	Greatest Number of Boys.	Year.	Greatest Number of Boys.
1841	362	1852	464
1842	400	1853	414
1843	438	1854	412
1844	468	1855	346
1845	476	1856	325
1846	478	1857	316
1847	491	1858	365
1848	480	1859	462
1849	463	1860	464
1850	461	1861	467
1851	466		

Upper School.

Form.	Boys.
Sixth	43
Twenty	27
Fifth	35
Lower Fifth	34
Lower Fifth	32
	171

Middle School.

Upper Middle 1	38
Upper Middle 1	36
Upper Middle 2	34
Upper Middle 2	32
Upper Middle 3	29
Lower Middle	30
Lower Middle	27
	226
Carried forward	397

Brought forward	397

Lower School.

Upper Remove	20
Lower Remove	22
Fourth	15
Third	7
Second	2
	66
Total number now in school	463

Boarding-House.

	Boys.
School-house	73
Mr. Anstey	42
Mr. Arnold	47
Mr. Mayor	47
Mr. Evans	50
Mr. Burrows	46
Mr. Bowden Smith	45
Mr. Blake	46
Town	67
Total	463

III.

1. There is no age fixed authoritatively as the earliest at which a boy can be admitted into the school. The masters would in most cases refuse to take boarders under 12. Boys resident in the town would be admitted earlier if competent to commence learning Latin.

A boy cannot be admitted after he is 16, unless he is fit to enter the fifth form (see School list, page 9, rule 1).

2. He must be, in the judgment of the head master, competent to commence learning Latin.

3. A boy cannot remain in the lower school after 16, nor below the sixth form after 18 (School list, page 9, rule 3).

4. The fifth form.

5. Nineteen (School list, page 9, rule 5).

6. Sent herewith.

7. Yes.

8. Every assistant master has a large discretion in determining what books he will use in teaching his form. But he cannot alter the character of the lessons, as from classical to mathematical, or vice versâ. The body of assistant masters have also in practice a consultative voice in the direction of the studies of the school in general. It is the practice for the head master to call them together occasionally (on an average once a month), and then every rule or usage of the school can be brought under discussion.

9. The school is at present organized on the following plan, the details of which are varied from time to time, but the general outline is preserved.

1. The upper school, containing:—
   - The sixth form,
   - The twenty,
   - The fifth form,
   - The lower fifth, in two parallel divisions.
2. The middle school, containing:—
   - The first upper middle, in two parallel divisions.
   - The second upper middle, in two parallel divisions.
   - The third upper middle, undivided.
   - The lower middle, in two parallel divisions.
3. The lower school, containing:—
   - The upper remove, } under one master.
   - The lower remove, }
   - The fourth form, }
   - The third form, } under one master.
   - The second form, }

The parallel divisions into which some of these forms are divided stand not one below the other, but side by side. They have different masters, but they do precisely the same work, and boys are promoted not from one into the other, but from both into the form above. The purpose of this arrangement is that boys should not have too many forms to pass through in going up the school.

These are the classical forms. The classical masters also teach divinity and history. In these subjects they are bound by *a cycle*, which extends over three years, and which is so arranged that the great bulk of the school is working at the

same periods at once, and if a boy is promoted, the continuity of his work is not broken. This cycle is annexed.*

For teaching mathematics and modern languages the school is broken up into five divisions; namely,

1. The sixth.
2. The rest of the upper school.
3. The first and second upper middle.
4. Third upper middle and the lower middle.
5. The lower school.

Each of these divisions is sent to the mathematical or modern language masters as a whole, and is by them subdivided into divisions called sets, thus :—

—	Boys.	Mathematical Sets.	Modern Language Sets.
Sixth form	43	4	2
Rest of upper school	128	7	5
First and second upper middle	140	7	5
Third upper middle and lower middle	86	4	3
Lower school	66	The mathematics of the lower school, 5 is in the hands of the writing master.	4

By this means we avoid the difficulty that would arise if each form were sent by itself to the mathematical or modern language masters. The groups above given are sufficiently large to be each redistributed without inconvenience; and of course, when a boy is promoted out of one group into another, he goes into the set for which he is fit in the new group. Thus a boy in the fifth mathematical set of the middle school would, when promoted into the upper school, not go into the lowest mathematical set of that school, but into the sixth, or it might be the fifth.

Boys that learn physical science do not as a general rule learn modern languages. We find that it is not expedient to allow them to learn too many subjects. These boys form two sets, one in the upper school, one in the middle and lower.

CLASSICAL TIME TABLE.

Upper School.

Day.	Lesson.	Sixth.	Twenty.	Fifth.	Fifth 2.
Monday	1st	7½ to 8½	7½ to 8½	7½ to 8½	7½ to 8½
„	2nd	Mod. Lang.	Mathemat.	Mathemat.	Mathemat.
„	3rd	11½ to 12½	- - -	- - -	4 to 5
„	4th	4½ to 6	4½ to 6	4½ to 6	5½ to 6
Tuesday	1st	7½ to 8½	7½ to 8½	7½ to 8½	7½ to 8½
„	2nd	11½ to 12½	Mod. Lang.	Mod. Lang.	Mod. Lang.
„	3rd	- - -	- - -	- - -	12 to 1½
Wednesday	1st	7½ to 8½	7½ to 8½	7½ to 8½	7½ to 8½
„	2nd	11½ to 12½	10½ to 11½	10½ to 11½	10½ to 11½
„	3rd	Mod. Lang.	4 to 5	4 to 5	4 to 5
„	4th	Mathemat.	5½ to 6	5½ to 6	5½ to 6
„	5th	5½ to 6			
Thursday	1st	7½ to 8½	7½ to 8½	7½ to 8½	7½ to 8½
„	2nd	11½ to 12½	Mod. Lang.	Mod. Lang.	Mod. Lang.
Friday	1st	7½ to 8½	7½ to 8½	7½ to 8½	7½ to 8½
„	2nd	11½ to 12½	Mathemat.	Mathemat.	Mathemat.
„	3rd	Mathemat.	4 to 5	4 to 5	4 to 5
„	4th	5½ to 6	5½ to 6	5½ to 6	5½ to 6
Saturday	1st	7½ to 8½	7½ to 8½	7½ to 8½	7½ to 8½
„	2nd	Mathemat.	10½ to 11½	10½ to 11½	10½ to 11½

* Cycle of Divinity, History, and Geography.

—	Bible.	Classical History.	English History.	Maps.
Aug.—Dec., 1861.	Genesis. Exodus.	Greece, to B.C. 478.	To A.D. 1200.	Ancient Greece and Asia Minor.
Feb.—June, 1862.	Leviticus. Numbers. Deuteronomy. St. Matthew.	Greece, B.C. 478 to B.C. 366.	A.D. 1200 to A.D. 1485.	The British Isles.
Aug.—Dec., 1862.	Joshua. Judges. Ruth.	Greece, B.C. 366 to end.	A.D. 1485 to A.D. 1603.	Europe.
Feb.—June, 1863.	I. & II. Samuel. St. Luke.	Rome, to B.C. 201.	A.D. 1603 to A.D. 1701.	Ancient Italy.
Aug.—Dec., 1863.	I. & II. Kings.	Rome, B.C. 201 to B.C. 78.	A.D. 1701 to A.D. 1783.	America and the British Colonies.
Feb.—June, 1864.	Esther. Ezra. Nehemiah. The Acts.	Rome, B.C. 78 to end.	A.D. 1783 to present day.	Asia and Africa.

N.B.—The divinity will always be done in the half year; the geography will always be a part of the holiday task following the half year. The classical and English history will be done either in the half year or as part of the holiday task, as may be arranged in the beginning of each half year by the masters.

Middle School.

Day.	Lesson.	Upper Middle 1.	Upper Middle 2.	Upper Middle 3.	Lower Middle
Monday	1st	7½ to 8½	7½ to 8½	7½ to 8½	7½ to 8½
„	2nd	10½ to 11½	10½ to 11½	10½ to 11½	10½ to 11½
„	3rd }	4½ to 6	4½ to 6	4½ to 6	4½ to 6
„	4th }				
Tuesday	1st	7½ to 8½	7½ to 8½	Mod. Lang.	Mod. Lang.
„	2nd	Mathemat.	Mathemat.	10½ to 11½	10½ to 11½
„	3rd	12 to 1½	12 to 1½	12 to 1½	12 to 1½
Wednesday	1st	7½ to 8½	7½ to 8½	7½ to 8½	7½ to 8½
„	2nd	10½ to 11½	10½ to 11½	Mathemat.	Mathemat.
„	3rd	Mod. Lang.	Mod. Lang. }	4½ to 6	4½ to 6
„	4th	5½ to 6	5½ to 6 }		
Thursday	1st	7½ to 8½	7½ to 8½	Mod. Lang.	Mod. Lang.
„	2nd	Mathemat.	Mathemat.	10½ to 11½	10½ to 11½
„	3rd	12 to 1½	12 to 1½	12 to 1½	12 to 1½
Friday	1st	7½ to 8½	7½ to 8½	7½ to 8½	7½ to 8½
„	2nd	10½ to 11½	10½ to 11½	10½ to 11½	10½ to 11½
„	3rd	Mod. Lang.	Mod. Lang. }	4½ to 6	4½ to 6
„	4th	5½ to 6	5½ to 6 }		
Saturday	1st	7½ to 8½	7½ to 8½	7½ to 8½	7½ to 8½
„	2nd	10½ to 11½	10½ to 11½	Mathemat.	Mathemat.

Lower School.

Day.	Lesson.	Remove and Lower Remove.	Fourth Form.	Third Form.	Second Form.
Monday	1st	7½ to 8½	7½ to 8½	7½ to 8½	7½ to 8½
„	2nd	Mathemat.	Mathemat.	10½ to 11½	10½ to 11½
„	3rd	4 to 5	4 to 5	4 to 5	4 to 5
„	4th	5 to 6	5 to 6	5 to 6	5 to 6
Tuesday	1st	7½ to 8½	7½ to 8½	7½ to 8½	7½ to 8½
„	2nd	10½ to 11½	10½ to 11½	Mathemat.	Mathemat.
„	3rd	12 to 1½	12 to 1½	12 to 1½	12 to 1½
Wednesday	1st	7½ to 8½	7½ to 8½	7½ to 8½	7½ to 8½
„	2nd	Mod. Lang.	Mod. Lang.	Mod. Lang.	Mod. Lang.
„	3rd	Mathemat. }	4 to 6	4 to 6	4 to 6
„	4th	4 to 6 }			
Thursday	1st	7½ to 8½	7½ to 8½	7½ to 8½	7½ to 8½
„	2nd	10½ to 11½	Mathemat.	Mathemat.	Mathemat.
„	3rd	12 to 1½	12 to 1½	12 to 1½	12 to 1½
Friday	1st	7½ to 8½	7½ to 8½	7½ to 8½	7½ to 8½
„	2nd	Mod. Lang.	Mod. Lang.	Mod. Lang.	Mod. Lang.
„	3rd }	4 to 6	4 to 6	4 to 6	4 to 6
„	4th }				
Saturday	1st	7½ to 8½	7½ to 8½	7½ to 8½	7½ to 8½
„	2nd	10½ to 11½	10½ to 11½	10½ to 11½	10½ to 11½

MATHEMATICAL TIME TABLE.

Sixth Form, Upper School, and Upper Middle, 1 and 2.

The Sixth Form.	Sets.	—	—	Wednesday.	Friday.	Saturday.
—	1st			4 to 5	4 to 5	10½ to 11½
	2nd			4 to 5	4 to 5	10½ to 11½
	3rd			4 to 5	4 to 5	10½ to 11½
	4th			4 to 5	2¾ to 3¾	10½ to 11½

Upper School.

Forms.	Sets.	Monday.	—	—	Friday.	—
The Twenty. Fifth and Fifth Form 2.	1st	9½ to 11			11 to 12½	
	2nd	9½ to 11			11 to 12½	
	3rd	9½ to 11			11 to 12½	
	4th	11 to 12½			9½ to 11	
	5th	11 to 12½			9½ to 11	
	6th	11 to 12½			9½ to 11	
	7th	11 to 12½			9½ to 11	

Middle School.

Forms.	Sets.	Monday.	Tuesday.	Thursday.	Wednesday.	—
Upper Middle, Division 1 & 2.	1st	12½ to 1½	9½ to 10½	10½ to 11½	12½ to 1½	
	2nd	12½ to 1½	10½ to 11½	10½ to 11½	12½ to 1½	
	3rd	12½ to 1½	9½ to 10½	9½ to 10½	12½ to 1½	
	4th	12.35 to 1.25	9½ to 10½	10½ to 11½	12.35 to 1.25	
	5th	12½ to 1½	10½ to 11½	9½ to 10½	12½ to 1½	
	6th	12½ to 1½	10½ to 11½	9½ to 10½	12½ to 1½	
	7th	12½ to 1½	9½ to 10½	9½ to 10½	12½ to 1½	

Upper Middle 3, and Lower Middle.

Sets.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
1st	2½ to 3	–	10½ to 11½	–	12½ to 1½	9½ to 10½
2nd		2½ to 3	10½ to 11½	2½ to 3		9½ to 10½
3rd		2½ to 3	10 to 11	2½ to 3		9½ to 10½
4th		2½ to 3	10 to 11½	2½ to 3		9½ to 10½

ANSWERS.
RUGBY.
The Trustees.

Lower School.

Remove, Lower Remove, Fourth, Third, and Second Forms.

Form.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
Remove	9½ to 10½ 2½ to 3½		11½ to 12½			
Lower Remove	9½ to 10½ 2½ to 3½		11½ to 12½			
Fourth	11½ to 12½ 2½ to 3½			3½ to 4	2½ to 3½	
Third		9½ to 10½ 3½ to 4		9½ to 10½	9½ to 10½	9½ to 10½
Second		9½ to 10½ 3½ to 4	9½ to 10½	9½ to 10½	9½ to 10½	9½ to 10½

MODERN LANGUAGE TIME TABLE.

Sixth Form, Upper School, and Upper Middle, Divisions 1 and 2.

Sixth Form.	Set.	Monday.	—	Wednesday.	—	—
	1st	10½ to 11½		12½ to 1½		
	2nd	10½ to 11½		12½ to 1½		

Upper School.

Forms.	Set.	—	Tuesday.	—	Thursday.	—
Twenty. Fifth and Fifth 2.	1st		9½ to 10½		9½ to 10½	
	2nd		9½ to 10½		9½ to 10½	
	3rd		11 to 12		11 to 12	
	4th		10½ to 11½		10½ to 11½	
	5th		10½ to 11½		10½ to 11½	

Middle School.

Forms.	Set	—	—	Wednesday.	—	Friday.
Upper Middles, 1 and 2.	1st			3½ to 4½		3½ to 4½
	2nd			3½ to 4½		3½ to 4½
	3rd			3½ to 4½		3½ to 4½
	4th			4½ to 5½		4½ to 5½
	5th			4½ to 5½		4½ to 5½

Upper Middle 3, Lower Middle, and Lower School.

Forms.	Sets.	—	Tuesday.	—	Thursday.	—
Upper Middle, 3, and Lower Middle.	1st		7½ to 8½		7½ to 8½	
	2nd		7½ to 8½		7½ to 8½	
	3rd		7½ to 8½		7½ to 8½	

The Lower School.

Forms.	Sets.	—	—	Wednesday.	—	Friday.
Remove, Lower Remove, Fourth, Third and Second Forms.	1st			9½ to 10½		9½ to 10½
	2nd			10½ to 11½		10½ to 11½
	3rd			10½ to 11		10½ to 11
	4th			11 to 11¾		11 to 11¾
	5th			11 to 12		11 to 12

ARRANGEMENT of the SCHOOL for NATURAL PHILOSOPHY LECTURES.

—	Sixth Form, Upper School.	Middle School.
Tuesday	9½ to 10½	—
Wednesday	—	2½ to 3½
Thursday	9½ to 10½	—
Friday	—	2½ to 3½

The Laboratory is open from 9.30 to 4 every day except Monday.

These time tables show precisely how the teaching of the different subjects is organized.

Rank in the school is determined by the classical forms, but promotion in those forms does not depend only on the classical lessons. As a rule the same marks are given for a mathematical or a modern language lesson as for a classical; and the supremacy of the classics is maintained by the greater number of lessons given to that subject.

Marks for each lesson are given by the master who hears the lesson.

Promotion, however, does not depend solely on these marks. At the end of each half year the whole school is examined, and the marks given for the examination are put on a level with the accumulated marks of the half year. The proportion of marks for different subjects is about the same in this examination as throughout the half year.

10. This question is already answered, partly in answer to question 9, partly in answer to question 6.

11. No extra fee is required for instruction in modern languages or mathematics. The progress of the boys in these studies does not fall below their progress in other studies, if the proportion of time given to each subject be considered.

12. The sixth form are annually examined in June by examiners appointed by the Vice-Chancellors of Oxford and Cambridge. The rest of the school at that time, and the whole of the school in December, are examined by the masters. The examinations cover all the subjects taught in the school.

At the June examination all the boys in the upper school below the sixth form are examined together. They have the same papers, and the answers to each paper are looked over by the same examiner. The marks gained by each boy are added together and are called his examination marks; to these are added the marks that he has accumulated during the half year, which are called his form marks. As far as the examination is concerned all the boys are on the same level. But, in the form marks, the boys in the upper forms are allowed an advantage over those in the lower forms, to represent the greater value of their ordinary work. Thus, if the best boy in the fifth obtained 5,000 form marks, the master of the twenty would add enough to all the form marks of his boys to bring the lowest up to 5,000, unless he considered that this lowest boy had been disgracefully idle, in which case he would take the next lowest. There is thus no competition in the form marks. But there is a very sharp competition between the forms for examination marks, and it constantly happens that in the final result boys in the fifth will stand higher than boys in the twenty; and boys in the lower fifth, higher than boys in the fifth. As soon as the examination is over, the boys are arranged in the order of the marks (examination marks and form marks added together) without respect to their forms. Such a list, the technical name for which in the school is the long list, will be found in pp. 57, 58 of the school list for Midsummer 1861. This list determines the places of the boys at the beginning of the next half year. It will be observed that the parallelism of the two divisions of the lower fifth is still preserved.

Precisely the same plan is followed in examining the middle school. Here, since almost all the forms are in parallel divisions (at the examination last June all were in parallel divisions, the third upper middle having been created since) there are two lists side by side, not one comprehending all the boys. For the competition is always between each form and the form above it, not between each form and the form beside it. The long list of the middle school, as settled at the last June examination, will be found at pp. 59–62 of the last Midsummer school list.

The lower school is not considered to be sufficiently advanced for such a competition.

At Christmas, the forms are examined separately as forms. The masters are formed into committees of two, and each committee examines two forms, one high in the school, and one low. These committees are generally so distributed that no master examines his own form except the head master, who, with another as his colleague, examines the sixth. The two modern language masters examine the whole school in modern languages. The four mathematical masters examine the whole school in mathematics, and also take the entire charge of the examination of the lower school.

At this examination, class-lists of honour are made for each form, containing the names of those who have done well in that form. There are six such class lists, namely, divinity, classics, history and geography, mathematics, modern languages, and natural philosophy. A first class in classics counts 4; in any other subject, 2: a second in classics, 2; in any other subject, 1. Every boy who can make up 4 in this method of counting gets a prize.

The class lists for last Christmas will be found in the school list, pp. 17–30. Opportunity is taken at the Christmas examination to encourage boys to study by themselves. At this examination they are required to take in all that they have done in form; but they are also allowed to take in books read by themselves, and marks are given for these extras (as they are called), which contribute towards getting the above-named honours. Appended is a

list of the extras taken in by each boy in the sixth form this December, and a table showing the extras taken in, some by one boy, some by another, in every form in the upper and middle schools.*

* SIXTH FORM EXTRAS, CHRISTMAS 1861.

—	Classics.	Divinity.	History and Geography.	Mathematics.	Mod. Languages and Natural Philosophy.	Repetition.
1	Thucydides, Bk. VI.	- - - -	- - - -	- - - -	Schiller's Wilhelm Tell.	
2	Thucydides, Bk. VI., c. i.–lxvi.	- - - -	Grote's Greece, Vol. XII., reign of Alexander, ch. xci., xcii., xciii., xciv.	Conic Sections—the Ellipse.	- - - -	Lines not specified.
3	Aristophanes Acharnenses.	- - - -	- - -	Todhunter's Analytical Conic Sections—the Straight Line and Circle.	Mill's Logic, Bk. III., i.–xii.	Soph. Antigone, 400.
4	Thucydides, Bk. I., (i.–lx.).	- - - -	Macaulay's England, reign of William and Mary, c. xi., xii., xiii., xiv.	Beasley's Trigonometry, secs. 3, 4, 5.	- - - -	Lines not specified.
5	Eumenides - -	Rawlinson's Bampton Lectures.	- - - -	- - - -	- - - -	Lines not specified.
6	Thucydides, Bk. VI., c. i.–lxvi.	Stanley's Sinai and Palestine, ch. ii.–viii.	Grote's Greece, Vol. VII., p. 162–485.	- - - -	- - - -	Byron, 400.
7	Juvenal, III., X. -	Trench on the Parables, xx. to xxx.	Arnold's Rome, vol. I., (i.–xx.)	- - - -	- - - -	Rokeby, c. i.
8	Eumenides - -	- - - -	- - - -	150 Miscellaneous Examples in Colenso's Algebra.	- - - -	Catullus Epithalamium, 408 lines.
9	Thucydides, Bk. IV., i.–lxxx.	Trench on the Parables, xx. to xxx.	- - - -	- - - -	Michelet Wars of Religion, i.–viii., xxi., xxvi.	Horace Odes, Bk. II., i.–xv. inclusive.
10	Thucydides, Bk. I., i.–lxx.	Blunt's Undesigned Coincidences, pts. i. and ii.	Grote's Greece, vol. VI., 300 pages.	- - - -	Thierry's Norman Conquest, Books VIII.–X.	Shakspeare, 400.
11	Juvenal III., X. -	- - - -	Geog. Hughes' South America and Australia.	- - - -	- - - -	Horace Ep., Bk. I., 300.
12	Thucydides, Bk. I., i.–lxx.	Trench on the Miracles, the first ten.	Grote's Greece, vol. VI., 300 pages.	- - - -	- - - -	Antigone, 400.
13	Homer Iliad, XXIII.	Paley's Natural Theology, i.–xi.	- - - -	Beasley's Trigonometry, secs. 6 to end.	Guizot, Washington, Preface and ch. i.–vii.	Horace Odes, III., 400.
14	Thucydides, Bk. IV., i.–lxxx.	- - - -	Macaulay's England, c. xvi.–xix. inclusive.	120 Miscellaneous Examples of Hall's Algebra.	Thiers' Consulate and Empire, Battle of Jena.	The XI. Idyll of Theocritus (Cyclops), 80 lines. Horace Odes, III., i.–v., 288.
15	Thucydides, Bk. VI., i.–lxvi.	Stanley's Sinai and Palestine, ch. ii.–viii. inclusive.	- - - -	80 Miscellaneous Examples in Hall's Algebra.	Guizot, Washington, Preface and ch. i.–vii.	Paradise Lost, 350 lines.
16	Thucydides, Bk. VI., i.–lxvi.	Ditto ditto	Arnold's Rome, vol. III.			
17	Thucydides, Bk. VI., i.–lxvi.	Stanley's Sinai and Palestine, ch. ii.–vii. inclusive.	- - - -	Hall's Algebra, 190 Miscellaneous Examples.	- - - -	Horace, Bk. III., 400.
18	Juvenal, III., X. -	- - - -	Macaulay's England, i., ii., iii.	- - - -	Goethe's Reinecke Fuchs, Cantos i.–ix.	
19	Thucydides, Bk. VI., i.–lxvi.	- - - -	Macaulay's England, c. vii., viii., ix., and Geog. Hughes' Manual, c. xv., xvi., xvii.	- - - -	- - - -	Theocritus Idylls, XI. and XV.
20	- - - -	Trench on the Miracles, the first ten.	Prescott's Mexico, vol. I.			
21	Juvenal III., X. -	Paley's Natural Theology, i.–xi.	- - - -	- - - -	Mill's Logic, Bk. III., i.–xii.	Juv., Sat. X.
22	Eumenides - -	- - - -	Macaulay, vii., viii., ix.	- - - -	- - - -	Shakspeare, 400.
23	Aristophanes Acharnenses.	- - - -	- - - -	Beasley's Trigonometry, c. 4 to end.	Golding Bird, the last 2 chapters.	Virgil, Æn., IX., 400.
24	Virgil, the Eclogues	Blunt's Undesigned Coincidences, pts. i. and ii.	Macaulay, small edit., 3rd vol., 400 pages, reign of James II.	- - - -	- - - -	Scott's Marmion, 800.
25	Thucydides, Bk. VI., i.–lxvi.	- - - -	- - - -	Euclid, I., II. - -	Thierry, v. III., 190 pages.	L'Allegro and Il Penseroso.
26	Eumenides - -	Blunt's Coincidences, first part.	- - - -	- - - -	Whewell's History of Inductive Sciences, Bks. V., XII., XIII.	Lines not specified.
27	Eumenides - -	Rawlinson's Bampton Lectures.	- - - -	- - - -	Mill's Logic, Bk. III., i.–xii.	
28	Thucydides, Bk. VI., c. i.–lxvi.	- - - -	Macaulay's England, c. i., ii., iii.	Hall's Algebra, 100 Miscellaneous Examples.	- - - -	Lay of Last Minstrel, Canto I., II.
29	- - - -	- - - -	Hughes' Geography, c. xv., xvi., xvii.; Grote's Greece, vol. V., 400 pages.	- - - -	- - - -	Horace Epistles, Bk. I., 300.
30	Thucydides, Bk. I., i.–lxx.	I. and II. Samuel -	Grote's Greece, vol. V., c. xxxviii., xxxix., xl., xli., xlii., xliv.	- - - -	Maury's Phys. Geog. of the Sea, c. i., ii., iii., v., viii., ix., x., xii., xiii.	Lay of Last Minstrel, Canto I., II.
31	Thucydides, Bk. IV., i.–lxxx.	Trench on the Miracles, the first ten.	- - - -	Hall's Algebra, 100 Miscellaneous Examples.		
32	- - - -	Paley's Natural Theology, i.–xi.	- - - -	Beasley's Plane Trigonometry, c. i.–iii.		
33	Eumenides - -	Stanley's Palestine, ch. ii.–vii. incl.	Macaulay's England. c. i., ii., iii.	- - - -	- - - -	Shakspeare's Richard III., 450 lines.
34	Livy, Bk. IX.					
35	- - - -	Blunt's Undesigned Coincidences, pts. i. and ii.	Grote's Greece, vol. VII., 480 pages.			
36	Thucydides, Bk. VI., c. i.–lxviii.					
37	Eumenides, last 600 lines.					
38	- - -	- - - -	Hughes' South America and Australia.			

Where "Lines not specified" is entered, 400 lines are meant of some poetry; but the record happens to be lost of what the lines were.

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13. The rewards in the nature of scholarships, prizes, &c., given in this school, are as follows:—

I. The exhibitions mentioned in Christmas school list, page 4.

The examination for these exhibitions is conducted by examiners, nominated by the Vice-Chancellors of Oxford and Cambridge. The boys are examined,—

a. In the work of the half year, classics, mathematics, modern languages, divinity, and history.

b. In some classical subject (*e. g.* a Greek play), prepared entirely by themselves.

c. In classical composition of the usual kinds.

d. In translations from Greek and Latin of passages not before seen.

II. The scholarships mentioned in Christmas school list, page 4.

The subjects vary from year to year, but are always prepared at home in the Christmas holidays.

III. The Christmas prizes mentioned in the answer to the last question.

IV. Three prizes given at the end of each half year to each form, for the best form work throughout the half year.

V. The various prizes mentioned in school list, pp. 6, 7, 8. All the work for these prizes is done out of school, unaided.

14. Every boy above the lower school, and below the sixth form, must have a classical private tutor (such as are those that are referred to in answer to question 10, Part II.), whose pupil he continues to be, as a general rule, throughout his stay at the school.

The work which the private tutors do with their pupils consists in,

First, two lessons a week in some classical author.

Secondly, looking over and correcting some of their exercises.

Thirdly, any special work, which in particular cases they may think necessary.

At the beginning of the half year, the tutors agree upon a definite portion of some classical author, to be read by the upper school (not including the sixth), and another portion to be read by the middle school. In teaching these each tutor takes his pupils as he would take a form, making one form of all his upper school pupils, and another of all those who are in the middle school.

The exercises to be looked over and corrected are some of those which are set by the form master, and they are finally shown up to him, both in the corrected and the uncorrected state.

The special work is, of course, left to the tutor's discretion; but it generally consists of extra composition.

The chief advantage of requiring every boy to have a

EXTRA SUBJECTS FOR FORMS BELOW THE SIXTH
CHRISTMAS 1861.

Form.	Classics.	Divinity.	History and Geography.	Mathematics.	Modern Languages and Natural Philosophy.	Lines.
The Twenty -	Livy, Bk. IX., 35 chapters.	2 Books of Samuel, with Nehemiah and Ezra; Blunt's Scriptural Coincidences, pp. 1-218; Trench on the Parables, Part I.-X.	Arnold's Rome, chapters xliii., xliv., xlv., xlvi.; Merivale's Fall of the Roman Empire, 250 pages; Robertson's Chas. V., chapters i., ii., iii., and iv.; Thierry's Norman Conquest, vol. II.; c. i., ii., iii., iv.; Grote's Greece, Peloponnesian War, 270 pages; Mackintosh's England, 1st, 230 pages; Hughes' Manual of Geography, chapters lxix.-xcviii., cxvii.-clvi., with small print of cxxxii.	According to set -	Thierry's Norman Conquest, 250 pages; Thiers' Consulat, 270 pages.	Horace' Odes 500, Virgil, 350, Shakspeare, 350, Tennyson, 500, Milton Lycidas, l'Allegro, and 100 of Paradise Lost; Scott, 650, Sophocles Ajax 300, Byron (Siege of Corinth) 400.
The Fifth -	As above -	Blunt's Undesigned Coincidences, Part II.; Horæ Paulinæ, one third; Trench on Parables, one third; Samuel; I. and II. I. Kings.	Macaulay's England, c. ix., x., xi.; Arnold's Rome, vol. III.; Grote's Greece, vol. VI., 300 pages; Schiller's 30 Years War; Prescott's Mexico, vol. I.; Hughes' Physical Geography, Introduction; Europe, Maps.	Ditto - -	- - -	300 of Sophocles, 400 of Virgil, Milton, or Shakspeare, 450 of Horace, 600 of Scott.
Second Fifth, Mr. Ansty's division.	As above -	2 Books of Samuel, with 53rd chapter of Isaiah, by heart; ditto Kings, ditto; Ezra, Nehemiah, and Esther, with 13th c. of St. Matthew, by heart.	The Student's Hume, or any portion of English History from beginning to 1200 A.D., about 200 pages; Arnold's Rome, c. xliii.-xlv., 196 pages; Macaulay's England, c. ii.-v., 250 p.; Clough's Plutarch's Lives, 220 p.; Hughes' Manual, Great Britain, c. iv., pages 69-125, with Map.	Ditto - -	- - -	Milton or Shakspeare 400, Scott or Tennyson 600, Horace Odes 600, Virgil 400, Greek Iambics 300, Homer 300.
Second Fifth, Mr. Arnold's division.	Aristophanes Vespæ.	2 Books of Samuel, with Isaiah, c. liii., by heart, or 2 Books of Kings, with ditto by ditto; Ezra, Nehemiah, and Esther, with selected chapters from St. Matthew or St. John, by heart; or the Acts in English, or half the Acts in Greek.	Any portion of English History up to 1200 A.D., generally either the Student's Hume, or Thierry, or Macaulay's England, or Arnold's Rome; or Clough's Plutarch; Hughes' Manual, c. iv., p. 69-125, with maps, one finished out of school, a second blank for examination.	Ditto - -	- - -	As above.
Upper Middle, 1, both divisions.	Horace, Odes, Book II.	120 pages of Stanley's Palestine; 150 pages of Blunt's Coincidences.	150 of Arnold's Rome; 150 p. of Creasey's Battles; 200 of Malkin's Parallels; 50 pages of Hughes' Geography.	Ditto - -	- - -	250 of Virgil or Shakspeare, 350 of Horace, 500 Scott.
Upper Middle, 2, both divisions.	As above -	Wilberforce's Five Empires, pp. 1-126; Blunt's Reformation, c. v.-ix.	Prescott's Mexico, Bks. II. III.; Macaulay's Essays (Clive and Warren Hastings); Geography of India, in Hughes, c. x., with maps.	Ditto - -	- - -	450 Macaulay, 400 Scott, 250 Shakspeare or Milton, 200 Latin.
Mr. Moberly's Form.	As above -	Psalm civ. and cvii., by heart; the substance of cv. and cvi.	Prescott's Mexico, 120 pages; Wilberforce's Five Empires.	Colenso's Fractions, every third sum.	Thierry's Norman Conquest, 100 pages; Mignet's Marie Stuart, 100 pages.	Ancient Mariner.
Lower Middle, both divisions.	Homer, Iliad, VI.	1st or 2nd Book of Samuel.	Markham's England, Henry VII., Commonwealth, or Wilberforce's Five Empires; North America in Hughes' Manual.	According to set -	According to set -	300 of Scott or Macaulay.

NOTE.—A boy is allowed to take in any three extras besides the classical.

private tutor consists in the permanence of the connexion. A boy passes from form to form, and in doing so is necessarily handed on from one teacher to another; and it may often happen that he only stays a quarter of a year under one form master. The form master, therefore, cannot know enough about him, to be always able to give him the best advice. But the same tutor has charge of him throughout, and ends with knowing him well.

The tutor sends home his character, and corresponds with his parents. In all difficulties, he naturally goes to his tutor. And if a serious complaint is made against him, the head master would confer with his tutor before deciding on his case.

Further, the system has great advantages for the masters. The master in a low form will find little in his form work to keep alive his knowledge of more advanced scholarship, but he will have pupils all over the school, who will, therefore, keep his knowledge fully employed. And this reacts upon all his teaching, and makes him better able to handle his form. Nor is it a disadvantage to the master of a high form, to be forced to work with boys very much lower in the school, and so to keep fully before his mind the more elementary parts of classical scholarship.

The danger of the system is, that boys may get too much help, and the work in form may be robbed of all reality as not being really done by the boys themselves. This is met by requiring that the tutor shall not assist the boy in preparing the school lessons at all.

On the whole the system works exceedingly well. It was first introduced here by Dr. Arnold in 1830, and has gradually spread over the school.

15. The private tutors are not allowed to interfere with the school lessons.

16. There is no limit absolutely prescribed, either to the number of private pupils under a tutor, or to the number of boys in a form. But as a tutor is never paid for more than 50, the number of pupils never exceeds that number much. And the number in each form is arranged according to the proportion of boys to masters, as nearly as it can be. The average number of boys under a master is now 33. The average number of pupils under a classical tutor is 45.

17. If the master of the boarding-house be a classical tutor, he is the classical tutor of all the boys in his house; if not, the parents may select; but in practice they usually, though not always, leave the choice to the boarding-house master.

18. It is not found practicable to do much more than to allow boys to have extra private tuition in particular subjects. Thus a boy can have extra private tuition in mathematics or modern languages. And the time at the disposal of the boys is generally enough to permit this. But where it does not appear that the boy has time enough, he is sometimes allowed to drop the two lessons a week which he does with his classical tutor; the tutor's fee in that case being reduced from 10*l.* 10*s.* to 5*l.* 5*s.*; and boys in the fifth form or above it are sometimes allowed to drop Latin verses. This however is not permitted without the concurrence of the head master, the form master, and the tutor; since it is found, that, whatever value may be attached to the writing of Latin verses for its own sake, it is certainly invaluable as an instrument of teaching Latin, and those who leave it off begin soon to fall behind the others in their classical lessons generally.

The system of extras at the Christmas examination described in the answer to question 12, and several of the prizes enumerated in the school list, pp. 7, 8, must also be considered as affording encouragement to the pursuit of studies for which any boy may have a natural aptitude.

19. The instruction given in the ordinary course is quite sufficient without supplementary aid to prepare a boy of good ability for a successful career at the Universities, and is not only sufficient, but is probably as good as could be obtained. So also it is sufficient, and in most cases probably the best, to prepare a boy for the competitive examinations for the Civil Service in India; but in this case the competition being open to young men of 21, boys coming straight from school, and therefore not over 19, will not be often successful. At that age two years make a great difference. Only one candidate for these appointments has ever gone to the examination straight from Rugby, and he passed twenty-ninth out of 80.

The competitive examinations for the Civil Services of this country, and for the Army, are of a more special character, and most boys, even of good ability, would be decidedly the better for six months' reading with a private tutor just before going in. But with that proviso, the public school system is the best preparation to fit boys of good ability for these examinations also. To supply this special teaching to boys still remaining at Rugby would interfere too much with the ordinary system.

20. The list sent herewith. [See appended list.]

21. There is a tolerable library, a catalogue of which is sent herewith.

The boys can go into it twice a week, for an hour; when the writing master is there to help them to find any books they want, and to see that they enter in a register, provided for the purpose, the books they take out.

There are also libraries in each boarding-house, kept up by a subscription of 10*s.* a year from each boy in the house. This is managed by the sixth form boys, but is readily accessible to all.

The natural philosophy tutor has given an account of his apparatus and laboratory with his papers B. C. D. E.

22. A drawing master is appointed, who attends on Saturdays for two hours in the morning, and two in the afternoon, and sometimes an hour in the evening. Prizes are given for drawing, and marks enough to make the difference of a place or two at the end of the half year.

A music master is also appointed, and boys attend him to learn singing, and can also be taught to play.

The number of boys learning drawing in 1860 was 49, and the number learning music was 42.

23. The masters and tutors are easily accessible to the boys at all times, and become very thoroughly acquainted with them. Pains have been taken by successive generations of masters to foster the public opinion in the school itself, which acts very powerfully on the members of it. The sixth form boys, though they are in every way treated as boys, are considered by their schoolfellows as the natural guardians of the good name of the school, and their influence is wholesome and powerful.

The religious and moral training of boys depends not only on the rules by which the school is governed, but still more on the spirit in which those rules are administered. The masters at Rugby feel that the moral and religious training of the boys stands above everything else, and it is well known throughout the school that this is their feeling.

24. 1. One sermon is preached every Sunday afternoon by the head master. This has been the practice since the time of Arnold.

2. The duty of preparing boys for confirmation devolves on their tutors or boarding-house masters. The preparation usually occupies two hours a week for five or six weeks before the confirmation. Besides this, for about the same length of time, the head master addresses the candidates twice or thrice a week in the school chapel. These addresses follow the lead of the Church catechism, containing both practical and doctrinal comments on it.

3. All the boys attend the services in the chapel on Sunday. These services consist of the Litany preceded by a hymn at 8½; the Morning Service and the Communion Service at 11½; the Evening Service and sermon at 4.

The Holy Communion is administered on the first Sunday in the half year, and on the last, and at least twice, sometimes four times between. Attendance at the Holy Communion is absolutely free.

On the Saturday evenings before the administration of the Holy Communion it is the practice for the head master to make an address in the chapel to all who choose to come. No one need come that does not like, but as a general rule, all those who intend to receive the Holy Communion are present.

4. No absolute rules are laid down for the observance of Sunday; but the masters would check any employment or amusement that interfered with it. The lessons on the Monday morning are always on the Greek Testament or Bible.

5. The religious instruction of the boys in school consist of,—

a. The lessons already mentioned in forms B, C, D.

b. Sunday lessons every Sunday morning from 10¼ to 11¼.

c. Private work in divinity prepared for the examinations already described.

d. Examinations at the end of every half year, with a large number of marks assigned to the subject.

25. The punishments in use are:—

1. Solitary confinement for an hour or two hours. Only used in the lower school.
2. Caning on the hand. Used both in the lower and middle school, but in the upper forms of the latter very rarely.
3. Latin or Greek to be written out, or translated, or learnt by heart; used throughout the school.
4. Flogging.

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5. Request to the parents for removal.
6. Expulsion.

There is no code of punishment. But care is taken to proportion the punishment to the offence.

The first three punishments are inflicted by the assistant masters, if they think fit. The last three are reserved for the head master.

26. All offences do not come before the head master. The assistant masters use their discretion in regard to the offences which they will report to him : but in practice all very serious offences would be so reported. Offences are also reported to him by the sixth form, if they are such as the sixth form either cannot, or think it better not to correct themselves.

The head master always carefully inquires into every offence so reported, and never punishes unless on clear evidence.

In all cases brought before him the head master awards the punishment and also inflicts it.

27. The sixth form have powers to enforce obedience to school rules. If boys are seen by any member of the sixth form going out of bounds, or smoking, or breaking the school rules in any other way, or disobeying any temporary order given out by the head master, it is his duty to punish them, and in extreme cases to report them to the head master.

It is also the duty of the sixth form in rotation to keep order in school while names are called over, to call over names in their own boarding-houses at dinner, at locking up, and at evening prayers. They also read prayers in the evening if the master of the boarding-house be absent.

The check on the power of the sixth form consists in the right of appeal. All boys may appeal if they please from any member of the sixth to the whole form, and the form is by no means unwilling to listen. All boys may also appeal to the head master. Such appeals are not frequent, but they are made sometimes, and always receive the most careful consideration.

28. On the whole, the intrusting of such powers to the sixth form contributes much to the efficient working of the school. It represses tyranny better than any other plan that could be devised. It enforces discipline without necessitating constant and therefore mischievous supervision. It gives the whole school a sense of self-government which tends to elevate the general tone.

The boys have a kind of constitution of their own, by which they make rules for games and for the management of the school close, and, subject to the approval of the head master, levy taxes for these objects. The natural head of this organization is the sixth form, and the whole school is led by that form and reacts upon it. For this reason the sixth form is never felt to be an alien body by the rest.

The only objection to this use of the sixth form is, the danger of making boys too soon into men; but this danger is not such as to overbalance the advantages. And though some boys may sometimes be betrayed into a little self-importance of manner, this rarely lasts long.

29. The sixth form alone have the power of fagging, and their power in this respect does not extend above the middle school. The personal services included under the name of fagging amount to little more than carrying messages. The fags also dust the studies of the sixth and put them in order; but this is not a heavy labour, as the sixth form are not more than a tenth of the school, and in most houses these studies are first swept by the servants.

43. 44. *Rev. F. Temple, D.D., Head Master.*

The sixth form have also the power to compel all boys to take part in the school games who are not exempted by authority. Practically, this kind of fagging is almost confined to running hare and hounds and brook-leaping, and the masters exercise a supervision over this to prevent any risk to health.

The advantage of these rules is that, first, in all large assemblies of boys, if the freedom of the public school system is allowed, the stronger will command the services of the weaker, and it is better to acknowledge this and regulate it than leave it to take its own course. Secondly, that it contributes to bind the school together, and makes the discipline much easier and more wholesome. Thirdly, it keeps up the more athletic games, and saves many an indolent boy from giving way to constitutional laziness.

30. Instances of the gross abuse of the power of fagging would be sure to come to the knowledge of the masters if they were at all frequent. But the sixth is too small a body to hold its powers by force, and practically is obliged, and as a general rule is desirous, to consult the public opinion of the school.

31. The boys are at school 37 weeks in the year.

32. Boys go home for the holidays twice a year, for seven weeks, beginning just before Christmas, and for eight weeks beginning just after Midsummer.

Besides this, every boy is allowed leave of absence on the request of his parents, once in a half year, from noon on Thursday till night on Saturday, or from noon on Saturday till night on Monday. About a third of the school avail themselves of this privilege.

33. There are no whole holidays. The usual half holidays are the afternoons of Tuesday, Thursday, and Saturday, and once in three weeks, also, that of Monday. Copies, however, are looked over in the middle school on Tuesdays and in part of the upper school on Tuesdays and Thursdays. Boys in the lower school have lessons with the writing master on those afternoons.

34. During about four weeks before the Christmas holidays and five weeks after, the boys rise at 7, breakfast at 7½, and go into school at 8. During the rest of the year they rise at 6½, go into school at 7, and breakfast at 8½ They go to bed at 10.

35. The length of time allowed for play varies much with the place of a boy in the school. During a whole school day a boy in the middle school will have three school lessons requiring preparation; one with his tutor also requiring preparation; and one school lesson not requiring preparation. The play-time, after deducting an hour and a half for meals, would be two hours, between 7 and 7. After 7 there would be, perhaps, work for another hour or two for the next day. Including the time required for preparation, the whole time of working would be between eight and nine hours. But the work is never more than this, and usually much less. The half holidays leave a good deal of time at the boys' own disposal.

36. 13 A. 2 R. 8 P.

37. 1. Entirely open. But there is a covered racquet court just built.
2. Field, planted with rows of trees.
3. Grass.

38. The ground is surrounded on one side by the school-house and schools, on the opposite side by a field occupied by the head master, on the remaining two sides by public roads, along one of which on its opposite side is a row of ordinary houses.

39. The common games are cricket, football, racquets, fives, and runs over the country.

Gymnastic bars, swings, climbing ladders, and ropes, are put up in one part of the close, and are much used.

Once a year the boys subscribe to give prizes for running, leaping, hurdle racing, and other similar contests. And for some time before the day the intending competitors practise very assiduously.

40. The railway station and certain parts of the town are out of bounds ; there is otherwise no limit to the distance that the boys may go, except that imposed by the necessity of being back for lesson or calling-over. The time of the lessons is given by the time tables. On the half holidays there is a calling-over in the school once or twice in the course of the afternoon, according to the time of locking up ; the times of the calling-over are so fixed that no absence in the country can exceed two hours.

41. No athletic exercises form a part of the system of education. There is a drill-serjeant appointed, who drills all who are sent to him by orders from their parents.

42. It is certainly the general custom for boys most distinguished for their progress in intellectual studies to take interest in all the games. No difference between different intellectual studies in this respect is observable.

43. As far as I can judge of the results in after-life of the education given at Rugby, they are as good as can be expected from a great public school. I do not mean that the reality is equal to the ideal which the system itself suggests ; that is not to be obtained from any human institution, and certainly not from our school. Nor do I mean that our work is incapable of improvement. But I do not think that any sudden change will make the results better than they are. The education of boys at school depends in reality on three things ; on the influences of their homes ; on the traditions of the school derived from the past ; and on the administration of it at the present time. The first of these three is quite out of our reach, and yet it is the most powerful of all ; the second is only capable of very slow modification through the third ; the third alone is in our hands. Improvement therefore must be slow.

The deficiency of Rugby is the want of more masters not inferior to those that we have. The spirit of the school is good, the masters work hard, heartily together, and with a high aim. But the power of making what is taught tell with force upon the pupils, depends much on their number. A master cannot give thorough attention to more than a certain number of boys ; and the younger they are the smaller that number will be. When the forms get beyond a manageable size, the indolent lose the spur of being constantly called up, and slip into downright idleness, and all, even the quiet and diligent, are apt to do their work loosely and inaccurately. The discussion of the best system of instruction belongs to

the next question. But meanwhile it may be safely asserted that a very large part of the true value of a classical education is lost if close and accurate work is not made indispensable throughout. The mental discipline of learning a dead language is very great, if the learner is constantly compelled to attend to minute details. But it is much diminished if the learner be permitted to guess at the general meaning of a passage, and leave all the nicer shades of meaning out of sight. In this respect I cannot say that I think our system perfect. The instruction is not so precise, the knowledge is not so accurate as it ought to be, and nothing will correct this but more masters. We have now 14 masters to 463 boys, giving 33 boys to a form. The teaching would be much improved if we had 4 masters more, and the average number in a form were thus reduced to 26.

The two obstacles in the way of this improvement are, that we have not the means of paying more masters, and that if we had we have not a sufficient number of school-rooms for them to teach in.

It might seem easy to remove the first obstacle by engaging masters at lower salaries. But this would be an improvement in one way, at the cost of a serious damage in another. Good men cannot be got below a certain price. The work is very severe, and a man must have the means of saving money against the time when he can continue such work no longer. There is probably no employment which exhausts a man so thoroughly as teaching ; and this is well known, and men will not enter on such a profession unless they have the prospect of providing for independence when retirement from work has become necessary. Moreover, to be a thoroughly good teacher requires a combination of many qualities ; and the men who possess that combination are proportionally rare. In consequence their price is high.

Men would, no doubt, come for low salaries at first, if they had prospect of considerable increase afterwards. The hope of having a boarding-house was once a strong inducement, and though now not so strong it still operates. But every increase in the number of masters removes that hope further away from those who are at the bottom of the list. There are 18 under masters, and if four were added, there would be 22 ; and there are but seven boarding-houses.

To this must be added the further fact that boarding-houses are not so profitable as they were. The profits are lessened, partly by the high price of provisions, meat costing not far from twice as much as it did 20 years ago ; partly by the change of habits, which necessitates both better provisions, better accommodation and more servants than were formerly required. I doubt if the profit per boy is much more than half what it was in 1842.

It is, however, useless to argue a matter of this kind on any abstract grounds of fitness, as if a certain income ought to be sufficient. The salaries of assistant masters are regulated by the market, just like everything else that can be expressed in money. The arrangements made here in 1858 lowered the value of the assistant masterships as far as I think it safe to lower them. At that time, I could command the services of the very best men with ease. Now I find this possible, but no longer easy. A step further would make it impossible, and we should get masters of a lower kind. In that case, I do not think we should gain as much as we should lose. The teaching might gain in accuracy, though even that would be doubtful ; but it would lose in life and spirit.

I can see but two ways in which the money for additional masters could be provided : either by adding to the charge for schooling, or by adding to the charge for board. The school fees are now 15½ guineas, and might be raised to 20 ; the board, which is now 50 guineas, might be made to include one or two of the somewhat anomalous extras, such as tea and sugar, and might then be raised to 60. This would really add about 5 guineas to the present boarding fees. The former is the more equitable course, because the pressing need is really for better schooling, not for better boarding. The money obtained in either of these ways would enable us to procure masters enough to work our system thoroughly well.

To add more masters would, however, be of little use, unless we had more school-rooms. We are now much pinched for want of room. Every room that we can use is used, including two that are decidedly too small for the purpose. In addition to these, the head master's hayloft has been converted into a school-room, and we rent another in the Town Hall. Even this is not enough to give each of our present staff of masters a separate room for his form.

It is true that the great school-room is large enough, if mere space be considered, to take in several forms. But it is not possible to teach more than one form well in one room. There is, of course, a great deal to be said in favour of knowledge acquired in spite of difficulties ; and a boy who learns in spite of the distraction and noise caused by two or three other forms being taught within hearing, will very likely have gained something more than mere knowledge. But in such circumstances a great many will not learn at all. And assuredly to the great mass of boys learning is quite sufficiently difficult, even if every removable hindrance be removed.

We ought to have on our own premises, and under our own control, not fewer than three new school-rooms, even to meet the wants of our present staff, and if we have more masters, we ought to have so many more school-rooms. This improvement is so much needed that I should not hesitate to recommend the borrowing of money for the purpose, if it cannot otherwise be made.

These are the improvements that I should wish to see. I do not, of course, mean that if these are made, nothing more will remain to be done. But what remains would be within the reach of the masters themselves. And though we can by no means claim to be beyond all need of advice in this respect, and hope to gain much by what we shall learn through this Commission of other public schools, we are not deficient, I really believe, either in energy or desire to mend. We repeatedly discuss the working of the school among ourselves ; make changes as they seem to be needed ; and are ready to make more to the best of our ability.

44. I cannot suggest any change in our system of education. By degrees the present system may be much improved. But I understand the Commissioners to ask whether I wish to suggest, not such alterations as we can make for ourselves, and I trust are endeavouring to make, but such as would require superior authority to introduce : the total or partial surrender, for instance, of the classics as the staple of instruction. Such alterations I cannot advise.

The studies of boys at school fall under three heads,—literature, mathematics, and physical science. For every branch of each of these studies very strong arguments may be adduced. A boy ought not to be ignorant of this earth on which God has placed him, and ought therefore to be well acquainted with geography. He ought not to walk in the fields in total ignorance of what is growing under his very eyes, and he ought therefore to learn botany. There is hardly an occupation in which he can be employed where he will not find chemistry of service to him. Mathematics rule all other sciences, and contain in themselves the one perfect example of strict logic. It is absurd that an English youth should be ignorant of the history of England : equally absurd that he should not be well acquainted with its noble literature. So each study in its turn can give reasons why it should be cultivated to the utmost. But all these arguments are met by an unanswerable fact—that our time is limited. It is not possible to teach boys everything. If it is attempted the result is generally a superficial knowledge of exceedingly little value, and liable to the great moral objection that it encourages conceit and discourages hard work. A boy who knows the general principles of a study without knowing its details, easily gets the credit of knowing much, while the test of putting his knowledge to use will quickly prove that he knows very little. Meanwhile he acquires a distaste for the drudgery of details, without which drudgery nothing worth doing ever yet was done.

It is therefore necessary to make a choice among these studies, to take one as the chief and to subordinate all others to that. It is an accident, but I think a most fortunate accident, that in England the study thus chosen to take the lead in our highest education has been that of the classics.

I should not be prepared to maintain that the only possible system of education for all ranks in this country is one based on the classics. But I assume that the schools commonly called public schools are to aim at the highest kind of education ; and to give that education, I think the classics decidedly the best instrument. When we have to choose between literature, mathematics, and physical science, the plea advanced on behalf of the two latter is *utility*. They supply a man with tools for future work. Man's chief business, it is said, is to subdue nature to his purposes, and these two studies show him how. Those who use this plea seem to forget that the world in which we live consists quite as much of the men and women on its surface, as of the earth and its constituent materials. If any man were to analyze his own life he would find that he had far more to do with his fellow men than with anything else. And if therefore we are to choose a study which shall pre-eminently fit a man for life, it will be that which shall best enable him to enter into the thoughts, the feelings, the motives of his fellows.

The real defect of mathematics and physical science as instruments of education is that they have not any tendency to humanize. Such studies do not make a man more human, but simply more intelligent. Physical science, besides giving knowledge, cultivates to some degree the love of order and beauty. Mathematics give a very admirable discipline in precision of thought. But neither of them can touch the strictly human part of our nature. The fact is that all education really comes from intercourse with other minds. The desire to supply bodily needs and to get bodily comforts would

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prompt even a solitary human being (if he lived long enough) to acquire some rude knowledge of nature. But this would not make him more of a man. That which supplies the perpetual spur to the whole human race to continue incessantly adding to our stores of knowledge, that which refines and elevates and does not educate merely the moral nor merely the intellectual faculties, but the whole man, is our communion with each other; and the highest study is that which most promotes this communion, by enlarging its sphere, by correcting and purifying its influences, by giving perfect and pure models of what ordinary experience can for the most part only show in adulterated and imperfect forms.

The same thing is said in another way when we assert that that study is the chief instrument of education which makes a man in the fullest sense a Christian gentleman. Taking this word in its highest and best meaning, it certainly represents the aim of the highest education. Now of course it is quite certain that more than half of all education in any given instance comes not from the studies but from the teacher. If teachers at school and parents at home are gentlemen, they will do more to make the boys the same than any study can do. But this may perhaps remain the same whatever study we make the chief; meanwhile, so far as the study selected can influence the result (and it would be absurd to deny that its influence must be great), that study will do so most, which most familiarizes a boy's mind with noble thoughts, with beautiful images, with the deeds and the words which great men have done and said, and all others have admired and loved.

So again all studies up to a certain point help each other. I have no doubt at all that a boy of eight who has been well instructed in arithmetic will find it easier to learn Latin than one who has not. And so physical science will prepare the way in some degree for mathematics. Every study has a considerable power of helping every other study. But among all the possible studies this power appears to me pre-eminently to belong to those which I have classed under the general name of literature. I believe the kind of education given in a public school is pre-eminently that which fits a youth to take up any study whatever. When I had to deal with a very different class of minds, the students of Kneller Hall, I found that studies of the sort included under the name of literature did more to fit them for all other studies than anything else that I could teach them. My experience here is still the same. I once asked a tradesman who had been himself at Rugby school, and was intending to send his son, whether he had learnt anything here that was of use to him afterwards. He answered, "I was at school several "years, and I have never regretted it; I learnt there what I "don't think I could have learnt as well anywhere else, how "to learn anything I wanted." The Principal of Wellington College, who has peculiar facilities for deciding this question, has come, I believe, to the same conclusion. The studies pursued at a public school and the method of study do not always give a boy the precise thing that he wants for immediate use in life; but they give a training which enables him to study almost anything afterwards with ease. I must repeat what I said above, that I am not now considering whether other systems of education may not be needed in this country; but whether it would be wise to change the system in use at our public schools.

If the staple of education is to be found in the different branches of literature, the classics in a perfect system must be the substratum.

In the first place, modern literature is not fully intelligible, except to those who have studied the classics. A student of mathematics does not find it any help to him to study the early writers on the science. No one is aided in learning the differential calculus, by going back to fluxions. Nor will the study of physical science gain much by beginning with the writings of earlier discoverers. But literature can only be studied thoroughly by going to its source. Modern theo ogy, modern philosophy, modern law, modern history, modern poetry, are never quite understood, unless we begin with their ancient counterparts.

In the next place, the perfect and peculiar beauty of the classical literature will always put it at the head of all other.

Thirdly, the classic life contains, as Mr. J. S. Mill has remarked, "precisely the true corrective for the chief defects of modern life. The classic writers exhibit precisely that order of virtues in which we are apt to be deficient. They altogether show human nature on a grander scale, with less benevolence, but more patriotism; less sentiment, but more self-control; if a lower average of virtue, more striking individual examples of it; fewer small goodnesses, but more greatness and appreciation of greatness; more which tends to exalt the imagination, and inspire high conceptions of the capabilities of human nature. If, as every one must see, the want of affinity of these studies to the modern mind is gradually lowering them in popular estimation, this is but a confirmation of the need of them, and renders it more incumbent on those who have the power, to do their utmost to aid in preventing their decline."

Lastly, and this is a practical consideration of the greatest weight, the classical system of education has been in possession of our great schools for two centuries; and in consequence, the best method of using classical learning for purposes of education is so far understood, that it is comparatively easy to find thoroughly efficient masters. How far from easy it is to find thoroughly efficient masters of modern languages every one knows. Men who can teach French or German can be found; but it is exceedingly difficult to find any man, who can so teach French and German, as at the same time to form the minds and characters of the learners.

One obvious reply may be made to all this; that many boys need something more than the cultivation of their faculties. The necessities of their life require them to be furnished over and above with knowledge which can be immediately applied to the business of life. Even if they have learnt how to learn, others, who have already got the peculiar learning required, will have a start of them, which, in this age of competition, can never be made up.

This is to some extent true, and I think it clear that in this country there is room for other systems of education besides the classical.

I should be glad to see great schools established in which Greek was left optional, or nearly so; and Latin, French, and German made the staple of instruction, while a little more time was allowed to mathematics and physical science. The education would not be so good, but would be more ready for use; and though not equal to the classical, need not fall far short of it. Such a school, or very nearly such a school, is Wellington College; and the modern departments of Cheltenham and Marlborough Colleges approach the same idea. But I think it would be most unwise because such schools are needed to attempt to convert the public schools to the purpose, nor should I consider it wise to follow the Cheltenham and Marlborough example, by attaching to the public schools modern departments. The classical work would lose, the other work would not gain.

I have said enough to answer the question. I could describe more fully what I meant by such schools as in my judgment would supply the need now plainly felt for a good education not quite so classical as that which we give here. But as I should not propose to make Rugby into such a school, it does not seem to fall within my province now.

(Signed) F. TEMPLE.

LIST *referred to in answer to question* 20.

OXFORD.

1. University Scholarships.

Hertford.	1852.	J. B. Winstanley. *f.*
	1855.	C. S. C. Bowen.
	1857.	J. Lee Warner.
Ireland.	1853.	A. G. Butler.
	1855.	R. Ellis.
	1857.	C. S. C. Bowen.
Johnson (Mathem[l]).	1857.	H. Davey.
(Theological).	1855.	C. E. Oakley. *f.*
	1853.	A. G. Watson.
Senior Mathem[l].	1851.	H. J. S. Smith.
	1858.	H. Davey.
Vinerian (Law).	1854.	F. Walker. *f.*
Boden (Sanscrit).	1854.	F. Walker. *f.*
	1858.	R. Ellis.
Eldon.	1859.	H. Davey.

2. University Prizes.

Arnold.	1856.	J. H. Bridges.
	1859.	C. S. C. Bowen.
Latin Essay.	1861.	J. Lee Warner.
Latin Verse.	1855.	R. Ellis.
	1857.	C. S. C. Bowen.
Newdigate.	1858.	F. L. Latham.
Sacred Poem.	1857.	C. H. Pearson.
Denyer (Theological).	1857.	R. E. Bartlett.

3. First Classes in —

C. W. Sandford. *f.* A. Watson.	1851.	Classics.
W. W. Shirley.	„	Mathematics.
E. Parry. C. H. Pearson. A. G. Watson.	1852.	Classics.
F. A. Cox. C. A. Crump. W. B Dalby.	„	Mathematics.
F. Walker. *f.* J. P. Beck. A. G. Butler. G. J. Göschen.	„	Classics.

f. Foundationers.

3. First Classes in—

T. Salt.	1853.	History.
G. Lushington.	1854.	Classics.
J. H. Ramsay. *f.*		
C. L. Dodgson.	„	Mathematics.
J. F. Bright.	„	History.
J. W. Woodall.	„	Natural Science.
T. W. Jex Blake.	1855.	Classics.
J. D. Sandford. *f.*		
H. Davey.		
C. G. Oakley. *f.*	„	History.
J. H. Ramsay. *f.*		
C. P. Clarke.		
R. Ellis.	1856.	Classics.
H. Davey.	„	Mathematics.
J. M. Law.	1857.	Classics.
H. Waddington.		
C. Bowen.	1858.	„
A. G. Sellar.		
T. H. Green.	1859.	
A. O. Rutson.		
J. W. Hoole.		
F. L. Latham.	1860.	„
G. G. Ramsay. *f.*	1861.	„

4. Moderations. First Classes.

J. P. Beck.	1852.	Classics.
G. J. Göschen.		
F. W. Walker. *f.*		
S. H. Hodgson.		
C. Dodgson.	„	Mathematics.
T. W. Jex Blake.	1853.	Classics.
G. Lushington.		
C. E. Oakley. *f.*		
H. A. Pickard.		
J. B. Winstanley. *f.*		
J. D. Sandford. *f.*		
C. H. Wallace.		
J. D. Sandford. *f.*	1853.	Mathematics.
H. Davey.	1854.	Classics.
W. F. Rawdon.		
J. Tanner.		
R. Ellis.		
R. H. M. Warrand.		
H. Davey.	„	Mathematics.
H. Waddington.	1855.	Classics.
C. Bowen.	1856.	„
W. C. Cole.		
E. H. Whinfield.	1857.	„
H. G. Alington.		
J. Lee Warner.		
A. O. Rutson.		
O. M. Cary. *f.*		
W. H. Bullock.	1858.	„
F. L. Latham.		
D. Law.	1859.	„
G. Ramsay. *f.*		
J. Buckmaster.		
W. J. Tait. *f.*	1860.	„
A. B. Webb.		
E. G. Sandford. *f.*		
J. D. Davenport.	„	Mathematics.
C. G. H. Shorting.	1861.	Classics.
A. Dendy.		

5. Fellowships.

Balliol.	C. S. C. Bowen, 1858.	
	T. H. Green, 1860.	
Oriel.	C. H. Pearson, 1853.	
	J. H. Bridges, 1855.	
	A. G. Butler, 1856.	
University.	C. M. Bull, 1854.	
	H. Davey, 1856.	
All Souls.	A. G. Watson, 1853.	
	G. Lushington, 1854.	
Magdalen.	A. O. Rutson, 1860.	
Brasenose.	A. Watson, 1852.	
Corpus.	F. Walker, 1854.	
Trinity.	N. Pinder, 1851.	
	R. Ellis, 1858.	
	R. E. Bartlett, 1857.	
	C. G. Cole, 1859.	
Wadham.	W. B. Dalby, 1856.	
Merton.	E. C. Cure, 1852.	
Queen's.	T. W. Jex Blake, 1855.	

6. Scholarships.

Balliol.	R. Ellis, 1852.
	C. S. C. Bowen, 1853.
	D. Law, 1856.
Corpus.	F. Walker, 1850. *f.*
	A. B. Webb, 1858.
	C. G. Shorting, 1860.
	F. Henvey, 1860. *f.*
University.	T. W. Jex Blake, 1851.
	J. B. Winstanley, 1851. *f.*
	H. Davey, 1852.
	H. Waddington, 1853.
	R. Parker, 1854.
	H. T. Rhoades, 1856. *f.*
	J. M. Collyer, 1859.
	C. D. Cobham, 1861.
	A. O. Rutson, 1855–6.
Trinity.	W. G. Cole, 1854.
	J. Lee Warner, 1855.
	J. D. Sandford, 1854. *f.*
	R. H. M. Warrand, 1854.
	G. G. Ramsay, 1857. *f.*
	J. H. Crowfoot, 1861.
St. John's.	J. Macpherson, 1860.
(Postmaster.) *Merton.*	J. H. Stennett, 1861.
(Students.) *Ch. Ch.*	J. H. Ramsay, 1854. *f.*
	H. A. Pickard, 1852–3.
	C. L. Dodgson, 1851.
	H. Longley, 1853–4.
Wadham.	J. H. Bridges, 1852.
Lincoln.	L. Cave.
	J. H. Overton, 1854.
(Demy.) *Magdalen.*	H. G. Alington, 1856.
	C. E. Oakley, 1853. *f.*
	E. H. Whinfield, 1857.
Brasenose.	F. L. Latham, 1856.
Pembroke.	E. B. Parker, 1857.
Queen's.	J. Sharp, 1858. *f.*
	E. F. Grenfell, 1859.
	H. M. Ormsby, 1860. *f.*
Exeter.	F. P. Beachcroft, 1860.
	R. J. Tomes, 1858.

7. Exhibitioners.

Oriel.	J. P. Beck, 1851.
	G. J. Göschen, 1851.
Corpus.	S. H. Hodgson, 1851.
	J. W. Colvin, 1859.
Balliol.	J. S. Cartwright, 1860.
University.	W. Pope, 1861.
Lincoln.	H. Draper, 1861.

CAMBRIDGE.

1. University Scholarships.

Craven.	1857.	H. Sidgwick. *f.*
Davies.	1858.	C. H. Tawney.
Porson.	1861.	A. Sidgwick. *f.*
Bell.	1855.	E. H. Fisher.
	1856.	H. Sidgwick. *f.*
	1857.	C. H. Tawney.
	1860.	A. Sidgwick. *f.*

2. University Prizes.

Chancellor's Medallists.	1851.	G. Burn.
	1853.	E. A. Scott.
	1859.	H. Sidgwick. *f.*
Camden Medal.	1861.	H. Lee Warner.
Greek Epigram.	1858.	H. Sidgwick. *f.*
Greek Ode.	1860.	A. Sidgwick. *f.*
Le Bas.	1853.	S. P. Butler.
	1859.	E. H. Fisher.
Members' Prize.	1851.	J. B. Mayor.
	1852.	S. P. Butler.
	1853.	G. S. Sale. *f.*
Moral Philosophy.	1851.	F. J. A. Hort.

3. Wranglers.

1851.	S. P. Butler. (36.)
	A. Shears. (34.)
1853.	R. D. Beasley. (6.)
	A. A. Harrison. (24.)
1854.	W. Leake. (29.)
	H. Tomkinson. (36.)
1858.	E. H. Fisher. (20.)
1859.	J. R. Dakyns. (27.) *f.*
	H. Sidgwick. (33.) *f.*
1860.	J. V. Durell. (4.)
	H. W. Eve. (11.)
	F. H. Fisher. (12.)
1861.	F. E. Kitchener. (12.)

4. Classical Trios.

First Class.	1851.	J. B. Mayor. (2.)
		G. Burn. (4.)
		S. P. Butler. (9.)
	1852.	D. Wimberley. (13.) *f.*
	1853.	E. A. Scott. (6.)
	1854.	G. Sale. (7.) *f.*
	1859.	H. Sidgwick. (1.) *f.*
		H. E. Booth. (9.)
	1860.	C. H. Tawney. (1 bracketed with 2 others.)

Moral Science.

First Class.	1851.	F. Hort.

Natural Science.

First Class.	1851.	F. Hort.
	1853.	A. A. Harrison.

5. Fellowships.

Trinity.	G. Burn, 1851.
	G. S. Sale, 1856. *f.*
	F. Hort, 1852.
	E. A. Scott, 1854.
	H. Sidgwick, 1860. *f.*
	E. H. Fisher, 1860.
	C. H. Tawney, 1860. *f.*
St. John's.	R. D. Beasley, 1854.
	J. B. Mayor, 1852.
	J. V. Durell, 1860.

6. Scholarships.

Trinity.	G. S. Sale, 1850. *f.*
	E. H. Fisher, 1854.
	H. Sidgwick, 1855-6. *f.*
	J. R. Dakyns, 1855-6. *f.*
	H. W. Eve, 1856-7.
	R. D. B. Dalby, 1857.
	C. H. Tawney, 1857.
	F. H. Fisher, 1856.
	H. G. Dakyns, 1859. *f.*
	F. E. Kitchener, 1858-9.
	J. Marshall, 1860.
	A. Sidgwick, 1859. *f.*
	B. E. Hammond, 1861. *f.*
Pembroke.	D. C. Darnell, 1860.
St. John's.	H. E. Booth, 1855.
	J. V. Durell, 1857.
	H. Lee Warner, 1860.
	G. W. Cope, 1861.
Caius.	R. W. Collyer, 1861.

f. Foundationers.

Dublin Honour List, 1851–61.

1851. A. E. Miller.—1st gold medal in science; 2nd ditto in classics; Vice-Chancellor's Greek verse.
E. J. Wade.—1st honours in classics and scholarship.
1852. A. E. Miller.—Vice-Chancellor's Greek verse, and Berkeley medal for Greek.
E. J. Wade.—1st medal for classics.
R. H. Scott.—1st honours in classics and science.
1853. A. E. Miller.—Vice-Chancellor's English prose.
R. H. Scott.—1st honours in classics and science, and scholarship in classics a year before the regular time.
1854. E. J. Wade.—Berkeley medal for Greek.
R. H. Scott.—1st honours in science.
1855. R. H. Scott.—1st honours in experimental science, and at the degree examination first gold medal, and in addition a special mention of name* in calendar.

* This honour was never conferred before, nor has been since that time.

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Rev. F. Temple.

1856. R. H. Scott.—Engineering diploma, and 3 special certificates in engineering, physics, chemistry, and geology.

Civil Service, Bengal.

1855. R. H. M. Warrand, elected from Oxford.
1855. John Graham Cordery, elected from Oxford.
1855. John Douglas Sandford, *f.*, elected from Oxford.
1859. Edward Henry Whinfield, elected from Oxford.
1861. Horatio Westmacott, elected from Oxford.

Civil Service, Bombay.

1856. William Ramsay, *f.*, elected from Oxford.

Civil Service, India.

1860. Frederick Henvey, *f.*, elected immediately from school.
1860. Reginald Porch, elected from Cambridge.

Rev. C. Evans.

ANSWERS of the Rev. CHARLES EVANS, M.A., Assistant Master.

III.

43. The moral results of a Rugby education appear to me to be most satisfactory. The school does certainly succeed in sending into the world a large number of Christian-minded, conscientious, hard-working men, and any one who looks carefully into the facts will be surprised to find how few old Rugbeians belie the fair promise of their youth, much less turn out badly in after-life. These good results are due, in a large degree, to the influence and position in life of the parents of our pupils, members for the most part of the working upper middle class: at the same time it is, I think, impossible to be long connected with this place without being much indebted to the religious, earnest, working spirit which pervades it.

Intellectually, I should say that our system is at once a success and a failure.

J. M. Wilson, Esq.

In the case of our picked scholars, or even of the majority of those who reach the two highest forms, the results might, I think, be pronounced perfectly satisfactory. Such boys generally enter upon the world with their minds as well disciplined and furnished as they possibly can be, apart from special professional instruction.

It must be remembered, however, that a large number of boys leave Rugby every year from lower forms, and to most of them, I think that our system does but scant justice. I am not speaking of the idle or the dull, but of a very large class of boys of good natural abilities and industry, who yet do not reach high positions in the school. At about 16 years of age, this type of mind appears to reach the length of its classical tether, and however much worked after that time it takes no polish. Such boys are constantly passed in the race for promotions by younger and more apt competitors, and leave school at 17 or 18 years of age, very imperfectly educated, with little Latin and less Greek, with stagnant and ill-informed minds, if not a great distelish for study and application of all kinds. They have never reached the point at which the study of classics begins to acquire its greatest value as an engine of mental discipline, and apart from the moral and social advantages, and the unconscious self-education of a large school, their last two or three years at Rugby are, I think, almost unprofitable. It is quite true that in many instances such boys grow into eminent men, and we are tempted to confound *post hoc* with *propter hoc*; forgetting how much may be due to natural force of character and abilities, developed in spite of, rather than in consequence of their early intellectual training.

To boys of this class I am strongly of opinion that some modification of our present system would be most valuable. Up to the age of 15, upon the average, the staple of instruction ought, I think, to be grammar, taught through the study of the dead languages. Having acquired a solid ground-work in Latin and Greek, they might then be permitted to drop a certain portion of their classical work (say versification and Greek), and devote the time thus gained to *mathematics* principally, to physical science, history, and modern language, care being of course taken to guard against superficial smattering. It does so happen that some such training as this would better meet the immediate wants of several professions and departments in practical life, but I advocate it not on this narrow ground, but in the abstract as a valuable liberal education.

44. How far, however, it is desirable to alter the established system of this school to meet such views is another question. The establishment of a distinct department, such as this plan would involve, would be attended with many difficulties. The established ascendancy of classics tends to kill any new study, and would, in all probability, force a mathematical department at the outset into a subordinate position; it would then become a mere refuge for the destitute, into which would be drafted the idle and dull boys of the school. Few boys of mark would enter it if it involved any loss of position, and the maintenance of perfect equality in the face of the prestige of classics would always be a hard matter. Even if this were secured, the unity of the school, the strong bond of common tastes and interests and feelings, so valuable an element in our present system, would be endangered, to say nothing of the increased difficulty of finding head masters, equal at once to the teaching and general supervision of such a double school.

For these reasons such departments may be more easily worked at the new institutions which are springing up in different parts of the country, With them there are no traditions to contend against: the new department starts on terms of perfect equality with the classical side, and very often attracts the élite of the school.

Still, even at Rugby, I do not consider the difficulties insurmountable, and think the experiment well worth a trial.

Into the details of the plan which I have merely shadowed out it may be unnecessary to enter.

(Signed) CHARLES EVANS, M.A.,
Late Fellow of Trinity College, Cambridge,
and Assistant Master to Rugby School.

ANSWER of J. M. WILSON, Esq., B.A., Assistant Master (*Mathematics and Natural Philosophy*).

21. The school possesses a fair geological museum, consisting of a very good collection of the igneous rocks (British), of copper and iron ores from all parts of the world, and some other minerals; of fossils from all the principal strata, and a tolerably complete collection of fossils from the lower Lias on which Rugby is situated. These last have been largely contributed by boys, and are arranged under glass in the Arnold library. Boys make use of this museum for naming specimens collected by themselves on application to the master of natural philosophy.

There are also several geological maps and charts.

There is also a fairly good collection of Lepidoptera and Coleoptera, given to the Arnold library by an old Rugbeian, and a good collection of Warwickshire butterflies and moths in the natural philosophy school.

There are also elementary collections of land shells (very incomplete), and of foreign sea shells.

There is a laboratory for practical analysis, fitted with all that is requisite for qualitative and quantitative inorganic analysis. It is fitted for five students only, but seven can work in it at once without much inconvenience. There is also apparatus for lectures in chemistry, diagrams illustrative of the principal chemical works, and a growing museum of chemical products. In other branches of natural philosophy the apparatus is less complete. There is sufficient, however, for elementary lectures on mechanics, pneumatics, hydrostatics, and heat; and a good collection of apparatus in frictional and voltaic electricity, and some valuable apparatus in electro-dynamics (*e.g.* Ampere's apparatus, Ruhmkorff's coil, &c.)

There is a library of books of reference on subjects of natural philosophy (*e.g.* Gmelin, Rose, Otto Graham, &c.), and of popular and choice works on all kinds of natural history and philosophy. Boys can borrow these at all times on application to the natural philosophy master. (The value of the apparatus besides that for chemistry may be between 200*l.* and 300*l.*)

f. Foundationers.

Questions, &c.

I.

1. State generally the various kinds of property held by or in trust for the School, and the various kinds of revenue which it possesses, mentioning any special trusts to which such property and revenues or either of them are subject.

2. Be so good as to specify in detail the several properties and sources of revenue possessed by or held in trust for the School. For the sake of clearness it is recommended that the statement should be in a form corresponding as nearly as may be with the accompanying specimen (A).

3. State the system adopted for the management and receipt of the rents or other produce of the property and endowments of the School, and for the audit or examination of the accounts.

4. Have any material changes been made in the system of letting and management since the foundation of the School, and, in particular, within the last 50 years? Are any portions of the property now let at rackrent upon which fines or any payments of that nature were formerly taken, or *vice versâ*?

5. If it is or has been the practice to take fines, or any payment of that nature, on renewal of leases of property belonging to the School, can you state when this practice was introduced, and on what principle fines are set?

6. Can you furnish any information showing the alterations in value of the property or any part of the property of the School since its foundation, and particularly within the last 50 years, and the rates of any increase or decrease that may have taken place?

7. Be so good as to furnish the following statements:—

(1.) A statement showing the total amount received by or on account of the School for the year 1860, including rents, fines, heriots, the produce of timber, and all other receipts of every kind, and also a detailed statement or account of the application of the money so received, pointing out any particulars in which such latter statement would not fairly represent your ordinary practice, and likewise pointing out how far and in what respects you consider such application to be directed or authorized by your statutes or regulations, by usage, or on other grounds.

(2.) A statement showing the average receipts under different heads during the last seven years.

8. Do the statutes or regulations contain any directions respecting the application of surplus revenue? Have those directions always been followed, and are they considered to be now in force? If not, will you state the grounds upon which they are or have at any time been departed from?

9. Please to furnish a statement of the ecclesiastical benefices in the gift of or otherwise attached to the foundation, with the actual value of each, specifying which of them are now held by persons who are or have been Fellows of the foundation, or connected with the School as masters or assistant masters or otherwise. Is there any rule, usage, or practice regulating the exercise of the ecclesiastical patronage belonging or attached to the foundation?

II.

1. When and by whom was the School founded? What is the nature of the foundation, and how is it constituted? and in what relation does it stand to any corporate body, ecclesiastical or civil, with which it is connected?

2. Be so good as to state the original and the present constitution of the foundation; the powers, duties, privileges, and emoluments (by statute or usage) of its head; the number, privileges, emoluments, and duties of the Fellows, or other members of it (not being scholars); the statutory qualifications for and the mode of election or appointment to the headship or to a fellowship or other place on the foundation (not being a scholar's place), and any statutory restrictions to which the head or any of the other members are subject. Has the original number of members been increased or diminished; and if so, by what authority? and does any power now exist of increasing or diminishing the number? Do you conceive that any such increase or diminution would now be beneficial to the foundation?

3. In what person or body of persons is the government of the School vested, and what are the powers considered to belong to such person or persons?

4. Is the School governed by statutes? If not, are there any rules or regulations by which it is governed?

5. Have the original statutes or regulations made for the government of the School been altered; and if so, when and by what authority? Have they in any, and what respects ceased to be observed? If so, will you state any reasons by which you consider the non-observance of them to be justified?

6. Will you furnish the Commissioners with a copy of the original statutes or regulations, of any others which may have been subsequently made, and of any ordinances and dispensations which may have been made or granted by authority in relation to the School? And can you state where the originals now are, or give the Commissioners any information on the subject?

7. Is there any power of altering or amending the statutes or regulations, or of granting dispensations from the observance of them, and if so, in whom does it reside?

8. Has the School any visitor or visitors? If so, is the visitor's authority defined by the statutes, or does it depend solely on the general law affecting visitors and visitorial powers? Is it subject to any special limitations? Are there periodical visitations? If not, will you mention any cases in which the visitor's authority has been exercised during the last 50 years? Has it ever been exercised to relieve from the observance of statutes, or to make new statutes?

9. Are there any charters or instruments of foundation or endowment relating to the School? If so, can you furnish the Commissioners with copies of them, or of any of them, and can you state where the originals now are, or can you give the Commissioners any information on this subject?

10. What were originally, and what are now, the nature and amount of the emoluments of the head master, and other masters and assistant masters? State particularly the sources of these emoluments, and the average amount derived from each source. If stipends are paid to them, or any of them, out of the revenues of the foundation, what proportion did those stipends originally bear, and what proportion do they now bear, to the emoluments of the Fellows or other members of the foundation? Is the income of the head master chargeable with any outgoings not bringing back any direct personal emolument to him, such as partial or entire payments of the salaries of assistant masters or other persons on the School establishment, or any similar expenses? If so, state the amount of such outgoings.

11. What was the original number of masters, and what is now the number of masters, and assistant masters? Can you state at what times the increase has taken place, and what additions, if any, have been made to the number, and when, during the last 50 years? Is there any authoritative rule or any custom regularly observed as to any proportion between the number of masters and the number of boys? If so, when was the rule introduced, and with whom does it rest to see that it is adhered to?

12. What are the specific duties and powers, and what is the authority in the School, of the head master and of each of the masters and assistant masters (including all persons engaged in any way in the work of teaching)? How and by whom are they appointed? Are they, or any of them, customarily, or by rule, taken from any particular profession, place of education, class, or body of persons, and are there any conditions of eligibility established by rule or custom? Is there any power of removing them, and, if so, how and by whom is it exercised? Is there any rule or usage respecting superannuation, or any provision for it?

13. What are the privileges or advantages given by the original statutes or regulations to scholars on the foundation? and what, according to the statutes or usage of the School, constitutes a foundation scholar? What privileges or advantages do such scholars now actually enjoy? If there is any difference between their original and their actual condition as to such privileges or advantages, can you explain how and when it arose? Are there any advantages common to the other boys from which they are excluded? Do you consider the position of a foundation scholar to be as advantageous (either positively or relatively to that of a Fellow, or to that of boys not on the foundation) as it was originally, or to be more or less so, and to what causes do you attribute the change? Can you represent the amount of it in money? Is any money paid by a foundation scholar on account of board, lodging, instruction, or general school charges, over and above what is provided for him out of the foundation? If so, state the average amount and the nature of the charges.

14. Is the number of foundation scholars fixed by the statutes or regulations? Do they provide for or authorize, or do they expressly or implicitly prohibit, an increase or diminution of the number? Mention any portions of them which in your opinion bear upon this subject. Can you state whether the actual has ever fallen below the statutory number, and when, to what extent, from what length of time, and from what causes?

15. What are the qualifications for election or admission as a foundation scholar, and how and by whom are such scholars elected or admitted? Have there been any and what changes in these respects within the last 50 years?

16. Besides foundation scholars (or if Shrewsbury has no such scholars), do the statutes or regulations give special advantages to any particular class of boys having a local or other qualification? If so, are the statutes or regulations observed in this respect, or when and how did they cease to be so?

17. Is the admission of boys not being foundation scholars, and having no local or other special qualifications, provided for or contemplated in the statutes or regulations? Is there any limit to the number of boys who may be so admitted, and to what extent are they entitled to share in the advantages of the School? Are they entitled to be taught gratuitously or at fixed charges? Are the statutes or regulations observed in this respect, or when and how did they cease to be so observed?

18. Be so good as to state particularly the ordinary charges and expenses of a boy at Shrewsbury (that is to say, all such charges and expenses as are usually included in the bills sent to parents), their average amount, and the limits within which they usually range, distinguishing those which are variable from those which are uniform, and such as are only usual from such as are obligatory. Are these charges and expenses bounded by any definite limit or subject to any supervision or control? What charges are made, under what heads, and in what manner, for instruction or tuition in or out of School, to whom are such charges respectively paid, and are any, and which of them, considered as "extras"? Does your statement of charges and expenses apply equally to all the boys, and, if not, what are the differences or exemptions, nominal or real?

19. Please to state the total amount of the sums received from boys or their parents or guardians during the year 1860, for instruction or tuition.

20. Are there any boys participating in the general instruction of the School who lodge and board either with their parents or in other houses not recognized as boarding houses by the authorities of the School? If so, what are the payments obligatory in such cases for each boy, and are such boys, as regards instruction and the use of playgrounds, and in all other respects, on an equal footing with the other boys, or what differences are there?

21. What is the amount of accommodation afforded for boarders, whether in the School itself or in boarding houses? What rules or regulations (if any) are there, and how are they established and enforced, respecting the persons authorized to keep boarding houses, the *maximum* number in each house, and the general management of such houses as regards the health, comfort, and good order of the inmates?

22. Is there one uniform kind of domiciliary accommodation furnished to all the boys of the School? if so, what is its nature? if not, what are the varieties, and do these depend on the boarding house in which the boy boards or on the part of the School to which he belongs, or on the option of the parents and guardians of the boy, or on rank? Is there a varying rate of charge for lodging correspondent in each case with the varying nature of such domiciliary accommodation? To what extent, and subject to what distinctions, do the boys prepare their school work, and generally prosecute their studies in such domiciles, and to what extent elsewhere? if to any extent elsewhere, in what place, and under what conditions as to privacy or otherwise?

23. Is there one uniform scale of diet supplied to all the boys? If so, what is the number, what the hours, and generally what the description of such meals? If not, what are the varieties? and do they depend on age or position in the School, or on the varying practices of different boarding houses, or on the option of parents and guardians, or on the rank of the boys? and is there in all cases a varying rate of charge for board correspondent with the varying quality and number of such meals?

24. Does the rate of charge, for either board or lodging, depend at all upon the social or scholastic status of the person keeping the boarding house? Does it depend at all upon the rank or the scholastic status of the boys lodged and boarded?

25. Is any part of the profits derived from the charges for board and lodging regarded as an indirect payment (total or supplementary) for other services to the School, whether instructional or disciplinary; such as teaching, tuition, moral superintendence, preaching to the boys, or any similar service?

26. Is the resort by the boys to pastry-cooks' shops, inns, or other houses of entertainment a recognized or a customary method of obtaining either meals or any considerable portion of their food?

27. What is the system upon which furniture is provided for the boys' rooms, and what charges are made in respect of it?

28. With whom does the selection of the boarding house in which a boy lodges rest? Is a recommendation commonly given by any school authorities?

29. How many of the classical, mathematical, and other masters and assistant masters keep boarding houses? Is it a privilege which any of them are unable to obtain? How many boarding houses (if any) are kept by persons taking no part in the work of teaching?

30. Have the authorities of the School any, and what, power to limit the number of boarding houses within certain bounds? If so, can boarding houses be kept, and are any kept, without their permission, beyond those bounds?

31. What is the average period for which boys remain at the School? Is there any difference in this respect between boys on the foundation and boys not on the foundation?

32. Please to state,—

1. The total number of boys now at the School.
2. The greatest number in each year during the last 20 years.
3. The number of boys now in each form, class, or division.
4. The number of boys now in each boarding house.

III.

1. What is the earliest age, and what is the latest age, at which a boy may be admitted into the School?

2. Is any preliminary knowledge (proved by examination or otherwise) in spelling, writing, and arithmetic, or in any other subject, required of a boy on admission into the School?

3. Is there any limit to the age at which a boy may be originally placed in any of the lower forms, or beyond which he can *remain* in any of the lower forms?

4. What is the highest form in which a boy can be placed on admission into the School?

5. What is the latest age at which a boy may remain in the School?

6. Be so good as to furnish, with respect to each form, class, or division of the School, tabular statements corresponding respectively with the accompanying forms B., C., and D.; and with respect to the private pupils of each master and assistant master, a tabular statement corresponding with the form E. Add an explanation of the character of the books read or used, when not sufficiently indicated by the title.

7. Has the head master any power to modify the system and course of study, or to change from time to time the books or editions of books used in the School? If not, in whom are such powers vested?

8. Have the assistant masters any voice, consultative or other, in the direction of the studies of the School?

9. On what system, and whether by seniority or proficiency, or both, does a boy rise in the School; and in determining the rate of his rise, what relative weight, as nearly as can be stated, is assigned to proficiency in the under-mentioned subjects respectively:—classical scholarship; modern languages and literature, including English; English composition; history and geography, ancient and modern; arithmetic; mathematics; physical science? In what manner is such proficiency ascertained, and in what manner is such weight assigned? Are the classes or divisions of the mathematical and of the modern language departments of the School coincident with those of the classical; so that Class N. (say) in classics consists of the same boys as Class N. in French, German, or mathematics?

10. What provision is made for the teaching of each of these subjects, and for promoting the study of them? Can you furnish any information showing to what extent they are severally studied, and with what success? Which of them do, and which do not, form a necessary part of the regular course of study?

11. Is any extra fee exacted for instruction in modern languages, mathematics, or physical science, and if so, what is the amount of such extra fee or fees? Do you consider that the progress of the boys in these studies is in proportion to their progress in Greek and Latin; and if not, to what do you attribute the comparative deficiency?

12. What periodical examinations are held at the School, and in what subjects? By whom are they conducted, and do they extend to the whole School, or to some and what part of it?

13. What scholarships, exhibitions, prizes, or other rewards are established in the School, or in connexion with it, and by whom and on what principles are they severally awarded, and to proficiency in what subjects? State clearly how far the examinations for any such rewards turn upon the regular work of the boys, whether in School or with their tutors; and, in the case of such examinations ranging beyond the limits of such work, point out what the extent of such range is, and how far and in what way boys aiming at those rewards are enabled and assisted to apply to that pursuit, whether in the way of reading or composition, any of the time which they have at their disposal beyond what is required for their school work.

14. Is it compulsory, formally or practically, on every boy to have, in addition to the master attached to his form or class, a tutor or tutors (whether called a private tutor or not), or is it usual, without being compulsory, or permitted (in any and in what cases) without being usual? Are boys (if any) without such tutor at a clear disadvantage, as compared with others, in respect of their studies? What are the tutor's duties? Describe fully the system of instruction or tuition, so far as regards the relation in which each boy stands to the masters and tutors with whom he has to do; state how long it has existed, and what you conceive to be its advantages and disadvantages.

15. Is it the custom in any and in what forms for the boys to construe their lessons to a tutor, either public or private, before they construe them in School to the master? If so, how much time, in proportion to the regular lesson in School, is usually spent in such previous construing?

16. Is the number of boys under the charge or teaching of each master or tutor limited, and if so, how and what is the limit? What is the average number of boys under each master or tutor?

17. Is it the custom for the parent or guardian of a boy sent to the School to select, or for the head master to nominate or recommend, his tutor?

18. Is it practicable, and usual, to any and what extent, to pay attention to individual character, capacity, and mental bias, and to give boys particular facilities for or encouragement in the pursuit of studies for which they may show a special aptitude? Are particular facilities given for the pursuit of studies of a professional character for which special examinations have to be passed, and in which, therefore, special preparation must sooner or later be gone through? If so, please to point out distinctly to what extent, and in what manner, such facilities, if granted in particular cases, are adapted and subordinated to the general principles of the education of the School.

19. Do you conceive that the instruction given by the master in the course of the ordinary work would be sufficient, without supplementary aid, to prepare a boy of good ability for a successful career at the Universities, or for success in the competitive examinations established in connexion with the civil, military, or East India services? If not, would it in your opinion be possible so to improve the ordinary teaching as to make it sufficient for these purposes?

20. Can you furnish the Commissioners with any information showing what scholarships at the Universities, or other distinctions (there or elsewhere), open to general competition, have in each of the last ten years, or during any longer period, been gained by foundation scholars and by boys not on the foundation respectively?

21. Has the School any library to which the boys have access? and if so, under what conditions are they permitted to use it? Has the School any collection of natural history, or any apparatus for experiments in natural philosophy?

22. Is provision made for systematic instruction, elementary or advanced, in music or drawing, or both; if so, what time is allotted for the prosecution of such studies, what is the general course of such instruction in each, up to the highest point at which it is cultivated; what was the number of boys during the last six months of 1860 availing themselves of such provision, and how long had each then been cultivating it at School; are these studies successfully prosecuted?

23. State what means are adopted to promote the religious and moral training of the boys, and to enforce order and good conduct, by the presence and personal influence of masters or tutors, by the help of monitors or prefects, or the co-operation in any other way of the boys themselves, by rewards and punishments, or otherwise.

24. State accurately what, if any, regulations are in force by law or usage on the following points relating to the religious teaching or training of the boys:—

(1.) The system of preaching in the college, chapel, or church attended by the boys. Are the sermons specially addressed to the boys? To whom is the duty of preaching intrusted or confined.

(2.) The confirmation of the boys.

(3.) Their attendance at the church services, and especially at the Holy Communion.

(4.) The observance of Sunday.

(5.) Their religious instruction at the hands of their tutors and in public work in School? State particularly how their religious knowledge is tested and ascertained by their tutors or in any of the public examinations.

25. Are the same offences uniformly visited with the same punishment? If so, give some account of the system, specifying the punishments, and the offences to which they are awarded respectively.

26. Do all offences come before the head master? If not, do any? In the latter case, state what they are, and state in either case, through what channel they are brought before him. Does he inquire into the nature and gravity of the offences which come before him, and does he require evidence of their having been committed? Does he in all cases award, and in any cases inflict, the punishment? Are these duties, or either of them, performed, in any and what cases, by other masters or assistant masters?

27. What powers and duties in maintaining the discipline of the School are assigned to any of the boys themselves? What portion of the School has such powers and duties? and over what portion of the School are they exercised?

28. Do you consider such powers essential or useful to the effective maintenance of school discipline? State the grounds of your opinion. Do they on the whole tend to produce, or to suppress, tyranny of the stronger boys over weaker, and how?

29. What powers and privileges are given to any portion of the School over any other portion of it, either to enforce attendance at games, or to exact personal services of any description? What portion of the School has such powers? Over what portion are they exercised? Are such powers and privileges *generally* in any way detrimental either to health, to the reasonable enjoyment of liberty, or to the opportunities of bodily or mental recreation or study on the part of the lesser boys? Please to assign the reasons for your opinion.

30. Have you known instances of the abuse of the before-mentioned disciplinary powers and privileges? And

do you consider that such instances, where they exist, are likely to come to the knowledge of the masters?

31. During how many weeks in the year are the boys at School?

32. How often, and when, and for how many weeks each time, do the boys go home for the holidays?

33. While the boys are at School, what are the usual holidays or half-holidays during the week?

34. At what hours in winter and summer respectively are the boys required to be dressed in the morning, and to go to bed at night?

35. On regular School days, what is the time allowed for play?

36. What is the acreage of the ground allotted to the boys for their out-door amusements and games?

37. What is the nature of such ground, viz., whether (1) covered or entirely open; (2) paved or field; (3) grass or bare?

38. What is the nature of the ground immediately surrounding such playground, and especially is it occupied by inhabited buildings, or by factories, or is it open?

39. What are the common games or other bodily exercises of the boys?

40. What range is practically (whether by express permission or by customary connivance) allowed to boys over the ground lying beyond the precincts of the School and playground, and to what extent, and for what purposes, do the boys commonly avail themselves of it?

41. What athletic exercises are taught as part of the education, and of these which are extra and which compulsory, either absolutely or with reference to some particular purpose (as swimming in order to have liberty to go in boats)? Are any special teachers appointed to superintend such exercises?

42. Is it, or is it not, the general habit of boys most distinguished for their progress in intellectual studies to distinguish themselves also, or to partake with interest, in the manly games of the School, or is any difference in the tendencies of different intellectual studies in this respect discernible?

43. So far as you can judge of the results in after-life of the education afforded at Shrewsbury, do you consider those results satisfactory? Or is it your opinion that the system in any respects falls short of what a great public School might accomplish in preparing boys for the various lines of life, professions, and employments in which they may engage? If so, will you state what the deficiencies are; whence in your judgment they arise; and how far you think them remediable?

44. Does any alteration in the system and course of education at Shrewsbury appear to you desirable? Will you be good enough to lay before the Commissioners any suggestions on this head which you may think expedient?

SHREWSBURY.

ANSWERS of the GOVERNORS and TRUSTEES of the Free Grammar School of King Edward VI. at Shrewsbury.

I.

1. The property held by or in trust for the school consists of the school buildings, masters' houses, and tithes, a freehold house at Grinshill, two chief rents, and money invested in the public funds.

The property and revenues are subject to the payments to the ministers of the parishes of St. Mary and Chirbury, and to the curacies of Clive and Astley, also to scholarships or fellowships and exhibitions to the Universities of Cambridge and Oxford.

2. See annexed statement A.

3. The tithe and other rents are received by the treasurer. Any change in the rent of the house and garden is submitted to the governors for consideration. The accounts are annually audited and examined by the trustees.

4. Previously to the commutation of the tithes they were valued and let, but since the commutation the tithe rentcharges are received from the occupiers.

No portion of the property is let at rackrent upon which fines or any payment of that nature were ever taken.

5. It has not been the practice to take fines or any payment of that nature.

6. The annual value of the property in the year 1572 (15 Eliz.) appears to have been 93*l.* 8*s.* 3*d.*

The annual value at the time of the passing of the School Act in 1798 (when the trust was vested in the present trustees) was 949*l.* 5*s.* 5*d.*

The value 50 years ago, viz., in 1811, was 1,918*l.* 8*s.* 11*d.*

The value for the past year was 3,114*l.* 0*s.* 8*d.* This is exclusive of 270*l.* dividends on funded property.

The increase has arisen from the successful close of questions as to tithe, which were in litigation, and from increased amounts obtained on the commutation, and from the tithe rentcharges being now received from the occupiers, instead of the tithes being let by auction or under leases.

7. The account marked A(1) hereto annexed, furnishes the statement requested. The application is directed and authorized by the statute relating to the school, and the scheme sanctioned by the Court of Chancery in 1853.

STATEMENT showing the average Receipts under different heads during the last Seven Years.

Year.	Amount of Tithe Rentcharges.	Other Rents.	Chief Rents.	Dividends.	Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1854	2,544 8 0	30 14 1	0 18 3	270 0 0	2,846 0 4
1855	2,508 15 10	30 9 8	0 18 3	270 0 0	2,810 3 9
1856	2,679 8 2	30 9 8	0 18 3	270 0 0	2,980 16 1
1857	2,717 2 7	30 9 8	0 18 3	270 0 0	3,018 10 6
1858	2,913 2 5	30 9 8	0 18 3	270 0 0	3,214 10 4
1859	2,840 17 3	30 9 8	0 14 8	270 0 0	3,142 1 7
1860	2,795 14 5	30 9 8	1 1 10	270 0 0	3,097 5 11
7)	18,999 8 8	213 12 1	6 7 9	1,890 0 0	21,109 8 6
	2,714 4 1	30 10 3½	0 18 3	270 0 0	3,015 12 8

8. The scheme,* of which a copy is forwarded herewith, contains directions with reference to the application of the surplus revenue, which are now in force and have not been departed from.

Previously to the allowance of this scheme the application of the surplus revenue was regulated by the 24th section of the 38 Geo. 3. c. 68, being the Act for the government and regulation of the school, which regulations were adhered to.

9. The following is a statement of the ecclesiastical benefices attached to the foundation: —

The incumbency of the parish of St. Mary, Shrewsbury.
The chapelry of Astley.
The chapelry of Clive.
The vicarage of Chirbury.

None of these benefices are now held by any person who is or has been connected with the school as master or assistant master.

The patronage is vested in trustees appointed by the Lord Chancellor under the Municipal Corporation Act, and is regulated by the 28th section of the School Act, 38 Geo. 3., on which a construction has been placed by Vice-Chancellor Wood, in the case of "The Queen *v.* the Earl of Powys and others."

Statement A. referred to in Answer to Question 2.

FREEHOLD PROPERTY possessed by or held in trust for Shrewsbury School, all in the County of Salop.

Description of Property.	Where situate.	In whom vested.	How let.	Yearly Amount or Value.
				£ s. d.
Masters' houses and school buildings.	Parish of St. Mary, Shrewsbury.	The Governors and Trustees of Shrewsbury School.	—	—
A house - -	Grinshill - - -		Yearly	29 0 0
Spiritual jurisdiction.	Parish of St. Mary, Shrewsbury.		Yearly	1 6 8
Encroachment -	Do. - - -		Yearly	0 3 0
Chief rent - -	Chapelry of Astley. -		Yearly	0 10 3
Do. - -	Sansaw - - -		Yearly	0 8 0
Great and small tithes.	Parish of Chirbury -	The Governors and Trustees of the Shrewsbury School.	Not let, but received from the occupiers of the lands charged therewith.	1,000 0 0
Great and small tithes.	St. Chad's Parish, Betton Township.			123 0 0
Great and small tithes.	Do., Bicton and Calcot Township.			214 0 0
Great and small tithes.	Do., Frankwell Township.			112 0 0
Great and small tithes.	Do., Woodcot and Horton Township.			165 11 0
Great and small tithes.	Do., Shelton and Oxon Township.			84 0 0
Great and small tithes.	Do., Whitley and Welbatch Township.			92 16 0
Four-fifths of the tithes of corn, grain, and hay.	St. Mary's Parish, Albrighton Chapelry.			93 10 0
Great and small tithes.	Almond Park -			
Small tithes -	Great and Little Berwick and Newton.			129 10 8
Great and small tithes.	Astley Chapelry -			210 0 0
Small tithes -	Castle Foregate Township.			53 5 0
Great and small tithes.	Clive and Sansaw Chapelry.			334 8 6
Great and small tithes.	Leaton Township -			157 10 0
Small tithes -	Woolascott Township.			15 16 0
			£	2,816 15 1

No fines. No timber.
The amount here stated is the amount of the rentcharges fixed under the Tithe Act, and the annual receipt varies according to the average fixed by the Act.

PERSONAL PROPERTY, producing Income, possessed by or held in trust for Shrewsbury School.

Nature of Property.	Amount.	In whom vested.	Yearly Income.
	£		£ s. d.
Consols - - -	6,000	The Governors and Trustees.	180 0 0
Reduced 3 per Cents.	3,000		90 0 0
		£	270 0 0

Total yearly income of Shrewsbury School from property, real and personal - - - - - £ 3,086 15 1

* Order, report, and scheme, as made and settled by the Court of Chancery in 1853.

ANSWERS.

HREWSBURY.

he Governors nd Trustees.

A (2).

(Account referred to in Answer to Question 7.)

AN ACCOUNT of the RECEIPTS and DISBURSEMENTS of the GOVERNORS and TRUSTEES of the FREE GRAMMAR SCHOOL O KING EDWARD THE SIXTH, at SHREWSBURY, for the Year ending the 31st December 1860.

Arrears due Christmas 1859.	A Year's Rent due Christmas 1860.	Tenants' Names, &c.	Cash received.	Deductions and Allowances.	Arrears remaining Christmas 1860.
£ s. d.	£ s. d.	TITHES.	£ s. d.	£ s. d.	£ s. d.
61 0 5	1,108 17 1	Chirbury parish, great and small tithes of.	1,023 4 2	- - -	146 13 4
		In St. Chad's Parish.			
44 10 4	136 7 9	Betton township, great and small tithes of.	103 16 4	- - -	77 1 9
1 14 1	237 5 10	Bicton and Calcot township, great and small tithes of.	198 6 0	- - -	40 13 11
47 14 5	118 16 0	Frankwell township, great and small tithes of.	60 18 9	13 0 0	92 11 8
—	183 11 5	Woodcot and Horton township, great and small tithes of.	183 11 5	—	—
6 8 4	93 19 8	Shelton and Oxon township, great and small tithes of.	74 13 1	- - -	25 5 11
—	102 18 1	Whitley and Welbatch townships, great and small tithes of.	102 18 1	—	—
		In St. Mary's Parish.			
—	103 13 6	Albrighton chapelry, 4-5ths of the tithes of corn, grain, and hay.	103 2 5	- - -	0 11 1
—	143 12 8	Almond Park, great and small tithes of. Great and Little Berwick, and Newton, small tithes of.	143 12 8	—	—
13 6 10	234 2 3	Astley chapelry, great and small tithes of.	228 6 10	- - -	19 2 3
29 7 11	56 16 8	Castle Foregate township, small tithes of.	27 1 3	7 0 0	52 3 4
66 8 9	370 17 6	Clive and Sansaw chapelry, great and small tithes of.	354 0 1	- - -	83 6 2
—	174 12 11	Leaton township, great and small tithes of.	174 12 11	—	—
—	17 10 5	Wollascott township, small tithes of.	17 10 5	—	—
		RENTS.			
—	29 0 0	Grinshill school-house, Mr. Barkley, one year's rent of.	29 0 0	—	—
—	1 6 8	Spiritual jurisdiction of St. Mary's, one year's rent of.	1 6 8	—	—
—	0 3 0	Encroachment on school garden, one year's rent of.	0 3 0	—	—
		CHIEF RENTS.			
0 3 7	0 10 3	Astley chief rent - -	13 10	—	—
—	0 8 0	Sansaw chief rent, by Robert Gardner, Esq.	0 8 0	—	—
270 14 8	3,114 0 8		2,827 5 11	20 0 0	537 9 5
		DIVIDENDS, &c.		Deductions	20 0 0
Arrears -	270 14 8	One year's dividends on 6,000*l.*, 3 per cent. Consols.	180 0 0	Received	2,827 5 11
	3,384 15 4				3,384 15 4

Disbursements.	£ s. d.	£ s. d.
SALARIES.		
Rev. Dr. Kennedy, a year's salary as head master, due Christmas 1860, (including allowance of 100*l.* a year for mathematical instruction).	425 0 0	
Rev. Dr. Kennedy, ditto, as catechist and reader	40 0 0	
Rev. William Burbury, a year's salary as second master, due Christmas 1860.	200 0 0	
Rev. Henry Greenwood, a year's salary as usher, due ditto.	100 0 0	
Mr. T. A. Bentley, French master, for teaching burgesses' sons, one year, due ditto.	50 0 0	
Mr. T. N. Henshaw, one year's salary as accidence master, due ditto.	25 0 0	
Mr. T. N. Henshaw, allowance for teaching writing and arithmetic to burgesses' sons.	30 0 0	
Mr. J. J. Peele, one year's salary as bailiff, receiver, and treasurer, due Christmas 1860.	105 0 0	
		975 0 0
EXHIBITIONS, &c.		
St. John's College, Cambridge, for scholarships or fellowships, due Christmas 1860 (income tax deducted).	67 1 8	
Mr. Edwin Moseley, fourth year's exhibition, due ditto.	50 0 0	
Mr. Thomas Gwatkin, third year's exhibition, due ditto.	50 0 0	
Mr. C. E. Graves, third year's exhibition, due ditto.	50 0 0	
Mr. John Batten, third year's exhibition, due ditto.	50 0 0	
Mr. J. B. Davies, second year's exhibition, due ditto.	50 0 0	
Mr. H. W. Moss, first year's exhibition, due ditto.	50 0 0	
		367 1 8
STIPENDS TO CLERGY.		
Rev. Thomas Bucknall Lloyd, one year's stipend as curate of St. Mary, due Christmas 1860.	300 0 0	
Rev. James Wilding, one year's stipend as vicar of Chirbury, due ditto.	200 0 0	
Rev. James Wilding, allowance for curate, due ditto.	80 0 0	
Rev. W. J. James, one year's stipend as curate of Clive, due ditto.	90 0 0	
Rev. William Vaughan, one year's stipend as curate of Astley, due ditto.	70 0 0	
		740 0 0
TAXES, &c.		
Assessed taxes and rates, on masters' houses, &c.	51 0 7	
Land tax, viz.:—	£ s. d.	
Chirbury - - -	10 12 8½	
Castle Ward (St. Mary's parish)	- 16 9 0	
Welsh Ward (St. Chad's parish)	- 10 1 2	
Stone Ward (ditto)	- 3 3 1	
Albrighton - - -	- 4 1 10	
	44 7 9½	
Property tax, viz:—		
Chirbury - - -	- 52 1 8	
Castle Ward - - -	- 36 11 10	
Welsh Ward - - -	- 22 13 8	
Stone Ward - - -	- 8 3 4	
Albrighton - - -	- 4 7 6	
	123 18 0	
		219 6 4
Poor Rates, &c., viz.:—		
Chirbury - - -	- 67 10 0	
St. Chad's - - -	- 58 6 8	
Clive - - -	- 19 1 4	
St. Mary's - - -	- 25 10 0	
Astley - - -	- 4 11 0	
Albrighton - - -	- 2 6 3	
	177 5 3	
Highway Rates, viz.:—		
Albrighton - - -	- 0 12 6	
Astley - - -	- 2 5 6	
Clive - - -	- 11 18 4	
Leaton - - -	- 1 9 2	
Priest Weston township (in Chirbury parish).	2 16 3	
Middleton (ditto) - -	- 1 2 6	
Chirbury (ditto) - -	- 1 4 0	
	21 8 3	
		198 13 6
REPAIRS, &c.		
Mr. Thomas Birch, painter - - -	244 17 6	
Messrs. Cole and Son, painters - - -	22 19 8	
Mrs. Hartshorn, plumber - - -	13 18 9	
Mr. James Webster, for care of clock - -	2 0 0	
Messrs. D. Evans and Sons, glaziers - -	4 12 0	
Messrs. T. and J. Groves, builders - -	65 17 7	
Mr. William Alltree, whitesmith - - -	7 8 10	
Mr. T. Gray, for paving - - - -	0 13 0	
		362 7 4
CONTINGENCIES AND SUNDRIES.		
Insurance, one year, due Christmas 1860 - -	4 1 0	
Messrs. Leake and Evans, printers and stationers.	3 6 0	

Arrears due Christmas 1859.	A Year's Rent due Christmas 1860.	Tenants' Names, &c.	Cash received.	Deductions and Allowances.	Arrears remaining Christmas 1860.
—	—	One year's dividends on 3,000*l.*, Reduced 3 per Cents.	£ s. d. 90 0 0	—	—
—	—		3,097 5 11	—	—
—	—	Balance due from treasurer on last account.	1,656 8 2½	—	—
—	—		4,753 14 1½	—	—
—	—	Deduct payments made by treasurer.	3,005 18 3½	—	—
—	—	Balance in the hands of the treasurer.	1,747 15 9½	—	—

Disbursements.	£ s. d.	£ s. d.
Expenses at tithe day, and connected with Chirbury tithe collection.	22 11 0	
Do. Leaton tithes	4 7 3	
Do. Frankwell and Castle Foregate tithes	11 10 3	
Porters and lodge keepers, 16*l.* 13*s.* 4*d.*; coals, &c., 11*l.*; pews for servants, 2*l.* 15*s.*	30 8 4	
Subscription to Saint Chad's school	10 0 0	
Subscription to Middleton and Priest Weston schools.	15 0 0	
Subscription to Clive schools	5 0 0	
Subscription to Saint Mary's schools	5 5 0	
Dr. Kennedy for prize fund	25 0 0	
For advertising in the Shrewsbury Chronicle	1 14 0	
Receipt stamps, postages, and sundry small payments as per Schedule.	5 6 7	
		143 9 5
		3,005 18 3½

State of the Money invested in the Funds towards a Parsonage for the Parish of St. Mary's:—

	£ s. d.
Stock purchased in 3½*l.* per Cent. Annuities	838 15 10
Dividends since invested, have purchased, &c.	199 18 9
	£1,038 14 7

Invested towards a Parsonage for the Chapelry of Astley:—

	£ s. d.
Stock purchased in consolidated 3*l.* per Cent. Annuities	351 4 0
Dividends received and invested have purchased	22 0 3
Amount repaid by Rev. W. Vaughan	34 0 11
	£407 5 2

July 5th, 1861.—Examined the above account and found the same to be correct.

T. W. TROUNCER, Mayor.
W. BUTLER LLOYD.
JOHN BATHER,
EDWARD WARTER.

J. J. PEELE, Bailiff.

II.

1. The school was founded by Letters Patent of King Edward the Sixth..

Additional revenues were granted by Queen Elizabeth by indenture dated 22nd May, 13th year of her reign.

Its only connexion with any corporate bodies ecclesiastical or civil, is as follows:—

As to the Corporation of Shrewsbury.

The mayor, for the time being, is one of the trustees, and *ex officio* chairman.

The sons of burgesses of the borough of Shrewsbury are entitled to free education, and to preferences with respect to the ecclesiastical preferments and right to exhibitions.

As to St. John's College, Cambridge.

The election of head and second master is vested in the masters and fellows. The ancient exhibitions founded before the passing of 38 Geo. 3. are attached to this college.

There are other exhibitions attached to this foundation which are under the management of other trustees, and the particulars of which can be best furnished by those trustees.

2. The original and the present constitution and foundation are set forth in the Letters Patent of Edward the Sixth, and in the Statute of 38 Geo. 3. The Letters Patent recite that "at the humble petition as well of the bailiffs and "burgesses and inhabitants of the town of Shrewsbury in "the County of Salop, as of very many other our subjects "of our whole neighbouring country there for a grammar "school to be erected and established there for the educa-"tion and instruction of boys and youths," the King did grant and ordain that thereafter there should be one grammar school in the said town of Shrewsbury, which should be called the Free Grammar School of King Edward the Sixth, for the educating, teaching, and instructing of boys and youths in grammar, to continue at all times thereafter for ever.

The head master, by the 16th section of the 38 Geo. 3. is to have the management of the school.

As to his emoluments, an annual stipend of 465*l.* is paid to him out of the funds of the school, with the privilege of taking boarders, and from the admission fee of 2 guineas each, and the yearly sum of 15 guineas authorized by the scheme, he defrays the expenses attendant upon the school and of such masters as are not provided by the foundation.

The masters paid by the trustees are:—

	£
The Rev. Dr. Kennedy (head master)	425
ditto as catechist and reader	40
The Rev. John Rigg (second master)	200
The Rev. Henry Greenwood (third master)	100
Mr. T. A. Bentley (French master)	50
Mr. T. N. Henshaw as accidence master	25
ditto for teaching writing and arithmetic to burgess' sons	30

The appointment of masters is regulated by the 11th, 12th and 13th sections of the statute.

There are no other statutory restrictions than those contained in the Act.

3. The powers and duties of the governors and trustees are regulated by several sections of the statute (*see* copy Act).

4 and 5. The school is governed by the before mentioned statute and a scheme sanctioned by the Court of Chancery.

For the last 3 years an alteration has been made by the head master; such boys as are not intended for either university not being required now, as heretofore, to learn Greek or the art of classical composition.

6. Copies of the statutes or any other documents in the possession of the governors can be furnished to the Commissioners; the originals are in the possession of the school bailiff.

7. By the 23rd section of the statute the governors have the power to make byelaws, but none have been made.

8. There is no actual visitor, but the Bishop of Lichfield has authority with reference to the sanctioning of byelaws and the alteration of salaries, by the act and scheme.

9. *See* answer 6.

10. The amount of the emoluments of the different masters can alone be furnished by them. The stipends paid out of the foundation are stated in the accounts.

11. The number of masters paid out of the foundation is now the same as at the time of the passing of the statute of 38 Geo. 3rd, with the addition of an annual payment through the head master to a mathematical teacher, a French master, and an allowance to an accidence master for teaching writing and arithmetic to the sons of burgesses.

The governors have no record of the number of assistant masters employed and paid by the head master.

There is no such authoritative rule or custom as mentioned in this inquiry.

12. *See* 11th, 12th, 13th, 14th, 15th, and 16th clauses of the statute as to the duties and powers of the masters, also the scheme of 1853.

As to power of removal, *see* clause 17.

As to superannuation, *see* clause 15.

13. The privileges and advantages, as defined by the 14th section of the act, are, that the master shall teach and instruct in the school such boys as are the legitimate sons of burgesses of the town of Shrewsbury gratis and without any fee or reward whatsoever, and by the 25th section, the burgesses' sons have rights of preference in the election of exhibitioners, and by the 28th section, when born in Shrewsbury, in the presentation to the ecclesiastical benefices.

In addition to these privileges and advantages they enjoy the advantages common to the other boys and are not excluded from any.

A burgess's son pays the head master in respect of his board and lodging when a boarder, but nothing with respect to education.

The amount can only be furnished by the head master.

14. No limitation of number.

15. The sons of burgesses; no change in this respect during the last 50 years.

16. By clauses 25 and 28 boys other than burgesses' sons have certain preference with reference to exhibitions and benefices but have no special advantages as to education.

17. The admission of boys not being foundation scholars

ANSWERS. SHREWSBURY. *The Governors and Trustees.*

and having no local or other special advantages was, it is conceived, contemplated by the original foundation, and contemplated by the statute.

There is no limit to the number of such boys.

They have all the advantages of the school except gratuitous education; and the preferential rights of burgesses' sons in the election of exhibitioners.

These questions will no doubt be answered by the head master.

21. The accommodation for boarders, as far as the foundation buildings are concerned, is confined to the head and second masters' houses, which are limited in extent, and not suitable to the wants and requirements of the present time. Boarders are accommodated in other houses by the head master and rented by him.

III.

It is assumed by the trustees that the information required by the queries in this paper will be furnished by the head master; they propose, therefore, only to refer to some of the questions, though they will be happy to afford any information in their power on any others.

13. A list of the exhibitions will be furnished.

19. The trustees consider that the instructions given by the masters in the course of the ordinary work would sufficient, without supplementary aid, to prepare a boy for a successful career at the universities; for the civil, military, or East India services some supplementary aid may be requisite. The trustees are not prepared to express an unanimous opinion on the latter part of this question.

21. There is a library in the head room to which the upper forms have access; there is also a general library to which the masters and scholars, with the permission of the head master, have access.

23. Daily service in the school chapel.

Attendance at public worship on Sundays.

A payment of 40*l.* is made to the head master as catechist and reader.

26. *See* p. 25 of the scheme referred to in the answer to question 8, Part I.

36. The only ground belonging to the foundation allotted to the boys for games, &c., is a ball court; but a piece of land is rented by the head master and appropriated for the use of the scholars.

38. The ball court adjoins the cattle market, and is near to several dwellings.

The trustees think it right to add that the state of repair and means of accommodation in the masters' houses are not such as could be desired, and the trustees believe that the future prospects of the foundation are much involved in the question which is now under consideration of providing more suitable premises.

(Signed) J. J. PEELE,
Bailiff and Treasurer.

Rev. B. H. Kennedy.

ANSWERS of the Rev. B. H. KENNEDY, D.D., Head Master of Shrewsbury School.

II.

1. Shrewsbury School was founded by Letters Patent of King Edward VI., A.D. 1551, addressed to the bailiffs and burgesses of Shrewsbury, giving them certain tithes to found a school, entitled

"Libera Schola Grammaticalis Regis Edwardi Sexti,"

empowering them to elect masters and to make statutes with the advice (cum advisamento) of the Bishop of Coventry and Lichfield.

The sole relation in which the school stands to any other corporate body is comprised in the two provisions of the Act (38 Geo. 3.)

(1.) That the mayor of Shrewsbury for the time being is chairman of the governors and trustees.

(2.) That when a vacancy occurs in that body the other governors and trustees nominate three qualified persons to fill it, of whom the corporation elects one.

Respecting the title, *Libera Schola*, I append an argument* which has appeared in several public prints, tending to show that *Libera* means exempt by royal grant from other superiority.

2. Before the school could be opened, King Edward died. It was in abeyance during the reign of Mary. Nor was it actually opened before the 4th Elizabeth, 1562, Mr. Thomas Aston or Ashton being the first head master, evidently a man of great ability and credit, since in the seven years of his mastership he entered 875 scholars, many of them sons of the best families of Shropshire and adjoining counties, including Sidney (afterwards Sir Philip), Fulke Greville (afterwards Lord Brook), the sons of Archbishop Sandys, &c. Of Ashton's pupils 238 only were town boys (*oppidani*), the rest are called *alieni*. If any statutes were made at this time, no record exists of them. The statutory government of the school dates from 1571. It appears that in 1569 Ashton resigned his office and directed the studies of the famous and ill-fated Robert Devereux, eldest son of Walter, Earl of Essex. His affection for Shrewsbury School caused him to move Queen Elizabeth with success to grant to the school the tithes of Chirbury (which form about one-third of its present revenues), and to take that opportunity of constituting the government of the school on as good a footing as could be secured. By reference to the indentures then made, and the schedules of ordinances attached, it will be seen that the constitution then framed for the school was in the nature of a compromise, having the advantages and disadvantages of arrangements so made. On the one hand, the bailiffs and burgesses, having the vantage ground of King Edward's Charter, but also tempted by the rich offer of Chirbury, consented to surrender their right of electing the masters to St. John's College, Cambridge, or which Ashton was a member; but they stipulated with success for the condition that the college should be bound to elect burgesses of the town. Again they consented to accept Mr. Ashton's ordinances for the regulation of the school, and to place the chief government in the joint trust of the bailiffs and head master; but they obtained (what still exists) a first claim for burgesses to all benefices and founders' exhibitions. In 1724 the corporation attempted to wrest from the college the surrendered right, but sustained defeat in Chancery and in the House of Peers. At the close of that century, the evil of the burgesses' claim to the

* I. I say that the person or persons who wrote Edward's charters could not possibly intend to use the word *libera* in the sense of "gratuitous" (1) for the simple and cogent reason, that the adjective *liber* never had, at any time, borne, or been used in, such a sense. All that is said in the charter is, that the school shall have for its title "Libera Schola Grammaticalis Regis Edwardi Sexti." There is no explanation of any word. Therefore the words must have been well known and commonly used. "Grammaticalis" *was* a word well known: it could only imply a School for the teaching of "Grammatica," the science of language, one of the "*trivial*" sciences. The meaning of the word "libera" must have been at the time equally known and used. What that meaning was, will be the second head of my inquiry. At present I affirm that it was *not* "gratuitous." This meaning has, I repeat, never belonged to the word "liber:" (a) not in classical Latin; (b) not in post-classical Latin; (c) not in mediæval Latin. For (a) as respects classical Latin, any competent person may satisfy himself by reference to the best dictionaries, as those of Facciolati and Scheller. By reading through the examples of "liber" and its adverb "libere," and especially by comparing with them the examples of "gratuitus" and its adverb "gratis," he will find that the two former words are never used in the sense of the two latter. "Liber" means "unrestrained," "uncontrolled," or "exempt," and of course we may *add* a word signifying "expense," or "payment," and say that a person or thing is "exempt" from this; but never will the word "liber" be found to describe "a thing not to be paid for." Again (b) post-classically, we have ample proof in the Latin Vulgate translation of the Bible (about A.D. 400) that *liber* does not mean gratuitous. Let us look at the passages which stand in the English Bible as follows:—Matthew x. 8—"Freely ye have received; freely give." Romans iii. 34—"Justified freely." Rev. xxi. 6—"I will give of the water of life freely." xxii. 17—"Let him take freely." Does the Vulgate give "libere" in any one of these passages? In none. What it gives is "gratie." And in a concordance of the Vulgate I find forty six references to the word "liber," in all of which it means "unenslaved," and in none "gratuitous." Again (c) mediævally, we have for reference the valuable glossary of Dufresne, Ducange, and Charpentier, of which I have used both the folio edition and also Adelung's in octavo. I have likewise consulted Lindenbrog's Codex Legum, and various other works on the Middle Ages; but although the word "liber" is one of the most frequent occurrence, I do not find the faintest trace of its ever having been used in the sense of "gratuitous," or in any sense approximating to this. On the other hand, in the Latin translation of Bingham's Origines Eccles. iii. p. 273, I find mention of a canon made at the Council of Constantinople, "qui scholas gratuitas in omnibus ecclesiis per villas et vicos institui jubet." Here observe that the writer does not say "Scholas liberas," but "Scholas gratuitas." What has been already said is alone sufficient to prove my point; but I remark further, (2) that the word "Libera" in the title of Edward's Schools must have been designed to distinguish them from other existing schools. But "gratuitousness" would have been no distinction; for of private school-keeping, as a gainful profession, no trace, I believe, is to be found in those days, while in the conventual, chapter, and collegiate schools, instruction had always been gratuitous to the poor, and, if others gave, it was probably left to their own discretion what to give. To call the new schools gratuitous was therefore needless. To the poor student of grammar they were supposed, without any further intimation, to be gratuitous, and the King and his council could not design to exempt the wealthy from the charges of education. To clinch the matter (3) it is certain that the word "libera" was not understood in those days to mean "gratuitous," for when ordinances were made under Elizabeth's sanction for the regulation of Shrewsbury School, a scale of fees was appointed to be paid by all persons entering the school, from a "lord's son" downwards, fees which to us, indeed, appear small in amount, but which would still be in contravention of the Charter, if we suppose "libera" to mean "gratuitous." Strype tells us that these schools were erected "for the education of youth in virtue and godliness," "for further augmenting the Universities, and better provision for the poor"; and the ordinance above named carried out the last object by exempting from fee the son of a burgess, if not "of ability."

II. My second point is, that "libera schola" in all probability *does* mean, "a school free from the jurisdiction of a superior corporation." I think I may venture to say that in mediæval law the word "liber" has but one general meaning, namely, "non obnoxius," "not under subjection." But as subjection was of many kinds, so of course was freedom. Thus the "libertas Romana" was possessed by churches which were free from all ordinary jurisdiction, and only subordinate to the see of Rome. The "Libera Capella" (Free Chapel) of St. George at Windsor is (or was lately) free from ordinary jurisdiction. A freedom of this kind is what the lawyer or scholar, hearing the phrase "libera schola" in Edward's days, would have understood therefrom; because such was the only known sense of the word "libera." Can it be doubtful, then, what freedom was implied? Almost all existing schools were "obnoxiæ," were attached and subservient to chapters or colleges, while hundreds, attached and subservient to convents, had been just abolished together with these. Edward and his Council desired to restore learning from its ruins, and at the same time to place it under conditions less dependent on ecclesiastical power. They, therefore, chartered all their new schools as "liberæ," exempt from that jurisdiction to which schools had generally been subject; nay, in some instances, as appears from Strype, governors were appointed by Edward himself. To these solid arguments what is opposed? Johnson's authority? Not at all. Johnson merely takes the term "Free School," and explains it in the acceptation which he knew to be usual, and which may be true in the case of many schools. He does not allude to the phrase "libera schola," and there is no proof that he was even acquainted with it.

masterships being patent and acknowledged, a new compromise was made, resulting in the Act of 38 Geo. 3. The main features of this act were—

(1.) The transference of the government of the school to a body of governors and trustees.

(2.) The abolition of the burgess right in the masterships.

(3.) The gift of the right to gratuitous instruction to all sons of burgesses.

The effect of this last provision has been greatly modified by the Municipal Reform Act of 1835, which has produced and must yet produce a perpetual diminution of the old burgesses. In 1849 the governors and trustees obtained an order in Chancery for a new scheme, which was completed in 1853. This scheme extended the education and opened exhibitions in default of preferential claimants, an alteration attended with very good results. (The same thing has since been done by the Careswell Trustees very advantageously.) The present constitution of the school will be discovered by comparison of the act and scheme; and answers to those parts of question 2 which apply to the school will be found in the scheme.

3 to 9. The documents containing answers to these questions will, I presume, have been supplied by the governors and trustees.

10. The head master receives as salary 465*l.* per annum. The school fees are also received by him. He pays capitation to all the masters, and salaries to some.

Each boy in Shrewsbury school (not being the son of a burgess, or exempt by resolution of the masters) pays a tuition fee of 15*l.* 15*s.* per annum.

At this time there are 99 boys (say 100) paying this fee.

	Capitation. £	s.	d.	Salary per Annum. £	s.
The second master receives	2	12	6	200	0
„ third master	1	5	0	100	0
„ first assistant master	2	0	0	*100	0
„ second assistant master	1	0	0	*100	0
„ third assistant (mathematical) master	1	0	0	*100	0
modern language master	2	2	0	50 *52	0 10
accidence master	1	0	0	25	0
	(and a variable allowance for teaching writing to sons of burgesses, about 30*l.* per annum).				

N.B.—Capitation fees and grants marked * are paid by the head master: the other salaries by the governors and trustees. The capitation payable to the second master was fixed by the scheme at one-sixth of the whole fee. All other payments made by the head master are matters of private arrangement between himself and the several masters who are all appointed and removable by the head master.

The first assistant master, the mathematical master, and the master of modern languages, have given occasional private lessons, by which their incomes have been increased on an annual average, 40*l.* each.

The writing master supplies the school with stationery, making the usual trade profit, about 35*l.* per annum.

Three assistant masters have rooms free of all charges, and four have dinner commons in my houses.

The salaries and tuition fees are the only sources of income, setting aside the profits of boarding, and the few cases of extra (private) tuition. It is proper to add that prior to the scheme, which settled the tuition fee, the total sum paid for the same instruction was 25 guineas.

11. The number of masters was originally (in 1562) three. The trustees now pay salaries to five, and at the present moment there are three besides the five. Of these, four are classical masters, one mathematical, one for French, &c., one for writing and mapping, and accidence; and one is now appointed as tutor for all boys below the 6th form, and to direct the studies of the non-collegiate boys. I am not able to specify the times at which changes have been made in the number of masters. I incorporated French with the public studies of the school on becoming head master, and a few years later I appointed a special master for mathematics. The number of classical masters has necessarily varied with that of boys; there has been on the average one such master for 30 boys. There are no rules respecting the proportion of masters and boys.

12. All the masters, excepting the second master, are appointed by the head master, and removable by him. He therefore has the power of arranging and regulating their several duties. I understand the second master to have the right of instructing (under the general direction of the head master) the lower school, *i. e.*, forms 1 and 2. But all the four second masters with whom I have acted have cheerfully thrown their talents into the general stock, so as to take those forms and functions in which they seemed likely to be most useful.

The head master must be a clergyman. There is no rule as to the rest. All, except the master of modern languages and the writing master, have been university men, and generally clergymen. As respects the election to the head and second masterships, it is to be expected that St. John's College will prefer its own members; but my belief is that the master and fellows would not elect to the head place any man of whose fitness they were not well satisfied. I suppose that the head or second master could be removed for good cause with the approbation of the Bishop of Lichfield.

Pensions are mentioned in the Act, but not in the scheme. I cannot account for the omission.

13 to 15. Unless the right to gratuitous instruction given by the Act and the preference in exhibitions by ordinance, be considered to constitute a foundation class, there is no such class in Shrewsbury School.

16. See answer to question 2.

The provisions of the Act have been observed.

17. See answers to questions 1 and 2.

I conceive that the right of the masters to take boarders rests upon ancient custom and the history and constitution of the school as a public school from 1562 to the present time. For this reason I did not regard with favour that clause in the scheme which formally sanctioned boarders, especially as it was coupled with a proviso not called for by anything which had occurred. But as the Master in Chancery (the late Mr. Blunt), whose judgment I highly esteemed, appeared friendly to the clause, and thought it useful as a ready answer to all cavils on the subject, I forbore to oppose it. There are no regulations beyond what appear in the scheme. Sons of burgesses, whether boarders or day scholars, would be exempt from tuition fee; all others are liable to pay it; but the masters occasionally remit it voluntarily, especially in favour of the sons of local clergy with small means. All boys are equally entitled to the advantages of the school, except as regards preference to certain exhibitions.

18. The answers will best be gathered from the inspection of three half-yearly school bills (appended) of Midsummer last.

There is no precise limit, and no supervision.

I know, generally, the means and wishes of parents and guardians, and try to meet each case, checking extravagance on principle, but allowing a somewhat larger scope when it can be afforded for a boy's good, as in bill No. 2; perpaps I might more correctly say, when I have been requested to use my own judgment without regard to expense.

The average of half-yearly bills approaches 50*l.*

Writing is now included in public tuition.

All boys, except the præpostors, have two weekly lessons in French.

Additional tuition is sometimes allowed, when much needed, but the instances are few.

My statement applies to all boys, with the exception that sons of old burgesses are exempt from tuition fee.

It is presumed that no question is asked respecting cases in which some abatement may be made on grounds of private feeling.

19. The public tuition fees in 1860 were 1,459*l.* 6*s.*

20. The number of day scholars at this time is 60. Among these, 22 are sons of burgesses, and therefore exempt from fee. The rest pay the same tuition fee (15*l.* 15*s.*) as the boarders. They have precisely the same instruction, excepting the nightly Scripture readings, which are a part of family worship. To the playgrounds at the school they have an equal right with the boarders; but they do not use them equally, nor do they use them much. They naturally come at lesson hours, and go home after lessons. To the cricket ground, perhaps, they have not an equal right, in the abstract, as I pay rent for it; but my own wish and endeavour has always been to promote the best feeling between boarders and day scholars. A few day scholars do join the school games, and I think many more might do so if they wished; but as they are more their own masters out of school, if they stand aloof I really believe they prefer doing so. A considerable number have joined the school volunteer rifle corps; and, upon the whole, as good a feeling exists between the two classes as can reasonably be thought attainable. Some *esprit de corps* must always be allowed for.

I may here observe, that some gentlemen of the town send their sons here as boarders for the purpose of giving them that full advantage of the English public school life, which it must be allowed that the day scholar does not, and, indeed, cannot obtain. Others deem it wise to send their children to a greater distance from home. I cannot be

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surprised at this, as I educate my own son at a distant school.

21, 22. Boarders reside in—

(1.) Head master's school-house, or senior hall.

(2.) Head master's rented house adjoining, or junior hall.

In this, though equally possessed and directed by the head master, a matron and another master reside. Boys are removed from it to the senior hall as they advance in age and place.

(3.) Second master's house; room for about 20.

(4.) The master of modern languages has of late years been allowed to receive four boarders. This is not to be regarded as a right.

All boarders have the same discipline, including the nightly prayers and readings.

The head master rents a third house, laid out in studies, four boys in each. In this house his boarders chiefly live in the daylight hours, but dining and sleeping in his other houses. There are also three common rooms for senior boys, in one of which is a good library, to which each præpostor gives a guinea on leaving school. After tea all boys not in common rooms attend in the great school with a master, and prepare their work. At 5 minutes before 9 the prayer-bell rings to summon all boys, servants, &c.; after which the head master reads and comments on some passage of Scripture, taken in order. The prayers are read, and the junior boys go to bed, the seniors remaining in common rooms till 10¼ p.m.

The head master has room in his two houses for about 70 boys. Five sleep in the larger bedrooms, three in the smaller; all are ventilated. No difference in kind or charge.

23. Diet is uniform. Breakfast, 9 a.m.; tea, sugar, milk, bread and butter are supplied. Dinner, 2 p.m.; two meats, vegetables, bread, table beer; pudding or tart four days a week. Tea at a time varying from 6¾ to 7¼, according to season; supply as at breakfast.

There is no difference; except that rations of tea and sugar are given out twice a week in the senior hall, while in the junior the matron makes tea for all.

If porter or wine be required on account of health in any case, they are procured and charged as anything else obtained from a tradesman.

24, 25. To all these questions the answer is simply negative.

26. There is no recognition of food being obtained from shops; but, on the other hand, there is nothing to prevent a boy from doing this.

Going to an inn without leave is a high offence.

That boys do and will resort to shops and expend their money in them, more or less wisely, is a matter of course here, as I believe it to be in all public schools. I have no reason to complain of any special evil now in this school. Drinking, as a vice, which many years ago had some hold in the middle forms, never in the sixth, is now, and has long been, obsolete. The adoption of the college cap, the evening attendance with a master in school, and the nightly reading and prayers, appear, under Providence, to have been the principal means of prevention; though I likewise set much value on the organized school games, as occupying the energies of those whom we may call the non-reading boys, and withdrawing them from other and vicious excitements.

27. Boys bring to school two pairs of sheets. No other charge is made for furniture. Mischief is checked by occasional fines levied on the weekly allowance.

28. There is no great scope for choice. The head master's boarders are placed at first in his junior hall, unless rank in school, size, or some special reason, cause them to enter the senior hall at once. The second master receives any boys whose parents apply to him for the purpose.

29. See answer to question 21.

There are no other recognized boarding houses, nor, indeed, any houses besides, devoted to this purpose. A few boys live in the town with respectable persons to whom their parents have chosen to confide them, and attend the school as day scholars. The masters assume no responsibility for them out of school hours, and the parents know this. I have never heard of any abuse attending this practice. I believe that the persons entrusted with the domestic care of such boys are carefully chosen, and do, in fact, fulfil their duties to the parents and the boys.

30. I have had no occasion to test this matter. I presume that rules could be made, if required; and I have no doubt the governors and trustees would concur with me in sanctioning them.

31. I should think the average is about three years. Some boys stay seven or eight, others only one or two; coming for a kind of finish to their education before they go into some active profession or business. This is specially the case with boys from Lancashire and its neighbourhood, who have some post prepared for them to fill.

32. The number of boys in the school now (October 14, 1861) is—

Sixth form	22
Fifth form	35
Fourth form	34
Third form	31
Second and first	9
Total	131

Before Michaelmas the number was 141; 13 having left school at that time, and 3 joined. The number is always lowest in this quarter.

I cannot give the figures desired under the second head. It will, perhaps, be considered enough to state that during the last 20 years the number of boys in the school has fluctuated within very narrow limits, between 80 as a minimum and 130 as a maximum, having in that time never passed the latter number until August last. The greatest number the school ever reached was 295, in the year 1832; from that time the number had fallen to 228 in 1836, at which time I became head master, and it continued to decline for six years until it became comparatively stationary. This decline was coincident with, and manifestly caused by, the foundation of so many proprietary schools. Hence Shrewsbury School has been suffering from inanition during the last 20 years; and whatever it has done has been done under great difficulty and discouragement. I allude especially to the want of a sufficient supply of reading boys to keep the rate of scholarship in the sixth form as high as it was when the school numbered more than 200 boys.

The present boarders are thus distributed:—

Head master's senior house	30
Head master's junior house	34
Second master's house	5
Master of modern languages	2
Total	71

Number before Michaelmas was 82.

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Accounts referred to in Answer 18.

HALF YEAR'S BILL (Midsummer 1861) of a PRÆPOSTOR, Son of a Clergyman.

No. 1.

(*Near the Average.*)

	£	s.	d.	
*Board with single bed, cricket ground, bathing attendance, &c.	26	5	0	Public expenses.
*Tuition	7	17	6	
*Washing	2	7	6	
*Allowance (1*s.* a week above 4th Form)	0	19	0	Private expenses.
Merit money—1st, 5*s.*; 2d, 5*s.*; 3d, 5*s.*; 4th, 5*s.*	1	0	0	
Journey home	1	10	0	
Letters and parcels	0	0	2	
*Printed papers	0	5	0	
*Private study	2	2	0	
Surgeon	1	3	0	Health.
Bookseller	1	7	6	Tradesmen's bills.
Stationer	0	16	1	
Hatter	0	18	0	
Tailor	0	16	0	
Shoemaker	0	10	0	
*Haircutter	0	2	0	
Total	£47	18	9	

No. 2.

HALF YEAR'S BILL of a BOY of ample Fortune (under Guardianship) in the FOURTH FORM.

(*Much above the Average.*)

	£	s.	d.	
Board with single bed, cricket ground, bathing attendance, &c.	26	5	0	Public expenses.
Tuition	7	17	6	
Washing	2	7	6	
Allowance	0	9	6	Private expenses.
Merit money—1st, 2*s.* 6*d.*; 2d, 2*s.* 6*d.*; 3d, 2*s.* 0*d.*; 4th, 2*s.* 0*d.*	0	9	0	
Journey home	2	5	0	
Letters and parcels	0	1	5	
Printed papers	0	5	0	
Excursion	0	6	0	

* Invariable, except that tuition is not charged to burgesses.

	£	s.	d.	
Private study	2	2	0	Optional expenses.
French (extra private instruction)	4	4	0	
Drawing	5	18	6	
Drilling	1	12	0	
Surgeon	5	2	0	Health.
Bookseller	2	19	6	Tradesmen's bills.
Stationer	1	9	10	
Hatter	0	6	6	
Tailor	1	6	4	
Shoemaker	3	1	4	
Haircutter	0	2	0	
Total	68	9	11	

No. 3.

BILL of a BOY in the LOWER SCHOOL, Half Year, Midsummer 1861.

(Below the Average.)

	£	s.	d.	
Board with single bed, cricket ground, bathing attendance, &c.	26	5	0	Public expenses.
Tuition	7	17	6	
Washing	2	7	6	
Allowance	0	9	6	Private expenses.
Merit money—1st, 1s.; 2d, 1s.; 3d, 1s.; 4th, 1s.	0	4	0	
Cash by desire	0	11	0	
Journey home	0	5	0	
Letters and parcels	0	0	2	
Printed papers	0	5	0	
Private study	2	2	0	Optional expenses.
Surgeon	1	5	6	Health.
Bookseller	1	0	0	Tradesmen's bills.
Stationer	0	16	7	
Hatter	0	6	6	
Tailor	0	10	0	
Shoemaker	0	4	6	
Haircutter	0	2	0	
Total	44	11	9	

III.

1. I am not aware of any positive rule on these two points. In two or three instances, I believe, I have admitted a boy in his 9th year, a few in their 10th and 11th; but the bulk of new comers are of the ages from 11 to 16. When I have received a boy older than the latter limit, I have always required strong testimony to his good character and habits.

2. I take care that a boy is fit to receive the instruction of the form in which I place him. I give no more examination than is sufficient to determine this point.

3. There is no rule on this head. It is matter of discretion, always regarded as important.

4. A new boy is never made a præpostor (VI. 1). With this exception, he may be placed in any remove for which he is deemed fit.

5. The age of 20, by a rule in the scheme.

6. See schedular tables.*

7. He has such power, subject to the general provisions of the scheme.

8. They have no voice by right; but the head master would act most unwisely if he did not often consult them, not only for the benefit of their advice, but also with a view to secure their confidence and friendship.

9. A boy rises altogether by proficiency. Age and standing, however, in connexion with character and conduct, are sometimes referred to, both in striking a balance, and in promotion at Lady-day and Michaelmas, when there are no general examinations.

* Note by Mr. Calvert, classical assistant:—"Private instruction is not given at Shrewsbury on the system apparently contemplated in this form (E.) Any boy requiring extra tuition receives it on terms arranged privately with the several masters. In my own case, a single pupil charged at the rate of four guineas a quarter, receives instruction at my own rooms for an hour every other day, precisely as a student reading with a private tutor at Cambridge. Our only restriction is, that subjects forming part of the school work shall *not* be read privately. The number of pupils is of course limited by the amount of time at each master's disposal. I have never taken more than 8; sometimes I have not had more than 2."

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The following table of marks in a Sixth Form examination may be taken as an index of the general valuation of studies:—

Total, 3,000 marks.

1. Translations from Greek and Latin authors	600	for 4 papers.
2. Composition, Greek, Latin, and English	700	„ 5 „
3. Philology, Greek, Latin, and English	400	„ 2 „
4. Divinity	300	„ 2 „
5. History and geography	400	„ 2 „
6. Mathematics (including arithmetic)	600	„ 3 „
	3,000	

English theme is rated for 150 marks; but my view is that every paper in which English is written (excepting the mathematical), and every one in which translation takes place, either into English or from English, is an exercise in that language to some extent. I have heard, and it will probably be confirmed by members of the Commission, that good classical scholars have suffered loss in their university examinations by want of power or grace in their native tongue. I have always kept this in view, both in teaching and in examining.

French is not considered in the general examinations: but classes in it alone are published, and prizes given at Midsummer.

The question in the last clause I answer in the affirmative.

10. Answers to this question have appeared, or will appear, under other heads.

11. As to fees, see answers to Part II.

Classics do not throw mathematics into the shade. There is that variety which might be looked for. Some good classical scholars make small progress in mathematics; some mathematicians are poor scholars; a few excel in both; many in neither.

French is taken up earnestly by a few boys; but generally I regard the French learnt in a public school as a small stock to be improved at a later time. On this principle, when my Sixth Form has been a very good one, I have myself given them a few lessons in German, as a start for their future studies; and several have told me that they were induced in this way to carry on German at college and subsequently. As a general rule, I have not thought it proper to try to do more than I could hope to do well.

12. There are half-yearly examinations in all the reading, except French, which has its own separate classification of merit. They are held by the masters who teach the several forms. They extend throughout the school.

13. I append a list of exhibitions, &c. (see p. 283). Only once, as far back as 1840, has any contest for an exhibition taken place at the school. Preferential claim sometimes carries an exhibition. In other cases, frequent examinations and daily lessons have taught boys to know each other's strength, and they do not offer themselves as candidates when they have no hope of success.

Election to the Careswell exhibitions and prize is made by an examiner sent by the Dean of Christ Church. He examines in Homer, Virgil, Greek Testament, and translation into Latin prose.

Election to the Millington scholarships is made at Magdalene College, Cambridge.

The school prizes for composition are given, or withheld, on the same principles as at the universities. The other prizes are the result of school examinations, general work, conduct, &c., not specially examined for.

14 to 17. The tutorial system of Eton, Harrow, and Rugby does not exist at Shrewsbury. A master is now appointed to superintend the private tuition of all boys below the Sixth form.

Extra private reading, when allowed at Shrewsbury, as it is in a few cases, is designed to bring a boy forward in some subject which is of importance to him for one reason or another.

18. It is practicable to some extent and not unusual to pay attention to individual character, &c. Thus, if a boy has decided powers and taste for mathematics, with industry and conduct, and no such taste for classics, I excuse him from verse composition in order to do mathematical exercises instead. And to boys who are going to be engineers or surveyors, or even solicitors or surgeons, I have excused some work, that they may attend the School of Design. I may also refer to the non-collegiate class, elsewhere mentioned.

19. I have no doubt,—indeed my experience proves,—that the ordinary school work in classics and mathematics is sufficient to ensure success in competitive examinations to an able and attentive boy. If he wished to take in modern languages, he would require more instruction.

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Again, in modern history and geography (as indeed in all subjects) he would do well to enlarge his sphere of knowledge by private reading. In all this he would have the head master's advice and assistance when he sought them.

20. See schedule, p. 330.

21. The school has a library. The boys have not access to it.

The "head room" contains a good classical and standard English library. It is in the care of the head boys.

By virtue of a gift from me, the 12 head boys are *ex officio* members of the Natural History and Antiquarian Society, which has a museum and fair library.

There are in the school some models, diagrams, &c. in natural philosophy, but no experimental apparatus. I fear there would hardly be time or staff to work this unless our numbers were much increased.

22. I tried choral music for two half-years, and it was taken up with some zeal at first; but this flagged, and I saw no chance of efficiency for it with our numbers; it was therefore given up.

Fifteen boys have attended the School of Design. It is useful for those who have time to give to it.

23. Discipline is maintained by a system of rewards and punishments.

One of the masters has the salaried office of "Secretary for Discipline." He keeps a book, with two pages for each boy's name, in which are recorded his merit marks and penal marks. Merit marks are awarded monthly. The greatest number obtainable by one boy is twelve; namely,

For good classical work - - -	2
,, mathematical work - -	2
,, French work - - -	2
,, exercises - - -	2
For punctual attendance at chapel -	2
For absence of penal marks - -	2
	12

Four merit marks purchase a half holiday in the ensuing month; any number above this is rewarded by merit money assigned.

Boys who have no penal marks during the half year, and, in the summer, those who are in three first classes, are allowed to go home several days before the rest.

C.P. (common penal mark) implies 50 lines of Milton to be written out, 25 on a page.

E.P. (extra penal mark, or detention,) implies the being detained half an hour of play-time, with a master.

I.L. (idle list,) is a list of boys subject to detention for an hour and a half on Tuesday, Thursday, or Saturday afternoon. A boy may be punished by so many I.L.'s, or, in the case of some offences (as "out of bounds,") he may be put on for an indefinite time, and taken off after improved behaviour.*

The sixth form is punished by C.P. only, as a general rule. The rest of the school by E.P. generally (each E.P. = 2 C.P.) but when a boy gets too many E.P. he may incur C.P. additionally.

Boys in the fifth form fill the office of "school monitor" for a week by rotation, being excused a part of their school work during that time. The school monitor is in the nature of a clerk to the "secretary for discipline." He carries round the penal box before the end of lessons, in which each master deposits his paper of punishments or complaints. At second lesson he carries round the sick books and the "Penal Sheet," a daily MS. of the secretary, on which are written, in four columns, the newly given penal marks and old C.P. due (which are collected). These are read out in the several forms. If a complaint has been made, and an offence left to the head master for punishment, his attention is drawn to it on the penal sheet by a large cross. The head master takes special note of this sheet and of the sick books; he writes at the foot any notice or remark to be read out in one or more forms, and gives any written or verbal directions to the school monitor which circumstances may require. These are communicated by the monitor in the proper quarters.

The cane is not used in Shrewsbury school.

Flogging with birch is applied by the head master as sparingly as possible. It is not used to punish a bad lesson or exercise, but either for moral offences or serious indiscipline, as smoking, or repeated indiscipline (as "out of bounds,") bullying, wilful disrespect (both very rare), &c. Idleness may obviously assume the aspect of repeated indiscipline or of disrespect, and so may incur flogging, but not otherwise.

Boys in the sixth form are exempt from flogging.

Public expulsion has only been applied by me once during my 25 years of office, in 1843, when I expelled (to the great satisfaction of the whole school,) a very immoral boy, who had not been at school a year, and respecting whom I had been misled by false representations when he came to school. (The boy and parent are since dead.) Private dismissal during my first eight years I resorted to in about half a dozen instances, chiefly on account of drinking. Subsequent instances have been few and far between. It is now six years since I last dismissed a boy.

Private advice to a parent to remove a boy may sometimes be given, but is not in the nature of punishment, as the parent is not obliged to act upon it. It is a step I have very seldom taken.

24. (1.) The head master preaches in chapel on Sunday afternoon. His sermons are sometimes specially addressed to the boys as schoolboys, or on account of some occurrence; at other times they are more general, but always prepared with regard to boyish capacity; though as this varies in boys almost as much as in men, some sermons must inevitably "fly over the heads" of younger and unthoughtful boys. The Scripture reading and exposition before prayers at night is very valuable. Observations made are commonly extempore; but a Commentary is at hand, and sometimes read when fatigue recommends its use.

(2.) The head master prepares the candidates for confirmation, as any other minister would. He has, of course, the advantage of knowing them intimately. I have used the tracts of Bishop Wilson, Ridley, Dr. Vaughan, &c., for this purpose, in addition to my own individual instruction.

(3.) Boys attend morning service at St. Mary's Church, the chancel of which is fitted up with the school seats. Holy communion is administered monthly, and on festivals; the attendance of a boy is the act of his own free volition.

(4.) On Sunday, at 8h. 5m., a.m., prayers in great school. The forms then separate for their lessons in divinity.

Breakfast at 9¼ a.m.
Church at 11 a.m.
Dinner at 1¼ p.m.
Chapel at 3 p.m.
Tea at 6¼ p.m.
Boys preparing divinity from 7 to 9 p.m.
Scripture reading and prayers, 9 to 9.20 p.m.
Divinity lessons on Monday morning.
No classical exercises in hand on Sunday.
No C.P. required on Monday morning.

These are the precautions taken to enable boys to use Sunday as a day of purely religious exercise. I do not see my way to the *enforcement* of religion by any stricter discipline. Games, of course, there are none on that day, but it is too much to believe that no light literature is ever read. On such points I can only trust to exhortations, good examples, &c., and the blessing of God. Espionage I entirely repudiate.

(5.) Divinity papers are set in all the examinations.

25. Absence from morning chapel is punished with 4 C.P. or 2 E.P. I do not think it can be said there is an absolutely fixed punishment for anything else, unless it be flogging for smoking or for falsehood, in the rare case of their being proved. In punishing for bad lessons or exercises, so much depends on the circumstances, that precise uniformity would hardly be justice. I generally, in the sixth form, give from four to six C.P. as a punishment for a lesson or exercise which I deem ill prepared. But I may see occasion to double or treble this. I have, happily, great reason to believe that the boys consider they receive justice at my hands.

26. See answers to 23 and 25.

The several masters award their own lesson punishments, and others given for minor offences within their cognizance, as unpunctuality, disturbance in school, and the like. Any cases of falsehood, smoking, "out of bounds," absence without leave, &c., are referred to the head master, who punishes according to his judgment of the requirements of discipline. If the case can be safely disposed of without flogging, he is glad to do so and glad to say so; but he inflicts it when he thinks it really called for. Serious occasions, therefore, rarely occur, and the præpostors do all they can to prevent their occurrence.

The head master sees every punishment in the penal sheet and in the secretary's book; and he has thus the opportunity of observing the principle of punishment adopted by other masters, and of discussing it with them, if need be, with a view to justice and uniformity.

27 to 30. The præpostors (VI. 1) twelve in number, have obtained their rank by superior literary merit only, but a præpostor does not lose his rank as such, though he may change his place in his remove. He has certain privileges—wearing a hat, carrying a stick (if he chooses), going out of bounds, going home a day earlier than others, &c.

His special duties are, to read lessons in chapel, call the school roll, &c.

* Boys are obliged to do school-work or exercises when detained penally with a master.

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But far more important are the general duties of the præpostors. They are a kind of senate or representatives of the school in relation to the head master and to discipline. They engage, by signature, on the part of the school, to do and to prevent many things, and they fulfil their engagements. They know that they are expected to be exemplary, and as a general rule they are so. If an evil is to be stopped, or an offender given up, or a new rule made, the head master addresses the præpostors on the subject. If a favour is asked for the school, or a remonstrance is wished to be respectfully made, they address themselves through the head boy to him. A general good understanding exists mutually. Sometimes a compromise has been admitted; but if the head master considers a certain course essential he insists upon it, giving his reason, and the præpostors, after consideration, have always yielded the point.

I consider this "monitory" system the very bone and sinew of English public education. Its value, as a training for the duties of life, is immense, principally to the præpostors or monitors themselves, but reflected from them to the school generally, by which they are recognized as leaders. As regards discipline, this system saves public education from the risk of degenerating into a confused struggle of force and fraud.

As to the power wielded by præpostors, they are entitled to set punishments to the extent of 10 C. P. I do not think they ever exercise this power, yet I believe they would if they thought it was questioned. They stand together, and govern by custom and prestige. They are not empowered to exercise force; if they ever do, they know they are quitting the vantage-ground of authority, and taking the level of other boys. Twenty years ago, the question came before me. I decided it in this way, and deprived a boy (for a time) of his præpostorship for using a stick to punish another boy. Nothing of the kind is now done.*

The præpostors are allowed, collectively, to exact certain services for the head room (quite unobjectionable) from four boys weekly. These boys are "put on" by rotation throughout the school (below the sixth form) from week to week. Individual fagging does not exist, and the præpostors are bound to prevent anything of the kind.

Football is the only game at which on certain days all boys are required to attend. The præpostors engage to exempt any boy named by the head master as unfitted to join the game.

The privileges given to præpostors do most certainly tend to suppress tyranny, by the establishment of a limited legitimate rule. There is nothing in them, or in any part of the discipline, prejudicial to health. Cases of delicacy should always be made known to the head master, that they may be exempted from athletic games if needful.

As there is no individual fagging, the junior boys are not called away from their studies unduly.

I cannot say that abuse of power would certainly come to the knowledge of the masters, though there would be a chance of it. I believe it to be rare, and I believe the feeling of the præpostors is to prevent it.

31. Thirty-six.

32. Eight weeks in June and July, and eight weeks in December and January.

Till the present year, each vacation was seven weeks, but a few days had always been allowed in the middle of the half year for boys to visit friends, and the railway facilities had caused this privilege to be somewhat abused, and to grow into a week's holiday. Considering this an evil, I have at length abolished it, but to allay discontent I found it necessary to allow the addition to be made to the two vacations. Some modification may hereafter be made.

33. There is but one regular half-holiday in the week, Saturday, but there are occasional half-holidays, some of custom, others contingent (as for university prizes, &c.), which, upon an average, almost amount to a second in the week.

34. Uniformly at 7.30 in the morning. At night boys above 4th form 10.15 p.m., the rest 9.30 p.m.

35. No games are allowed before second lesson.

After second lesson, daily, 12—3 free.

Monday, Wednesday, and Friday afternoon, 5 to locking-up, free.

Tuesday and Thursday afternoons, 4 to locking-up, free.

Saturday afternoon free.

These free times are subject to meals, callings-over, and the penal detentions mentioned in answer 23.

36. About 5 acres, but of this 4 acres are rented by head master.

37. Play ground and fives court, partly grass, about $\frac{3}{4}$ acre; "school garden," so called, in front of school, bare; serves for an occasional game at "prisoner's base" before locking up. Cricket ground about 4 acres, half a mile from school, also used for football.

38. All the school play-grounds are abundantly open; the cricket ground quite so, and though there are a few houses abutting on the fives court in one of its angles, the only inconvenience is an occasional claim of damage for broken windows.

39. Cricket during the usual season.

Boating for boys above 4th who can swim, from Easter to Midsummer.

Foot-ball from Michaelmas to Easter.

"Hounds" (occasionally) from Michaelmas to Christmas (these are runs in the country and back).

Fives, with wooden bats, at any season.

Quoits do.

Leaping, climbing pole, and other gymnastic exercises.

Athletic games, with prizes for running, leaping, throwing, &c., twice or thrice a year.

Bathing-men attend the river at certain hours during the season, and there is a bath, where swimming may be learnt.

40. The Severn winds round the town in the shape of a horse-shoe. The school stands on the northern brow of the hill opposite the castle, on the isthmus. Boys are allowed to go two miles into the country in a northerly direction; their cricket ground being in that line. But the two miles are not strictly construed; what is really forbidden is, their going the opposite direction into the town, and their crossing the river by the bridges, or by a ferry. The præpostors engage that this shall not be done in the game of "hounds," which is one of the conditions on which it is sanctioned. The walks on this side in bounds are very agreeable in several directions, and boys enjoy them greatly.

41. Many boys attend the drilling master and learn single-stick. Many practise gymnastic exercises, for which means are provided in the play-ground at the school. Boys teach one another to swim at the bath, with a view to the boating; there is no master for the purpose.

During the last year a volunteer rifle corps has been formed, numbering about 80.

42. Almost all boarders have taken a part in the school games. There will always be a few boys who do not really care for them, but even these will not wholly stand aloof. Many boys of high intellectual proficiency have also excelled in one or more of the games. I have no doubt this has been advantageous to them in more ways than one. Some of our best day scholars have taken no part in the games, giving themselves almost wholly to study. I have in my mind two or three of these who are still devoted students, and good men, but who would have profited for active life by more sociality and more play at school.

I have not observed any difference in the tendencies of different studies as respects the games. Some of our first mathematicians have been good bowlers; but I cannot venture to draw any conclusion from this fact.

43, 44. I cannot answer these questions duly without referring, in some brief measure, to my own personal experience in the work of education. During 6 years from my degree of M.A. I was an assistant master at Harrow. I accepted the Head mastership of Shrewsbury school at Midsummer 1836.

At Shrewsbury some reforms were needed; but I had very little difficulty in achieving them, because I found a sixth form of high merit, ready and willing to co-operate with me, as I was ready and willing to consult with them, for the good of the school. Reference to the prize list under the years from 1839 to 1844 will show the calibre of the senior boys whom I had then the happiness of teaching, while there are others also, doing excellently well in life, who were not competitors for university distinction. Dr. Arnold had shown (what previous educators, conscientiously fearing to profane holy things or to promote hypocrisy, had doubted or denied)—that it was possible to bring religious influence to bear on boys in public schools.

Emboldened by his example, I took the first occasion of addressing the school in chapel on the duty of attending the holy communion, at the same time explaining the principle on which I should rigidly act, of severing this question from school discipline altogether, even to the extent of not allowing attendance or non-attendance to modify my reports of character and conduct. On the Sunday after the sermon 28 boys attended holy communion, for the first time at school, and the practice has continued, lately at a higher average of numbers, from that time to the present.

In other respects also, the conduct and discipline of the school have been improved. The introduction of the college cap, and that of evening attendance in the great schools followed by Scripture reading and prayers, have been followed with salutary results, in preventing evil certainly,

* In writing this, I request to be considered as not judging the case of other schools, in which I can see that reasons exist for allowing a greater power to the head boys, and the withdrawal of such power would be a serious danger to discipline, at least for the moment.

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and I hope and believe, in promoting good likewise. Our discipline of rewards and punishments has been elsewhere explained.

The health of the school has been peculiarly good. Epidemic complaints have been rare with few cases, and not one fatal. No death has occurred in the senior hall, only two in the junior, 20 and 5 years ago, the latter from pulmonary inflammation in a weakly frame.

The school games have been organized on a more complete system; and though I think them rather overdone for a school of this size, I recognize their useful influence on the physical and moral character of the boys.

As respects the *results* of our education in after life, I cannot say that I have any reason to be dissatisfied with them. The instances of moral failure within my knowledge are very few, and those few traceable to special domestic causes; while the only striking one is so abnormal in all its circumstances, and so unconnected with any school influence, that I need not here dwell upon it further than to say the only lesson taught by it is this—that there is neither wisdom nor kindness in raising a boy from a humble station on account of mere talents, without a good promise of moral excellence.

Shrewsbury men in general have not been heirs to large properties, but such as had their own way to make in the world; and we know that in this competition the race is not always to the swift, nor the battle to the strong: the mediæval legend of "Reineke Fuchs" is as true in its moral now as when it was first written. In public life, at the bar, and in the army, Shrewsbury has been sparingly represented in point of numbers, but some of its nurslings have held, or are holding, honourable places in these professions. But the bulk of Salopian names is to be found in the clerical profession, and their fields of active usefulness have been the universities, the schools, and parishes of England. It is, perhaps, unnecessary for me to supply any list of names from these spheres of action. The schedule referred to in answer to question 20 will be found to contain all the requisite information on this head.

As respects our *deficiencies*, the chief of them during the last 20 years has been the want of a sufficient supply of boys. It has, indeed, been a hard struggle to maintain the credit of the school as a training place for the universities with so small a total as 100 boys, more or less. Yet at Cambridge we have had the good fortune to maintain it satisfactorily; and at Oxford, though our candidates can be but few, we last year obtained the first junior studentship at Christchurch, the first open scholarship at Exeter College, a scholarship at Jesus College, one first class, and one second, in moderations.

If it were asked why, with conditions apparently favourable, Shrewsbury School has been so ill supported, the answer, I conceive, would be to this effect. Schools are upheld and extended by influence and combination far more than by their intrinsic merit, whatever it be. Some have family connexion and influence; some joint-stock influence and exertion; some the influence of religious parties. Shrewsbury School has nothing of the kind. It has relied on its own unassisted merits, and those merits appealing to a portion of society which becomes smaller and smaller every year; those, I mean, who still ascribe some value to a university education and to classical training. But to pursue this consideration would, I think, lead me away from the prescribed track.

In considering "*what a great public school might accomplish*," I shall not be expected to theorize in humble imitation of Milton and Locke. Briefly, with respect to the education of the intellect, I consider language, with the laws of number, quantity, and form, as constituting the elements of liberal instruction. In language, I regard Latin as the proper basis, whatever direction further development may take. This further development may be directed either by the way of Greek on the present classical system, or in the course of English grammatically taught, French, and, if practicable, German also.

Shrewsbury is, I believe, the only school before the Commissioners which has so far condescended to the spirit of the times as to offer to the public a choice between these two developments of a liberal education, by adding a non-collegiate class to its old system. We have done this now for seven years past, but neither time nor numbers suffice to give any large and sufficient induction of the success of the plan. I have, however, been led to believe that it may be worked well with adequate numbers and support from the public.

With large numbers, say 500 or 600 boys, engineering and military departments might be practicable; but, upon the whole, I should say these were better made distinct schools, and the education of the public school distributed, as with us at Shrewsbury, into the collegiate and non-collegiate departments. Some one may suggest that even these would be better apart; but when he considers how important it is that our solicitors, our medical men, and our upper commercial classes should be not only liberally educated, but in a good social relation to the persons who study at the universities, he will desire to unite them under one discipline in public schools.

The University prize list of Shrewsbury School is before the Commissioners; but it is proper to add that all its candidates for the ordinary degree of B.A. have been successful; that its few candidates for commissions in the army and navy have passed their examinations, some with distinction; and that five, being all who have competed, have gained appointments in the Civil Service of India. These results have been obtained from an average number of 100 boys during the last 20 years. It is necessary to call special attention to this circumstance, in order that the returns of work required and done in the several forms may be considered with proper allowance. We have been obliged to make many shifts: to place boys in the same forms, whose degrees of knowledge and power, especially in respect of composition, were widely different, and, therefore, to give different kinds and quantities of work to boys holding the same place and rank. With 250 boys, or even with 200, we should have been able to constitute the school fully, without lowering the standard of any form considerably; though it must always happen that a few boys, on account of age and size, will be above their true place in respect of intellect and acquirement. The following I regard as a sufficient model of a classical school, well constituted as to numbers and divisions:—

Form.	Removes.	Boys.	Classical Masters.
Sixth - -	1st - -	12	1 (head master).
„ - -	2nd - -	12	
Upper 5th - -	1st - -	12	1.
„ - -	2nd - -	14	
Lower 5th - -	1st - -	16	1
„ - -	2nd - -	18	
Upper 4th - -	1st - -	16	1.
„ - -	2nd - -	20	
Lower 4th - -	1st - -	16	1.
„ - -	2nd - -	20	
Third - -	1st - -	18	1.
„ - -	2nd - -	18	
Second and 1st -	- - -	38	2.
Total -	- - -	230	8.

For this number there would also be two or three mathematical masters, and two of modern languages.

If the number of boys rose to 300, we must add a lower third form, and make a small addition to most of the other forms; but I mention the number of 230 (about what I found at Shrewsbury) as ample for the satisfactory constitution of a classical school, supposing boys to come reasonably well prepared on the average. My experience, however, obliges me to say that the preparatory education of the boys who are intended for public schools is in a very unsatisfactory state, not more than one in ten coming to Shrewsbury sufficiently well grounded. If non-collegiate classes be further supposed, say of 70 boys, two more masters would be needed, or, including another modern language master, three, and the boys in it would rank in school according to their rate of acquirement in Latin.

It is often said, especially it was said by one of the trustees before Mr. Martin of the Education Commission, that our smallness of numbers is chiefly due to the defectiveness of our means of accommodation. I admit that these are old, unattractive, and in some respects inconvenient and inadequate. Still the houses are solid, well ventilated, and shown by long experience to be more healthy than many places of new and elaborate construction. Therefore I cannot regard this ground as the true one.

At the same time I cannot but wish that exertion had been made many years ago to rebuild the houses in accordance with the demands of the age. It seems a little hard that while new schools without any endowments can venture to build large and extensive premises, and even to incur a debt (as in one case) of 50,000*l.* for that purpose, a school having an endowment of 3,000*l.* a year, of which two-thirds are applicable to education, having also an established position and name, should fall into comparative decay for want of that amount of energy which would have enabled former trustees to borrow 20,000*l.* for the complete restoration of the premises, providing for interest and repayment, partly by the temporary stoppage of exhibitions, partly by capitations, which I should have been only too glad to concur in. The present trustees have

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within the last few years taken a wise step towards remedying the wants of the school. They have purchased certain premises hitherto rented by me, and essential to future expansion. They may, perhaps, be deterred from doing more at present by consideration for me, being aware that it is now too late for me to derive any personal advantage from new premises. This indeed is true; but I am nevertheless desirous that no such consideration should stand in the way of the public welfare as respects this school.

There is no doubt that Shrewsbury School is injured also by the misunderstanding so prevalent in regard to its title, "Free Grammar School"; the common notion being, that "free" means "gratuitous," and a "grammar school" one that is appropriated to the liberal education of a local middle class. Yet neither of these interpretations is correct; and Shrewsbury school, from its opening to the present date, has been a public school for all classes, and for the whole realm. Considering that one third of the endowment was given by Queen Elizabeth, it would seem that a fitter title for the present time would be "The Royal (Grammar) School of King Edward VI. and Queen Elizabeth at Shrewsbury."

The constitution of Shrewsbury School, as settled 13th Elizabeth, appears to be more distinctly public than that of any ancient foundation school; and the legal opinion given to the trustees by Sir John Romilly and Mr. Kenyon is to the same effect. There would seem to be no reason why the several ends of such schools should not consist with each other now as of old: why openness to all the realm as a place of liberal education should not consist with the education free of cost of a suitable number of needy boys, proper, by their ability and conduct, to be prepared for a learned profession. I am saying nothing that interferes with the existing right of burgesses to gratuitous instruction, but merely suggesting a principle on which their decaying numbers may be wisely supplied in the future arrangement of the school. The fee of fifteen guineas is certainly not too large in itself for the remuneration of so many masters, but the persons who cannot afford it may be fit recipients of future gratuitous instruction to a limited number.

If funds could be found for the purchase of certain other adjoining and attainable land, and for the erection of proper buildings, (a cost, perhaps, of 30,000*l.*,) there is no good reason why Shrewsbury School, with its fine air and great accessibility, should not become a large place of education for non-collegiate as well as collegiate students. The means by which such a design could be achieved are a subject too large and too delicate for my present consideration.

(Signed) BENJ. H. KENNEDY.

Referred to in Answer to Question 13.

LIST of EXHIBITIONS, FELLOWSHIPS, and SCHOLARSHIPS, to which the Scholars of the FREE GRAMMAR SCHOOL at SHREWSBURY are entitled or have Claim.

Number.	Nature of Advantage.	By whom and in what Manner Founded or Regulated.	At which University or College.	Annual Value.	How long Tenable.	Qualifications and Orders of Preference.	By whom elected, and to whom and when Notice is to be given by or on behalf of any Candidate.
				£ s. d.			
1	Exhibition -	The trustees of the free school previously to 1796.	Cambridge University, St. John's College.	50 0 0	- - -	1. Scholars of the school being sons of burgesses of Shrewsbury, born in the said town of Shrewsbury, or in the suburbs of Shrewsbury, or in the Abbey Foregate, Shrewsbury; in default -	Electors:—The trustees of the school.—Notice to be given to the head master, and to the school bailiff.
2	Do. -	Do. - - -	Do. - - -	50 0 0	- -	2. Scholars of the school born in the parish of Chirbury; in default - - - -	
3	Do.	Do. - - -	Do. - -	50 0 0	Four years each	3. Scholars born within the county of Salop - - - All candidates from any of these classes must have attended the school for two years immediately preceding their going to college.	
4	Do. -	Do. - - -	Do. - - -	50 0 0	- - -		
5	Do. -	The trustees of the school, under the Act of 38 Geo. 3.	To either University	50 0 0	Four years -	4. In default, other eligible candidates, without reference to the place of their birth, but according to order, as classed by examiners.	
6	Do. -	Do. - - -	Do. - - -	50 0 0	Four years -		
7 & 8	Two scholarships or fellowships	Founded in 1577, under the 12th ordinance of Thomas Ashton, clerk, and regulated by deed, dated 3rd September, 1623.	St. John's College, Cambridge.	17 10 0* (each).	Annually elected	The same qualification and rights of preference as to Nos. 1 to 6.	Electors:—The master and fellows of St. John's College, Cambridge.—Notice to be given to the head master and bursar of the college.
9 & 10	Two exhibitions.	Founded by deed, dated 27th September 1656.	Do. - - -	35 0 0 (each).	Until scholars take the degree of bachelor of arts.	1. Sons of burgesses; in default - - - - - 2. Scholars born in the Abbey Foregate; in default - - 3. Scholars born within the ancient liberties of Shrewsbury; in default - - - 4. Scholars born in Chirbury; in default - - - - 5. Scholars born in the county of Salop; in default - - 6. Scholars born elsewhere -	Electors:—The mayor and head master.—Notice to be given to the head master, the school bailiff, and the town clerk.
11	Exhibition -	Mr. James Millington, and regulated by his will, dated 8th Feb. 1734.	Cambridge University, Magdalene College.	20 0 0	Eight years -	1. Boys educated at Millington's school, Frankwell, Shrewsbury, and at Shrewsbury School - - - -	Electors:—The trustees of Millington's Hospital, Shrewsbury.—Notice to be given to the head master, the bailiff, and to the treasurer of Millington's Charity.
12	Do. -	Do. - - -	Do. - - -	20 0 0	Do. -	2. Boys born in Frankwell, and educated at Shrewsbury School - - - - -	
13	Do. -	Rev. Oswald Smyth, and regulated by his will, dated 13th March 1713.	Either of the Universities of Oxford or Cambridge.	25 0 0	Seven years -	1. Relations of the said Oswald Smith, if educated at Shrewsbury school - - 2. Boys educated at Shrewsbury school, being sons of burgesses, and born in the town of Shrewsbury; in default - - - - - 3. Boys, burgesses' sons, born in the suburbs of Shrewsbury; in default - - - 4. Any scholars born in the county of Salop - - -	Electors:—The head master and second master of Shrewsbury school, and the incumbent of St. Mary's parish.—Notice to be given to the head master and school bailiff.
14	Do. -	Do. - - -	Do. - - -	25 0 0			

* Paid to the college by the Corporation of Salop, in respect of which the scholars are entitled to an annual allowance, rooms, and other allowances, as any other scholar.

NSWERS.

EWSBURY.

Rev.
J. Kennedy.

Number.	Nature of Advantage.	By whom and in what Manner Founded or Regulated.	At which University or College.	Annual Value.	How long Tenable.	Qualifications and Orders of Preference.	By whom elected, and to whom and when Notice is to be given by or on behalf of any Candidate.
				£ s. d.			
15	Exhibition -	Mr. Edward Careswell, regulated by his will, dated 3rd Feb. 1689.	University of Oxford, Christ Church College - - -	60 0 0 21 0 0 27 0 0	For four years For three years Do. -	Boys, natives of Shropshire (or any others in default) that have been educated at Shrewsbury school for two years and a half. 14 exhibitions, appropriate to five other Shropshire schools, are open to Shrewsbury in default of candidates from those schools; and an annual prize of 100*l.* is open to the competition of the six schools, without preference.	Electors:—The Dean of Christ Church, or his deputy, and two or more justices of the peace of the county of Salop.—Notice to be given to the head master, the school bailiff, and the treasurer of the charity (the Rev. John Harding, Shrewsbury).
16	Do. -	Do. - - -	Do. - - -	The like -	The like -		
17	Do. -	Do. - - -	Do. - - -	The like -	Do. -		
18	Do. -	Do. - - -	Do. - - -	The like -	Do. -		
19	Do. -	John Millington, D.D., regulated by deeds, dated in 1724, and a decree of the Court of Chancery, dated in 1817.	University of Cambridge, Magdalene College.	63 0 0	Eight years -	1. Relations of the said Dr. Millington, who shall have been educated at Shrewsbury School - - - - - 2. Boys who have been educated for two years at Shrewsbury School - -	Electors:—The master and fellows of Magdalene College, and the justices of the peace.—Notice to be given to the head master, the school bailiff, and the bursar of the college.
20	Do. -	Do. - - -	Do. - - -	63 0 0	Do. -		
21	Do. -	Do. - - -	Do. - - -	63 0 0	Do. -		
22	Do. -	Do. - - -	Do. - - -	63 0 0	Do. -		
23	Do. -	John Taylor, D.D., regulated by his will, dated 4th March 1766.	Either of the Universities of Oxford or Cambridge.	23 0 0	Four years -	A boy educated at Shrewsbury School.	Electors:—The head master and second master of Shrewsbury School, and the mayor of Shrewsbury.—Notice to be given to the head master, the school bailiff, and the town clerk.
24	Do. -	Mrs. Noneley - -	University of Oxford	10 0 0	Do. -	A boy educated at Shrewsbury School.	Electors:—The same as Oswald Smyth's.—Notice to the head master, and school bailiff.
25	Do. -	Mr. Podmore - -	University of Cambridge, Trinity College.	30 0 0	Do. -	A Shropshire boy - - -	Electors:—The head master of Shrewsbury School.—Notice to the head master and school bailiff.
26	Do. -	Mr. Matthews - -	Oxford, Lincoln College.	40 0 0	Do. -	A boy educated at Shrewsbury School.	The Head Master.

Schedule referred to in Answer to Question 20.

SHREWSBURY SCHOOL.—UNIVERSITY PRIZE LIST.

I.—Oxford.

A. FIRST CLASSMEN.

1840. Edw. Bather, Merton College - - Lit. Hum.
1845. James Riddell, Balliol College - - Lit. Hum.
1847. G. O. Morgan, Worcester College - - Lit. Hum.
1852. W. Inge, Worcester College - - Moderations.
1853. W. Inge, Worcester College - - Lit. Hum.
A. B. Rocke, Christchurch - - - Moderations.
1854. E. L. Fox, Balliol College - - - Nat. Sc.
1858. T. W. Lewis, Jesus College - - Nat. Sc.
1861. J. Batten, Balliol College - - - Moderations.

B. SECOND CLASSMEN.

1841. Edm. S. Foulkes, Jesus College - - Lit. Hum.
Rich. Prat, Merton College - - Lit. Hum.
1842. Rob. Trimmer, Wadham College - - Lit. Hum.
1844. W. B. T. Jones, Trinity College - - Lit. Hum.
G. A. Alston, Wadham College - - Lit. Hum.
1845. W. T. Parkins, Merton College - - Lit. Hum.
R. V. Williams, Christchurch - - Lit. Hum.
1846. W. Scoltock, Christchurch - - Lit. Hum.
1849. F. T. Colby, Exeter College - - Lit. Hum.
1850. T. C. Barker, Christchurch - - - Lit. Hum.
H. Parker, University College - - Lit. Hum.
C. Weatherby, St. Mary's Hall - - Lit. Hum.
1851. D. Trinder, Exeter College - - Lit. Hum.
1852. F. Kewley, Jesus College - - - Lit. Hum.
J. T. Thorn, Christchurch - - - Moderations.
1854. L. Corbett, Christchurch - - - History.
W. E. Jones, Jesus College - - - Moderations.
1855. A. B. Rocke, Christchurch - - - Lit. Hum.
1856. W. E. Jones, Jesus College - - - Lit. Hum.
E. R. Colby, Exeter College - - Disc. Math.
1857. W. P. James, Oriel College - - Moderations.
T. W. Lewis, Jesus College - - Moderations.
T. E. Harwood, Christchurch - - Moderations.
1858. W. P. James, Oriel College - - Lit. Hum.
1861. G. Christian, Balliol College - - Moderations.

II.—Cambridge.

A. CLASSICAL TRIPOS.—(1.) FIRST CLASSMEN.

1840. Francis France, St. John's College - - Senior.
1841. E. M. Cope, Trinity College - - - Senior.
J. Bather, St. John's College - - - 2nd.
H. Thring, Magdalen College - - - 3rd.
1842. H. A. J. Munro, Trinity College - - 2nd.
Francis Morse, St. John's College - - 7th.
1843. G. Druce, St. Peter's College - - - } Sen. Æqu.
E. H. Gifford, St. John's College - - - }
1844. W. G. Clark, Trinity College - - - 2nd.
1846. H. De Winton, Trinity College - - - 3rd.
1848. J. E. B. Mayor, St. John's College - - 3rd.
1849. H. C. A. Tayler, Trinity College - - - 4th.
1851. J. W. Taylor, St. Peter's College - - - 12th.
1852. Robert Burn, Trinity College - - - Sen. Æqu.
Philip Perring, Trinity College - - - 4th.
W. Chandless, Trinity College - - - 5th.
Arthur White, Magdalen College - - 16th.
1854. S. H. Burbury, St. John's College - - 2nd.
G. P. M. Campbell, Magdalen College - - 7th.
H. Day, St. John's College - - - 9th.
1856. E. L. Brown, Trinity College - - - Sen.
1857. J. R. Lee, Magdalen College - - - 5th.
1858. E. C. Clark, Trinity College - - - Sen.
A. W. Potts, St. John's College - - - 2nd.
S. Butler, St. John's College - - - 12th.
1859. Arthur Holmes, St. John's College - - 2nd.
1860. R. Whiting, Trinity College - - - 6th.

(2.) SECOND CLASSMEN.

1840. Mynors Bright, Magdalen College.
G. Sandford, Magdalen College.
1842. G. Nugee, Trinity College.
T. F. Barstow, Trinity College.
E. W. Montagu, Caius College.
1843. R. H. Cobbold, St. Peter's College.
1845. J. G. C. Fussell, Trinity College.
1850. C. E. Jenkins, Magdalen College.
1851. C. F. Holmes, St. John's College.
1852. G. B. Morley, St. John's College.
1853. A. Druce, St. John's College.
1854. W. Elliott, Magdalen College.
1858. H. M. Luckock, Jesus College.
H. T. Barff, Trinity Hall.
1860. W. Clark, Magdalen College.
H. C. Raikes, Trinity College.
1861. J. B. Twist, Magdalen College.

B. MATHEMATICAL TRIPOS. (CAMBRIDGE.)

(1.) WRANGLERS.

1840. H. Rothery, St. John's College - - - 19th.
1843. E. H. Gifford, St. John's College - - 15th.
1851. J. S. Clarke, St. John's College - - - 11th.
1853. H. Morgan, Jesus College - - - 25th.
1854. B. W. Horne, St. John's College - - 4th.
H. Day, St. John's College - - - 5th.
S. H. Burbury, St. John's College - - 15th.
1858. E. L. Horne, Clare College - - - 40th.
1859. T. G. Vyvyan, Caius College - - - 9th.
1860. G. Macfarlan, Trinity College - - - 11th.
R. Ferguson, St. John's College - - - 40th.

(2.) SENIOR OPTIMES.

1840. H. A. Marsh, Trinity College.
Mynors Bright, Magdalen College.
F. France, St. John's College.
C. L. Maltby, St. John's College.

1842. F. Morse, St. John's College.
E. W. Montagu, Caius College.
H. A. J. Munro, Trinity College.
C. Rothery, St. John's College.
1843. R. H. Cobbold, St. Peter's College.
G. Druce, St. Peter's College.
1844. W. G. Clark, Trinity College.
T. R. Kewley, Magdalen College.
1846. H. De Winton, Trinity College.
1849. Herb. Morse, Caius College.
1852. W. Chandless, Trinity College.
G. B. Morley, St. John's College.
1854. G. M. Campbell, Magdalen College.
W. Elliott, Magdalen College.
C. Carlon, Trinity College.
1855. J. T. Moore, St. John's College.
1856. E. L. Brown, Trinity College.
1858. E. C. Clark, Trinity College.
A. W. Potts, St. John's College.

III.—University Scholars, Medallists, Prizemen, &c.

OXFORD AND CAMBRIDGE.

1840. J. Bather, St. John's College, Cambridge. (Re-examined with Craven University Scholar.)
1841. H. A. J. Munro, Trinity College, Cambridge. (Craven University Scholar.)
G. Druce. St. Peter's College, Cambridge. (The Porson Prize.)
G. Nugee, Trinity College, Cambridge. (Latin Essay.)
1842. E. H. Gifford, St. John's College, Cambridge. (Pitt University Scholar.)
G. Druce, St. Peter's College, Cambridge. (2nd to Pitt Scholar.)
H. A. J. Munro, Trinity College, Cambridge. (Senior Chancellor's Medallist.)
G. Druce, St. Peter's College, Cambridge. (The Porson Prize.)
W. G. Clark, Trinity College, Cambridge. (Browne's Medal, Greek Ode.)
W. G. Clark, Trinity College, Cambridge. (Browne's Medal, Epigrams,)
T. Ramsbotham, Christ's College, Cambridge. (Latin Essay.)
W. B. T. Jones, Trinity College, Oxford. (Ireland University Scholar.)
M. Bright, Magdalen College, Cambridge. (Hebrew Prize.)
1843. E. H. Gifford, St. John's College, Cambridge. (Senior Chancellor's Medallist.)
G. Druce, St. Peter's College, Cambridge. (2nd Chancellor's Medallist.)
W. G. Clark, Trinity College, Cambridge. (Browne's Medal, Greek Ode.)
W. G. Clark, Trinity College, Cambridge. (The Porson Prize.)
M. Bright, Magdalen College, Cambridge. (Tyrwhitt's Hebrew Scholar.)
G. Nugee, Trinity College, Cambridge. (Latin Essay.)
1844. W. G. Clark, Trinity College, Cambridge. (2nd Chancellor's Medallist.)
G. O. Morgan, Balliol College, Oxford. (Craven University Scholar.)
J. C. Fussell, Trinity College, Cambridge. (Browne's Medal, Epigrams.)
J. C. Fussell, Trinity College, Cambridge. (Re-examined with Browne's University Scholar.)
1845. H. De Winton, Trinity College, Cambridge. (Browne's Medal, Greek Ode.)
G. Nugee, Trinity College, Cambridge. (Sir P. Maitland's English Essay.)
1846. G. O. Morgan, Worcester College, Oxford. (Newdigate English Poem.)
Robert Trimmer, Wadham College, Oxford. (English Essay.)
1848. H. C. A. Tayler, Trinity College, Cambridge. (Browne's Medal, Epigrams.)
1849. W. Owen, St. John's College, Cambridge. (The Camden Medal.)
W. Owen, St. John's College, Cambridge. (Proxime Accessit to Craven Scholar.)
F. Kewley, St. John's College, Cambridge. (The Porson Prize.)
1850. T. Clayton, Trinity College, Oxford. (Hertford University Scholar.)
W. Owen, St. John's College, Cambridge. (The Porson Prize.)
P. Perring, Trinity College, Cambridge. (Browne's Medal, Greek Ode.)
G. O. Morgan, Worcester College, Oxford. (English Essay.)
1851. G. B. Morley, St. John's College, Cambridge. (The Porson Prize.)
G. O. Morgan, University College, Oxford. (Eldon Law Scholar.)
H. C. A. Tayler, Trinity College, Cambridge. (Latin Essay.)
1852. S. H. Burbury, St. John's College, Cambridge. (The Porson Prize.)
D. Trinder, Exeter College, Oxford. (Ellerton's Theological Essay.)
J. L. Balfour, Queen's College, Oxford. (Mrs. Denyer's Theological Essay.)
Henry Parker, Fellow of Oriel College, Oxford. (Latin Essay.)
1853. Edw. L. Brown, Trinity College, Cambridge. (First Bell's Scholar.)
S. H. Burbury, St. John's College, Cambridge. (Craven University Scholar.)
S. H. Burbury, St. John's College, Cambridge. (The Porson Prize.)
1854. S. H. Burbury, St. John's College, Cambridge. (Second Chancellor's Medallist.)
1855. T. Clayton, Scholar of Trinity College, Oxford. (English Essay.)
E. L. Brown, Trinity College, Cambridge. (Proxime Accessit to Craven Scholar.)
E. L. Brown, Trinity College, Cambridge. (The Porson Prize.)
1856. E. L. Brown, Trinity College, Cambridge. (Senior Chancellor's Medallist.)
Arthur Holmes, St. John's College, Cambridge. (First Bell's Scholar.)
Arthur Holmes, St. John's College, Cambridge. (Craven University Scholar, in his 1st year.)
W. P. James, Oriel College, Oxford. (Newdigate English Poem.)
Arthur Holmes, St John's College, Cambridge. (The Porso Prize.
E. C. Clark, Trinity College, Cambridge. (Browne's Medal, Epigrams.)
1857. R. Whiting, Trinity College, Cambridge. (2nd Bell's Scholar.)
Arthur Holmes, St. John's College, Cambridge. (The Porson Prize.)
R. Whiting, Trinity College, Cambridge. (Browne's Medal, Epigrams.)
Arthur Holmes, St. John's College, Cambridge. (Browne's Medal, Greek Ode.)
1858. E. C. Clark, Trinity College, Cambridge. (Senior Chancellor's Medallist.)
A. W. Potts, St. John's College, Cambridge. (2nd Chancellor's Medallist.)
Arthur Holmes, St. John's College, Cambridge. (The Porson Prize.)
Arthur Holmes, St. John's College, Cambridge. (Browne's Medal, Greek Ode.)
Arthur Holmes, St. John's College, Cambridge. (Chancellor's Medal for English Poem.)
1859. Robert Whiting, Trinity College, Cambridge. (The Porson Prize.)
Herbert M. Luckock, Jesus College, Cambridge. (Latin Essay.)
1860. H. M. Luckock, Jesus College, Cambridge, First Class Theological Tripos (distinguished in Hebrew).
H. M. Luckock, Jesus College, Cambridge. (Scholefield Greek Test. Prize.)
H. M. Luckock, Jesus College, Cambridge. (Carus Greek Test. Prize.)
1861. C. E. Graves, St. John's College, Cambridge. (Porson Prize, Æqu.)
H. W. Moss, St. John's College, Cambridge. (Porson Prize, Æqu.)
H. M. Luckock, Jesus College, Cambridge. (Latin Essay.)
H. M. Luckock, Jesus College, Cambridge. (Crosse Theological Scholarship.)

IV.—College Fellowships.

OXFORD AND CAMBRIDGE.

(** Tutors or Lecturers former or present, of their several Colleges.*)

1840. James Harris, Pembroke College, Oxford.
*Mynors Bright, Magdalen College, Cambridge.
*F. France, St. John's College, Cambridge.
*H. A. Marsh, Trinity College, Cambridge.
J. E. Welby, Magdalen College, Oxford.
*W. Thomson, Queen's College, Oxford. (Provost of Queen's College, now Lord Bishop of Gloucester and Bristol.)
1841. W. Green, Pembroke College, Oxford.
J. Bather, St. John's College, Cambridge.
*E. M. Cope, Trinity College, Cambridge.
*Edmund S. Foulkes, Jesus College, Oxford.
H. Thring, Magdalen College, Cambridge.
1842. *Hugh A. J. Munro, Trinity College, Cambridge.
1843. G. Druce, St. Peter's College, Cambridge.
Edwin H. Gifford, St. John's College, Cambridge.
1844. *W. G. Clark, Trinity College, Cambridge. (Public Orator.)
*W. B. T. Jones, Queen's College, Oxford.
1845. *Rob. E. Hughes, Magdalen College, Cambridge.
*James Riddell, Balliol College, Oxford.
1847. F. Chalker, Corpus Christi College, Oxford.
G. O. Morgan, Worcester College, Oxford.
1848. *J. E. B. Mayor, St. John's College, Cambridge.
1849. F. T. Colby, Exeter College, Oxford.
S. P. Denning, University College, Durham.
D. Melville, Principal of Hatfield Hall, Durham.
1850. T. C. Barker, Christchurch, Oxford.
W. Fellowes, Dulwich College.
1851. C. E. Jenkins, Magdalen College, Cambridge.
H. Parker, Oriel College, Oxford.
W. B. T. Jones, University College, Oxford.
G. O. Morgan, University College, Oxford.
1852. *J. W. Taylor, St. Peter's College, Cambridge.
H. C. A. Tayler, Trinity College, Cambridge.
1853. A. White, Magdalen College, Cambridge.
*F. Kewley, Jesus College, Oxford.
*R. Burn, Trinity College, Cambridge.
A. B. Rocke, Christchurch, Oxford.
1854. S. H. Burbury, St John's College, Cambridge.
G. P. M. Campbell, Magdalen College, Cambridge.
G. B. Morley, Catherine College, Cambridge.
1855. W. Elliott, Magdalen College, Cambridge.
*B. W. Horne, St. John's College, Cambridge.
H. Day, St. John's College, Cambridge.
W. Inge, Worcester College, Oxford.
1856. E. L. Brown, Trinity College, Cambridge.
1857. J. R. Lee, Magdalen College, Cambridge.

ANSWERS.

SHREWSBURY.

Rev. B. H. Kennedy.

1859. *Alexander W. Potts, St. John's College, Cambridge.
*W. Eccles Jones, Jesus College, Oxford.
1860. T. G. Vyvyan, Caius College, Cambridge.
*A. Holmes, St. John's College, Cambridge.
E. C. Clark, Trinity College, Cambridge.
*H. A. Morgan, Jesus College, Cambridge.

College Scholarships have not been carefully recorded. The number is considerable, about twice that of the Fellowships.

Five Indian Civil Service appointments have been gained by candidates from Shrewsbury school.

ADDITIONAL ANSWER respecting PROFITS of BOARDING HOUSES.

EXTRACT from a LETTER from the HEAD MASTER to the SECRETARY.

May 1, 1862.

WHEN I first had to make a return of profits for income tax 20 years ago, I went very minutely into the details of the question, and I came to the conclusion that by calculating a profit of 25*l.* on each boarder paying the full charges, supposing the number to be from 60 to 70, I should make an equitable return. Since that time the prices of food and coals and the wages of servants have risen considerably, especially during the last ten years; and I am now of opinion that the profit on each boarder out of 60 cannot be safely put at more than 21*l.* I have, however, continued to state it at 25*l.*, and I am willing to state my average profits from boarders for ten years past at 1,500*l.* per annum.

Entrance fees add to this from 100*l.* to 150*l.* Balance of tuition fees 100*l.* My salary is 465*l.*

School houses are free of rent, taxes, and rates.

The second master, who has six boarders, requests me to state that he estimates his profits on each at 21*l.* a year.

I believe I have now given all the information desired, as nearly as it can be supplied. It must be remembered that many things are variable from year to year; and that the present statement supposes 100 paying boys of whom 64 are boarders.

(Signed) BENJ. H. KENNEDY.

APPENDIX N.

TABLES REFERRED TO

IN

PRINTED QUESTIONS, PART III., QU. 6.

TABLE B.

ETON.

TABLE B.

SHOWING

1. The Number of Boys in each Form or Division of every School.
2. The Age of each Boy.
3. The Date of each Boy's Entrance into the Form or Division.
4. The Date of each Boy's Admission to the School.
5. The Form or Division in which each Boy was placed on his Admission to the School.
6. The Length of any protracted Absence of each Boy since his Admission to the School.

ETON.

	No.*	Age.	Date of Entrance into Form or Division.	Date of Admission into School.	Form or Division of Form in which placed on his Admission into School.	Length of any protracted Absence since Admission into School.	Observations by Master making Return.
		Yrs. Mths.					
DIVISION I. The Head Master. Sixth Form and Part of Upper Division Fifth. 32 Boys. Sixth Form.	1 K.S.†	18 1	Sept. 1860	Sept. 1854	Lower 4th Form -	—	—
	2 K.S.	17 8	„	July 1859	Remove - -	Absent three months, 1861.	Has risen rapidly from being allowed to compete with his equals in age on the foundation.
	3 K.S.	17 9	„	January 1856	Remove.	—	—
	4 K.S.	17 0	April 1861	June 1858	4th Form.	—	—
	5 K.S.	17 11	June 1861	April 1856	Remove.	—	—
	6 K.S.	17 11	Aug. 1861	July 1856	„ - -	Absent 2 months in 1861.	—
	7 K.S.	17 4	„	January 1856	„	—	—
	8 K.S.	17 1	„	July 1856	„	—	—
	9 K.S.	17 8	„	March 1855	4th Form.	—	—
	10 K.S.	18 1	„	Sept. 1857	Remove.	—	—
	11	17 10	April 1861	„ 1856	„	—	—
	12	17 4	Sept. 1861	April 1857	„	—	—
	13	16 6	„	January 1858	„	—	—
	14	17 8	„	„ 1855	4th Form.	—	—
	15	17 8	„	„ 1857	Remove.	—	—
	16	17 5	„	Sept. 1853	3rd Form.	—	—
	17	17 10	„	„ 1856	4th Form.	—	—
	18	17 4	„	April 1857	Remove.	—	—
	19	17 6	„	„	„	—	—
	20	16 9	„	January 1857	„	—	—
Sixth Form and Part of Upper Fifth.	21 K.S.	17 9	June 1858	Sept. 1854	4th Form.	—	—
	22	17 3	Dec. 1858	April 1856	„	—	
	23 K.S.	17 0	June 1859	May 1854	3rd Form.	—	—
	24 K.S.	17 0	Dec. 1859	Sept. 1856	4th Form.	—	—
	25 K.S.	16 9	„ 1860	„ 1858	Remove.	—	—
	26 K.S.	17 0	June 1859	April 1856	4th Form.	—	—
	27 K.S.	17 10	Dec. 1859	January 1857	Remove.	—	—
	28	17 6	„	April 1856	4th Form.	—	—
	29	18 3	„	Sept. 1853	3rd Form.	—	—
	30	17 8	„	May 1857	4th Form.	—	—
	31	17 5	„	Sept. 1856	„ - -	Absent 6 months in 1858.	—
	32	18 5	„	April 1856	„	—	—
DIVISION II. Mr. Durnford. Fifth Form (Part of Upper Division). 32 Boys.	1 K.S.	16 6	Sept. 1860	24 April 1853	1st Form.	—	—
	2 K.S.	17 4	„ 1860	16 Sept. 1852	„	—	—
	3 K.S.	16 1	„ 1861	- - -	Upper Rem., 4th F.	—	—
	4 K.S.	18 0	„ 1860	18 Jan. 1855	3rd Form (1).	—	—
	5 K.S.	16 8	„ 1861	14 „ 1857	Lower R. Remove.	—	—
	6 K.S.	15 8	April 1861	29 April 1857	Lower Remove.	—	—
	7	17 4	Sept. 1860	„	„	—	—
	8	17 9	„ 1861	11 Sept. 1857	„	—	—
	9	18 0	„	16 Jan. 1856	3rd Form.	—	—
	10 K.S.	17 8	„	10 Sept. 1857	Lower Remove.	—	—
	11	17 11	„	29 April 1857	Upper Rem., 4th F.	Absent 5 weeks for illness.	—
	12 K.S.	17 7	„	13 Sept. 1856	Middle Rem., 4th F.	—	—
	13	18 6	„	29 July 1858	Upper Rem., 4th F.	—	—
	14	17 8	„	9 Oct. 1858	„	—	—
	15	17 6	„	26 April 1855	3rd Form (3) -	Absent 5 weeks for illness.	—
	16	16 0	„	May 1857	Middle Rem., 4th F.	—	—
	17	18 5	„	29 April 1857	Placed U. R., 4th F.	—	—
	18	17 0	„	„	Lower R. Remove.	—	—
	19	17 6	„	20 Sept. 1854	3rd Form (4) -	One school time for illness.	—
	20	—	—	- - -	- - - -	Absent.	—
	21	17 6	„	29 April 1857	Upper Rem., 4th F.	—	—
	22	18 2	„	21 Sept. 1857	Lower Remove.	—	—
	23	18 9	„	- - -	Upper Rem., 4th F.	—	—
	24 K.S.	15 10	„	Sept. 1859	Remove.	—	—
	25	17 4	„	April 1859	„	—	—
	26	17 11	„	Sept. 1857	Upper Rem., 4th F.	—	—
	27	16 6	„	18 Jan. 1858	Remove.	—	—
	28	17 6	„	14 April 1858	Remove - -	2 school times, illness.	—
	29	18 3	„	28 June 1857	Middle Rem., 4th F.	5 weeks illness.	—
	30	16 11	„	July 1858	Remove.	—	—
	31	17 3	„	Sept. 1857	Upper Rem., 4th F.	—	—
	32 K.S.	15 5	„	16 June 1854	3rd Form - -	2 months, for illness.	—
	33	16 6	„	15 Sept. 1859	Lower R. Remove.	—	—

* Numbers are here required for two purposes, 1st, that of avoiding any personal identification, such as would result from the use of the name ; 2nd, that of confining the particulars contained in the succeeding columns to the same individual boy. Therefore the number does not indicate the position in the form, or part of form, which each boy holds.

† The letters K.S. indicate that the boy is a King's Scholar.

TABLE B.

ETON.

DIVISION III. Mr. Yonge.
Fifth Form (Part of Upper Division).
40 Boys.

No.	Age.	Date of Entrance into Form or Division.	Date of Admission into School.	Form or Division of Form in which placed on his Admission into School.	Length of any protracted Absence since Admission into School.	Observations by Master making Return.
	Yrs. Mths.					
1	17 6	September	January 1858	Remove.	—	Particular Remove, cannot now be made good.
2	18 6	,,	April 1857	4th Form.	—	
3	17 7	,,	Sept. 1854	3rd Form.	—	
4 K.S.	15 8	,,	July 1856	4th Form.	—	
5	18 2	,,	May 1857	,,	—	
6	16 10	,,	April 1857	,,	—	
7	18 2	,,	January 1857	,,	—	
8	15 10	,,	April 1855	3rd Form.	—	
9	18 11	,,	January 1857	4th Form.	—	
10	18 4	,,	April 1857	,,	—	
11	15 10	,,	January 1855	3rd Form.	—	
12	17 4	,,	Dec. 1857	4th Form.	—	
13	18 10	,,	Sept. 1855	3rd Form.	—	
14	18 6	,,	,, 1856	4th Form.	—	
15	17 8	,,	June 1855	3rd Form.	—	
16 K.S.	16 4	,,	Feb. 1859	Remove.	—	
17 K.S.	14 8	,,	Sept. 1858	,,	—	
18	16 11	,,	,,	,,	—	
19	15 11	,,	,,	,,	—	
20	17 1	,,	,,	,,	—	
21 K.S.	16 4	,,	July 1858	,,	—	
22	18 2	,,	Sept. 1857	3rd Form.	—	
23	17 6	,,	,,	4th Form.	—	
24	16 4	,,	January 1858	,,	—	
25	16 9	,,	Sept. 1858	Remove.	—	
26	18 3	,,	,, 1857	4th Form.	—	
27	17 3	,,	January 1858	,,	—	
28	18 2	,,	Sept. 1857	,,	—	
29 K.S.	17 7	,,	,, 1858	Remove.	—	
30	18 5	,,	,, 1857	4th Form.	—	
31	17 4	January -	May 1857	,,	—	
32	17 7	,,	,, 1858	,,	—	
33	16 6	,,	,,	,,	—	
34 K.S.	16 6	,,	Sept. 1858		—	
35	17 2	,,	January 1858		—	
36	17 10	,,	April 1857		—	
37	17 6	,,	January 1858		—	
38	17 10	,,	Sept. 1857		—	
39	17 7	,,	January 1857		—	
40	15 7	,,	Sept. 1855	3rd Form.	—	

DIVISION IV. Mr. Johnson.
Fifth Form (Part of Upper and Middle Division).
38 Boys.

1	16 9	Sept. 1861	April 1858	4th Form.	—	Particular Remove, cannot now be made good; no record kept.
2	16 1	,,	,, 1854	Lower School.	—	
3	18 4	,,	January 1855	4th Form.	—	
4	16 2	,,	April 1859	Lower School.	—	
5	15 2	,,	January 1857	Remove.	—	
6 K.S	15 6	,,	April 1859	,,	—	
7	16 6	,,	January 1859	,,	—	
8 K.S.	15 5	,,	,, 1858	,,	—	
9	17 0	,,	,,	,,	—	
10	16 6	,,	April 1857	4th Form.	—	
11	17 7	,,	January 1858	,,	—	
12	15 11	,,	,,	,,	—	
13	16 0	,,	April 1856	Lower School.	—	
14	16 6	,,	,,	,,	—	
15	15 8	,,	January 1859	Remove.	—	
16	16 11	,,	April 1857	4th Form.	—	
17	15 9	,,	Sept. 1857	,,	—	
18 K.S.	15 1	,,	April 1858	,,	—	
19 K.S.	16 4	,,	,,	,,	—	
20	18 2	,,	April 1857	,,	—	
21	17 1	,,	January 1857	,,	—	
22	17 3	,,	,, 1858	,,	—	
23	16 0	,,	,,	,,	—	
24 K.S.	16 2	,,	April 1858	,,	—	
25	16 11	,,	Sept. 1857	,,	—	
26	17 8	,,	January 1857	,,	—	
27	17 2	,,	Sept. 1857	,,	—	
28	17 8	,,	,,	,,	—	
29	17 3	,,	January 1857	,,	—	
30	15 3	,,	April 1856	Lower School.	—	
31	15 5	,,	,, 1858	4th Form.	—	
32	16 2	,,	,, 1855	Lower School.	—	
33	17 3	,,	January 1857	4th Form.	—	
34	16 11	,,	April 1858	,,	—	
35	15 9	,,	,,	,,	—	
36	17 6	,,	Sept. 1856	Lower School.	—	
37	17 9	,,	January 1857	4th Form.	—	
38	15 4	,,	April 1858	Remove.	—	

TABLE B.

ETON.

	No.	Age.	Date of Entrance into Form or Division.	Date of Admission into School.	Form or Division of Form in which placed on his Admission into School.	Length of any protracted Absence since Admission into School.	Observations by Master making Return.
DIVISION V. Mr. Jones. Fifth Form (Part of Middle Division). 42 Boys.		Yrs. Mths.					
	1	15 6	Sept. 1861	April 1859	Lower R. Remove	3 weeks in 1860; 6 weeks in 1861.	—
	2	15 7	„	Sept. 1858	Upper 4th - -	4 weeks in 1860.	—
	3	16 3	„	May 1856	3rd Form (3.)	—	—
	4	16 7	„	April 1856	„	—	—
	5	16 1	„	„ 1858	Middle 4th.	—	—
	6 K.S.	14 3	„	Sept. 1857	3rd Form (1).	—	—
	7	16 2	„	May 1858	Middle 4th - -	3 weeks.	—
	8	15 5	„	Sept. 1858	Upper 4th - -	3 months.	—
	9 K.S.	14 8	„	May 1859	Lower R. Remove.	—	—
	10	16 2	„	Nov. 1858	Middle 4th.	—	—
	11	16 7	„	January 1859	Upper 4th.	—	—
	12	16 1	„	Sept. 1858	„ - -	3 weeks.	—
	13	18 4	„	Easter 1857	3rd Form (2).	—	—
	14	16 5½	„	Sept. 1857	Lower 4th - -	3 weeks in 1859.	—
	15	18 4	„	January 1857	Middle 4th - -	2 weeks in Sept. 1860.	—
	16	17 6	„	Sept. 1857	Lower 4th - -	2 months.	—
	17	16 11	„	Easter 1858	Middle 4th - -	2 months.	—
	18	15 11¾	„	July 1856	3rd Form (2).	—	—
	19	16 7	„	April 1858	Middle 4th.	—	—
	20	17 0	„	„	„	—	—
	21	16 10	„	Sept. 1856	3rd Form (2).	—	—
	22	16 10	„	Easter 1858	Middle 4th.	—	—
	23	16 3	„	January 1859	Lower R. Remove.	—	—
	24	16 6	„	Sept. 1858	Upper 4th - -	2 months.	—
	25	17 7	„	„ 1856	3rd Form (2) -	6 weeks.	—
	26	17 8	„	January 1858	Middle 4th.	—	—
	27	16 10	„	Easter 1855	3rd Form (3).	—	—
	28	16 5	„	Sept. 1857	Lower 4th.	—	—
	29	16 10	„	„ 1858	Upper 4th.	—	—
	30 K.S.	14 10	„	„ 1859	Lower R. Remove	1 month.	—
	31	16 7	„	January 1859	Upper 4th - -	5 months, 1860.	—
	32	15 11	„	„	„	—	—
	33	16 6	„	„	3rd Form (2) -	4 months.	—
	34	15 6	„	Sept. 1859	Lower R. Remove	6 weeks.	—
	35	14 1	„	July 1855	4th Div. of L. Sch.	2 months, 1861.	—
	36 K.S.	13 9	„	May 1859	Upper 4th.	—	—
	37	15 7	„	April 1858	Lower 4th - -	2 months, 1861.	—
	38	14 10	„	May 1859	Upper 4th - -	4 weeks.	—
	39	16 5	„	„	„	—	—
	40	15 2	„	Sept. 1859	Lower R. Remove.	—	—
	41	15 7	„	„	„ - -	1 fortnight.	—
	42	15 2	„	Sept. 1858	Middle 4th - -	2 months.	—
DIVISION VI. Mr. Wolley. Fifth Form. Middle and Lower Divisions. 44 Boys. Middle Division. Lower Remove.	1	15 6	Sept. 1861	Sept. 1859	Remove.	—	No "absence" is mentioned of less duration than one month. After measles or any other infectious illness leave of absence for a fortnight is granted. Many boys have been absent from this cause, or from the death of relations, for two or more weeks at a time.
	2	15 1	„	January 1859	Upper 4th.	—	
	3	16 7	„	„	„ - -	14 months.	
	4	16 11	„	Sept. 1858	Middle 4th.	—	
	5	16 10	„	„	„	—	
	6 K.S.	15 2	„	April 1859	„	—	
	7	17 5	„	January 1858	Lower 4th.	—	
	8	15 3	„	Nov. 1859	Remove.	—	
	9	15 1	„	April 1857	Lower School.	—	
	10	16 7	„	„ 1858	Lower 4th.	—	
	11	17 0	„	„	„	—	
	12	16 7	„	Sept. 1858	Middle 4th.	—	
	13	16 11	„	„	„	—	
	14	15 3	„	January 1859	„	—	
	15	15 5	„	„	„ - -	6 weeks.	
	16 K.S.	16 0	„	Sept. 1860	Remove.	—	
	17	17 4	„	Feb. 1858	Lower 4th - -	4 months.	
	18	16 7	„	„	„	—	
	19	15 2	„	April 1858	„	—	
	20	15 11	„	„	„	—	
	21	16 8	„	Sept. 1858	Middle 4th.	—	
	22	15 8	„	January 1859	Upper 4th.	—	
	23	15 10	„	May 1859	Remove.	—	
	24	16 9	„	Sept. 1858	Middle 4th.	—	
	25 K.S.	16 7	„	January 1858	Lower 4th.	—	
	26	15 6	„	July 1859	Remove.	—	
	27	17 10	„	Sept. 1857	Lower 4th.	—	
	28	16 0	„	January 1859	Remove.	—	
	29	17 6	„	„ 1858	Lower 4th.	—	
	30	16 10	„	„	Lower School.	—	
	31	15 4	„	January 1859	Upper 4th.	—	
	32	17 2	„	April 1858	Lower School.	—	
	33	16 4	„	January 1857	„ - -	1 school time.	
	34	15 5	„	May 1859	Remove.	—	
	35	16 1	„	Sept. 1858	Middle 4th - -	1 month.	
	36	15 11	„	May 1859	Remove.	—	
	37	15 10	„	„	Upper 4th.	—	
	38	16 2	„	Sept. 1858	Middle 4th - -	1 school time.	
	39	15 11	„	April 1858	Lower 4th.	—	
Lower Div. Upper Rem.	40	14 4	„	May 1859	Upper 4th.	—	
	41	15 8	„	„	Middle 4th.	—	
	42	16 1	„	„	„	—	
	43	16 1	„	April 1858	Lower School.	—	
	44	16 1	„	„	„ - -	7 weeks.	

TABLE B.

ETON.

	No.	Age.	Date of Entrance into Form or Division.	Date of Admission into School.	Form or Division of Form in which placed on his Admission into School.	Length of any protracted Absence since Admission into School.	Observations by Master making Return.
DIVISION VII. Mr. Day. Fifth Form (Part of Lower Division, Upper Remove). 42 Boys.		Yrs. Mths.					
	1	15 1	4 June 1861	Sept. 1859	Upper 4th.	—	—
	2	15 10	„	May 1856	1st Form.	—	—
	3	15 4	„	Easter 1859	Upper 4th.	—	—
	4	15 2	„	January 1860	Lower R. Remove	5 weeks.	—
	5	17 0	„	Sept. 1858	Lower 4th.	—	—
	6	16 5	„	April 1858	3rd Form.	—	—
	7	16 5	„	Sept. 1858	Lower 4th - -	6 weeks.	—
	8	14 2	„	Easter 1859	Middle 4th - -	2 weeks.	—
	9	16 1	„	„ 1857	Lower School.	—	—
	10	15 0	„	Christ. 1860	Lower R. Remove.	—	—
	11	17 6	„	„ 1858	3rd Form (1).	—	—
	12	14 11	„	Sept. 1858	„	—	—
	13	14 6	„	Easter 1861	Remove.	—	—
	14	15 1	„	Sept. 1856	2nd Form.	—	—
	15	17 1	„	„ 1858	Lower 4th - -	12 weeks.	—
	16	16 1	„	August 1859	Upper 4th - -	7 weeks.	—
	17	16 3	„	June 1859	„	—	—
	18	15 10	„	Sept. 1859	„ - -	10 days.	—
	19	14 10	„	„	„	—	—
	20	15 1	„	„	„ - -	About 6 weeks.	—
	21 K.S.	14 5	„	„	„ - -	8 weeks.	—
	22	15 1	„	„	„	—	—
	23	15 5	„	January 1860	Lower R. Remove.	—	—
	24	15 5	„	„	„	—	—
	25	16 4	„	Sept. 1858	3rd Form.	—	—
	26	15 5	„	„	Lower 4th - -	10 days.	—
	27	16 3	„	February 1859	Middle 4th.	—	—
	28	15 5	„	May 1859	„	—	—
	29	15 3	„	„ 1857	2nd Form - -	1 year.	—
	30	15 11	„	Sept. 1858	3rd Form - -	4 months.	—
	31	17 0	„	„	Lower 4th.	—	—
	32 K.S.	13 7	„	May 1858	„	—	—
	33	16 0	„	„ 1859	Middle 4th - -	2 weeks.	—
	34	15 7	„	Dec. 1859	Lower R. Remove	7 weeks.	—
	35	14 6	„	April 1860	„	1 week.	—
	36	17 0	„	Sept. 1858	Lower 4th - -	2 weeks.	—
	37	14 11	„	„	„ - -	2 weeks.	—
	38	16 2	„	„	„	—	—
	39	15 7	„	April 1859	Middle 4th - -	2 weeks.	—
	40	15 6	„	„	Upper 4th - -	2 weeks.	—
	41	15 1	„	Sept. 1859		12 weeks.	—
	42	14 10	„	„		10 days.	—
DIVISION VIII. Mr. Birch. Fifth Form. Part of Lower Division, Lower Remove. 43 Boys. Lower Div., Upp. Rem.	1	16 8	Sept. 1861.	1857	3rd Form (1).	—	I have returned the date of entrance into my division; no lower division boy can have been more than 12 months in the 5th form unless unable to pass the examination for middle division.
	2	14 9	„	1858	Lower 4th.	—	
	3	16 3	„	1859	Middle 4th.	—	
	4	15 10	„	1859	„	—	
	5	15 7	„	1859	Lower 4th.	—	
	6	Absent.	—	—	—	—	
	7	15 2	„	1859	Upper 4th.	—	
	8	15 4	„	1859	Remove.	—	
	9	16 1	„	1858	Lower 4th.	—	
	10	15 0	„	1860	Remove - -	3 months.	
	11	16 5	„	1858	Lower 4th.	—	
	12	14 1	„	1860	Remove.	—	No account kept of absentees.
	13	15 0	„	1860	„	—	
	14	14 5	„	1860	„	—	
	15	17 2	„	1857	3rd Form (2) -	3 months.	
	16	16 4	„	1858	Lower 4th.	—	
	17	15 8	„	1859	Middle 4th.	—	
	18	14 8	„	1860	Upper 4th.	—	
	19 K.S.	14 3	„	1860	Middle 4th.	—	
	20	14 2	„	1860	Remove.	—	
	21 K.S.	11 11	„	1859	Lower 4th.	—	
	22 K.S.	14 0	„	1860	Remove.	—	
	23	13 10	„	1860	Upper 4th.	—	
	24	13 3	„	1859	Middle 4th - -	3 months.	
	25	17 3	„	1857	3rd Form (4).	—	
	26	14 8	„	1856	1st Form.	—	
	27	15 2	„	1859	3rd Form (1).	—	
	28	15 3	„	1858	3rd Form (4).	—	
	29	14 2	„	1860	Upper 4th.	—	
	30 K.S.	12 11	„	1860	„	—	
	31 K.S.	12 4	„	1859	Lower 4th.	—	
	32	14 2	„	1858	3rd Form (3) -	3 months.	
	33	15 2	„	1860	Upper 4th.	—	
	34	14 8	„	1860	Remove.	—	
	35	15 0	„	1860	„	—	
	36	14 9	„	1860	„	—	
	37	15 5	„	1860	„ - -	1 month.	
	38	16 2	„	1859	Middle 4th - -	1 month.	
	39	15 5	„	1859	Lower 4th - -	3 months.	
	40	—	—	—	—	Absent.	
	41	—	—	—	—	Absent.	
	42	—	—	—	—	Absent.	
	43	—	—	—	—	Absent.	

TABLE B.

ETON.

DIVISION IX. Mr. Watte. Lower Fifth Form, Lower Remove. 38 Boys.

No.	Age.	Date of Entrance into Form or Division.	Date of Admission into School.	Form or Division of Form in which placed on his Admission into School.	Length of any protracted Absence since Admission into School.	Observations by Master making Return.
	Yrs. Mths.					
1 K.S.	14 4	Sept. 1861	Sept. 1861	Lower Remove of Lower 5th.	—	—
2	15 5	June 1861	April 1859	Lower 4th.	—	—
3	15 4	„	January 1858	3rd Form (2).	—	—
4	16 9	„	Sept. 1858	3rd Form (1).	—	—
5	16 0	„	April 1859	Lower 4th.	—	—
6	14 2	„	January 1860	Middle 4th.	—	—
7	14 6	„	April 1855	1st Form.	—	—
8	15 5	„	January 1860	Upper 4th.	—	—
9	15 10	„	Sept. 1859	Middle 4th.	—	—
10	13 9	„	„ 1860	Lower Remove.	—	—
11	14 11	„	April 1860	Upper 4th.	—	—
12	16 9	„	„ 1859	3rd Form (1) -	3 months, 1860.	—
13	16 0	„	Sept. 1858	3rd Form (4).	—	—
14	14 6	„	April 1860	Lower Remove.	—	—
15	16 5	„	January 1859	3rd Form (2).	—	—
16	14 3	„	„ 1860	Upper 4th.	—	—
17	15 5	„	„ 1855	1st Form.	—	—
18	14 4	„	April 1860	Upper 4th.	—	—
19	15 8	„	Sept. 1860	Lower Remove.	—	—
20	15 11	„	„ 1859	Middle 4th.	—	—
21	16 1	„	April 1858	3rd Form (3).	—	—
22	16 3	„	„ 1859	Lower 4th.	—	—
23	15 9	„	Sept. 1860	Lower Remove.	—	—
24	15 9	„	January 1859	Lower Greek.	—	—
25	16 11	„	„ 1858	3rd Form (3) -	3 months, 1859.	—
26	16 7	„	April 1859	Lower 4th.	—	—
27	15 7	„	Sept. 1859	Middle 4th.	—	—
28	15 1	„	„ 1860	Lower Remove.	—	—
29	14 11	„	April 1860	Upper 4th.	—	—
30	14 6	„	January 1860	„	—	—
31	14 6	„	„	Middle 4th.	—	—
32	15 1	„	Sept. 1859	„	—	—
33	15 6	„	„ 1858	3rd Form (3).	—	—
34	15 1	„	April 1860	Upper 4th.	—	—
35	15 5	„	„ 1860	Lower Remove.	—	—
36	14 9	„	January 1859	3rd Form (1).	—	—
37	—	„	- - -	- - -	3 months, 1861 -	Absent at the time of making the Return, Dec. 1861.
38	—	„	- - -	- - -	3 months, 1861 -	

DIVISION X. Mr. James. Remove (Part of Upper Remove). 39 Boys.

1	15 0	15 June 1861	Sept. 1858	3rd Form (1) -	A portion of each school time; now absent, and has not been back since election.	—
2	15 5	„	Easter 1860	Middle 4th - -	1 month.	—
3	15 0	„	„	„ - -	2 weeks.	—
4	16 4	„	May 1859	3rd Form (3) -	About 3 weeks.	—
5	14 8	„	Sept. 1859	Middle 4th.	—	—
6	14 10	„	April 1860	„	—	—
7	15 4	„	May 1859	Lower 4th.	—	—
8	16 2	„	Sept. 1858	3rd Form (2).	2 weeks in July 1860.	—
9	14 10	„	„ 1859	3rd Form (1).	20 days.	—
10	15 2	„	April 1860	Upper 4th.	—	—
11	15 6	„	January 1860	Lower 4th.	—	—
12	15 9	„	„	Middle 4th - -	2 weeks.	—
13	16 1	„	Easter 1859	3rd Form (3).	—	—
14	17 2	„	January 1857	1st Form.	—	—
15	16 0	„	Easter 1859	Lower 4th.	2 weeks.	—
16	14 0	„	January 1856	1st Form - -	6 weeks.	—
17	15 5	„	„ 1857	2nd Form - -	One whole school time.	—
18	16 2	„	Sept. 1859	Lower 4th - -	3 months.	—
19	15 2	„	January 1859	Middle 4th - -	5 weeks.	—
20	14 4	„	April 1860	Upper 4th - -	1 week.	—
21	16 2	„	Sept. 1859	Lower 4th.	—	—
22	14 7	„	May 1857	1st Form.	—	—
23	15 8	„	April 1860	Middle 4th.	—	—
24	14 3	„	January 1859	Lower 4th.	—	—
25	13 10	„	„ 1858	3rd Form (3).	—	—
26	15 8	„	April 1860	Middle 4th.	—	—
27	14 1	„	„ 1856	1st Form.	—	—
28	16 0	„	May 1858	3rd Form (3) -	1 month.	—
29	14 8	„	Sept. 1859	Lower 4th - -	1 week.	—
30	15 3	„	April 1860	Middle 4th - -	3 weeks.	—
31	13 8	„	June 1858	3rd Form (3).	—	—
32	15 6	„	April 1859	Middle 4th - -	One whole school time.	—
33	14 5	„	January 1859	3rd Form (2) -	All this present school time.	At present absent from illness.
34	16 10	Christ. 1860	Sept. 1858	Lower 4th.	—	—
35	15 9	„	„ 1859	Middle 4th - -	3 weeks.	—
36	14 0	„	October 1860	Lower R. Remove	3 weeks.	—
37	13 6	„	April 1860	Upper 4th - -	1 year and 1 month.	—
38	14 0	„	Sept. 1860	Lower R. Remove	—	—
39	16 10	„	„ 1855	2nd Form - -	- - -	Constantly absent from illness, perhaps about one fourth of his time.

TABLE B.

ETON.

DIVISION XI. Mr. Stone.
Remove (Part of Upper Remove). 39 Boys.

No.	Age.	Date of Entrance into Form or Division.	Date of Admission into School.	Form or Division of Form in which placed on his Admission into School.	Length of any protracted Absence since Admission into School.	Observations by Master making Return.
	Yrs. Mths.					
1	15 4	June 1861	April 1860	Middle 4th - -	1 month.	—
2	14 5	,,	,,	,,	—	—
3 K.S.	12 7	,,	January 1858	3rd Form (1).	—	—
4	15 11	,,	July 1859	Lower 4th - -	2 months.	—
5	15 1	,,	Sept. 1859	,,	—	—
6	15 1	,,	April 1859	Middle 4th.	—	—
7	15 7	,,	January 1860	,,	—	—
8	15 8	,,	,,	,, - -	6 months.	—
9	15 1	,,	May 1860	,,	—	—
10	14 7	,,	,,	,, - -	1 month.	—
11	15 0	,,	April 1860	,,	—	—
12	13 11	,,	,,	,, - -	1 month.	—
13	12 7	,,	,,	,,	—	—
14	15 1	,,	,,	,,	—	—
15	16 10	,,	Sept. 1856	2nd Form - -	1 month.	—
16	14 5	,,	April 1860	Middle 4th.	—	—
17	13 4	,,	January 1860	,,	—	—
18	15 0	,,	Sept. 1858	3rd Form (1) -	3 months.	—
19	14 1	,,	,, 1860	Upper 4th.	—	—
20 K.S.	11 11	,,	,,	,,	—	—
21	13 5	,,	,,	,,	—	—
22	14 10	,,	,,	,,	—	—
23	14 9	,,	,,	,,	—	—
24	13 9	,,	,,	,,	—	—
25	14 11	,,	,,	,, - -	2 months.	—
26	13 10	,,	,,	,,	—	—
27	14 8	,,	April 1860	Middle 4th - -	8 months.	—
28	15 1	,,	January 1860	,, - -	5 months.	—
29	14 10	,,	Sept. 1860	Upper 4th.	—	—
30	14 10	,,	January 1861	Lower R. Remove.	—	—
31	14 9	,,	,,	,,	4 months.	—
32	14 8	,,	,,	,,	—	—
33	13 1	,,	,,	,,	1 month.	—
34	14 8	,,	,,	,,	—	—
35	13 1	,,	April 1861	,,	—	—
36	13 5	,,	,,	,,	—	—
37	14 5	,,	,,	,,	—	—
38	13 10	,,	,,	,,	—	—
39	13 8	,,	,,	,,	—	—

DIVISION XII. Mr. Thackeray.
Remove (Part of Lower Remove). 39 Boys.

1	14 2	Jan. 1861	January 1861	Remove - -	3 weeks.	—
2	14 3	April 1861	April 1861	,,	—	—
3	13 11	,,	,,	,,	—	—
4	14 6	,,	,,	,,	—	—
5	14 4	4 June 1861	,,	,,	—	—
6	14 5	June 1861	June 1860	Middle 4th.	—	—
7	13 3	,,	January 1860	3rd Form (2).	—	—
8	13 8	,,	Sept. 1860	Lower 4th.	—	—
9	14 6	,,	April 1860	Middle 4th.	—	—
10	14 5	,,	Easter 1858	3rd Form (4) -	6 weeks.	—
11	15 7	,,	January 1860	Lower 4th.	—	—
12	14 5	,,	June 1856	1st Form - -	2 years.	—
13	15 11	,,	Easter 1859	3rd Form (2).	—	—
14	16 0	,,	June 1859	3rd Form (1) -	1 month.	—
15	15 1	,,	Easter 1859	3rd Form (2).	—	—
16	15 4	,,	Sept. 1860	Middle 4th.	—	—
17	15 6	,,	January 1858	2nd Form. - -	1 month.	—
18	15 0	,,	Sept. 1857	3rd Form (4).	—	—
19	15 0	,,	June 1858	3rd Form (3) -	6 weeks.	—
20	15 11	,,	Sept. 1860	Middle 4th.	—	—
21	14 2	,,	,,	,,	—	—
22 K.S.	11 6	,,	,,	,,	—	—
23	13 11	,,	,,	,,	—	—
24	14 5	,,	January 1861	Upper 4th.	—	—
25	13 4	,,	,,	,,	—	—
26	14 7	,,	January 1860	3rd Form (2).	—	—
27	15 6	,,	Sept. 1855	1st Form - -	2 months.	—
28	16 6	,,	May 1859	3rd Form (2).	—	—
29	14 3	,,	April 1857	1st Form.	—	—
30	14 1	,,	May 1859	3rd Form (2).	—	—
31	14 9	,,	Sept. 1858	3rd Form (3).	—	—
32	16 0	,,	,,	,,	—	—
33	17 0	,,	Sept. 1857	1st Form - -	1 month.	—
34	14 4	,,	January 1859	3rd Form (3).	—	—
35	15 3	,,	Easter 1859	,,	—	—
36	14 2	,,	,, 1860	Lower 4th.	—	—
37	13 9	,,	,, 1859	3rd Form (3).	—	—
38	15 5	,,	January 1860	Lower 4th.	—	—
39	15 1	,,	Sept. 1860	Middle 4th.	—	—

TABLE B.

ETON.

DIVISION XIII. Mr. Snow.
Remove (Part of Lower Remove). 44 Boys.

No.	Age.	Date of Entrance into Form or Division.	Date of Admission into School.	Form or Division of Form in which placed on his Admission into School.	Length of any protracted Absence since Admission into School.	Observations by Master making Return.
	Yrs. Mths.					
1	16 7	June 1861	April 1859	2nd Form - -	6 weeks.	—
2	15 4	„	„ 1860	Lower 4th - -	„	—
3	14 1	„	„	„ - -	„	—
4	15 8	„	May 1859	2nd Form.	—	—
5	14 1	„	April 1860	3rd Form.	—	—
6	13 4	„	Sept. 1860	Middle 4th.	—	—
7	14 8	„	Feb. 1861	Upper 4th.	—	—
8	15 2	„	Sept. 1860	Middle 4th.	—	—
9 K.S.	12 9	„	„	„	—	—
10	14 7	„	„	„ - -	5 weeks.	—
11	14 5	„	„	„ - -	4 weeks.	—
12	14 3	„	„	„	—	—
13	14 7	„	„	„	—	—
14	14 2	„	January 1861	Upper 4th.	—	—
15	14 11	„	October 1857	2nd Form - -	3 weeks.	—
16	13 5	„	January 1857	1st Form.	—	—
17	14 7	„	April 1860	Lower 4th.	—	—
18	14 4	„	„	„	—	—
19	13 11	„	April 1861	Upper 4th.	—	—
20	13 11	„	„	„	—	—
21	14 10	July 1861	Sept. 1859	Lower 4th -	- - -	Admitted a month later into division on account of failing in part of examination.
22	12 8	June 1861	Dec. 1860	Upper 4th.	—	—
23	15 2	„	Sept. 1860	Middle 4th - -	5 weeks.	—
24	14 9	„	April 1858	1st Form - -	4 months.	—
25	15 0	„	Sept. 1858	2nd Form - -	1 month.	—
26	12 4	July 1861	July 1861	Lower R. Remove.	—	—
27	13 9	„	June 1858	2nd Form - -	3 months -	Admitted into division later for same reason as 21.
28	13 10	„	May 1860	Lower 4th.	- - -	Ditto.
29	14 3	June 1861	„	„	—	—
30 K.S.	13 6	Sept. 1861	Sept. 1861	Lower R. Remove.	—	—
31	14 1	„	„	„	—	—
32 K.S.	13 0	„	„	„	—	—
33 K.S.	13 8	„	„	„	—	—
34	13 7	„	„	„	—	—
35	13 1	„	„	„	—	—
36	13 11	„	„	„	—	—
37	14 6	„	„	„	—	—
38	13 5	„	„	„	—	—
39	13 10	„	„	„	—	—
40	12 6	„	„	„	—	—
41	13 9	„	„	„	—	—
42	13 10	„	„	„	—	—
43 K.S.	12 11	„	„	„	—	—
44	14 6	„	„	Upper 4th.	—	—

DIVISION XIV. Mr. Warre.
Fourth Form (Part of Upper Remove). 36 Boys.

1	16 5	Dec. 1860	Sept. 1859	Lower 4th.	—	—
2	15 10	„	Dec. 1859	Lower 4th.	—	—
3	15 11	Jan. 1861	Easter 1860	„	—	—
4	15 5	„	„	„	—	—
5	- -	- -	- - -	- - -	- - -	Has left the school; no account kept of him.
6	15 0	4 June 1861	Easter 1861	Remove.	—	—
7	13 6	Christ. 1861	Sept. 1860	—	—	—
8	14 0	Easter 1861	Easter 1861	Upper 4th.	—	—
9	13 11	Mid. 1861	Easter 1860	Lower 4th.	—	—
10	12 9	„	Christ. 1858	2nd Form.	—	—
11	14 0	„	Easter 1859	3rd Form (3).	—	—
12	13 6	„	„ 1857	1st Form.	—	—
13	15 1	„	„	2nd Form.	—	—
14	12 7	„	Easter 1859	3rd Form (3).	—	—
15	14 9	„	Jan. 1857	1st Form.	—	—
16	17 0	„	Michael. 1859	3rd Form (4).	—	—
17	14 3	„	June 1857	1st Form.	—	—
18	15 6	„	May 1860	3rd Form (3).	—	—
19	14 2	„	Jan. 1859	3rd Form (2).	—	—
20	14 5	„	Sept. 1859	3rd Form (4).	—	—
21	16 2	„	Easter 1859	3rd Form (3).	—	—
22	14 6	„	Mids. 1857	1st Form.	—	—
23	15 11	„	„ 1858	3rd Form (4).	—	—
24	15 7	„	Sept. 1859	3rd Form (2).	—	—
25	15 3	„	„ 1860	Lower 4th.	—	—
26	14 11	„	„	„	—	—
27	13 6	4 June 1861	Sept. 1860	Lower 4th.	—	—
28	14 11	„	„	„	—	—
29	14 11	„	„	„	—	—
30	14 8	„	„	„	—	—
31	14 11	„	„	„	—	—
32	14 11	„	„	„	—	—
33	14 11	„	„	„	—	—
34	14 10	„	Michael. 1860	3rd Form (1).	—	—
35	14 1	„	„	3rd Form (2).	—	—
36	14 1	„	Sept. 1860	Lower 4th.	—	—

TABLE B.

ETON.

DIVISION XV. Mr. Browning.
Fourth Form (Part of Upper and Part of Middle Removes). 36 Boys.
Upper Remove.

No.	Age.	Date of Entrance into Form or Division.	Date of Admission into School.	Form or Division of Form in which placed on his Admission into School.	Length of any protracted Absence since Admission into School.	Observations by Master making Return.
	Yrs. Mths.					
1	16 4½	4 June 1861	11 May 1859	3rd Form (3) -	April—July 1860.	—
2	14 11	„	January 1861	Middle 4th.	—	—
3	14 3	„	„	„	—	—
4	14 0	„	„	„	April—June 1861.	—
5	13 3	„	„	„	—	—
6	13 4	„	„	„	—	—
7	13 11	„	April 1861	„	—	—
8	14 3	„	„	„	—	—
9	13 4	„	„	„	—	—
10	13 2	„	„	„	—	—
11	12 11	„	„	„	—	—
12	14 4	„	„	„	—	—
13	14 3	„	„	„	—	—
14	14 2	„	„	„	—	—
15	13 10	„	„	„	—	—

DIVISION XV. Mr. Browning.
Fourth Form (Part of Upper and Part of Middle Removes).
Middle Remove.

No.	Age.	Date of Entrance into Form or Division.	Date of Admission into School.	Form or Division of Form in which placed on his Admission into School.	Length of any protracted Absence since Admission into School.	Observations by Master making Return.
16	Absent.	—	—	—	—	—
17	13 0	4 June 1861	April 1859	3rd Form (4).	—	—
18	11 3	„	Sept. 1860	3rd Form (1).	—	—
19	14 11	„	July 1859	3rd Form (3).	—	—
20	12 4	„	May 1857	1st Form - -	January—Dec. 1859	Lost 2 removes.
21	15 0	„	April 1860	3rd Form (1) -	3 weeks in June 1860	Missed 1 remove.
22	12 6	„	Sept. 1857	1st Form.	—	—
23	15 6	„	„ 1858	„	—	—
24	14 1	„	„ 1859	3rd Form (3).	—	—
25	16 1	„	„	„	—	—
26	15 6	„	January 1860	3rd Form (2).	—	—
27	14 2	„	April 1860	„	—	—
28	14 4	„	Sept. 1856	1st Form.	—	—
29	16 0	„	May 1859	3rd Form (3).	—	—
30	14 7	„	Sept. 1859	„	—	—
31	Absent.	—	—	—	—	—
32	13 5	„	May 1857	1st Form.	—	—
33	13 9	„	Sept. 1859	3rd Form (3)	May—July 1860 -	Was sent up with his own division.
34	13 0	„	Sept. 1860	3rd Form (2).	—	—
35	13 5	„	May 1857	1st Form.	—	—
36	Absent.	—	—	—	—	—

DIVISION XVI. Mr. Walford.
Fourth Form (Part of Middle and Lower Removes). 37 Boys.
Middle Remove.

No.	Age.	Date of Entrance into Form or Division.	Date of Admission into School.	Form or Division of Form in which placed on his Admission into School.	Length of any protracted Absence since Admission into School.	Observations by Master making Return.
1	15 6	June 1861	January 1858	2nd Form.	—	—
2	15 8	„	Sept. 1859	3rd Form (3).	—	—
3	14 0	„	„ 1858	2nd Form.	—	—
4	14 6	„	January 1860	3rd Form (2).	—	—
5	13 5	„	„ 1859	2nd Form - -	4 months, 1861 -	From illness.
6	14 10	„	Dec. 1860	Lower Rem., 4th F.	—	—
7	14 3	„	Sept. 1857	1st Form - -	2 years 9 months.	—
8	13 2	„	January 1861	Lower Rem., 4th F.	—	—
9	14 1	„	„	„	—	—
10	14 8	„	„	„	2 months, Jan. & June	Illness.
11	14 3	„	Sept. 1860	3rd Form (1).	1½ months, 1860–61 -	„
12	14 4	„	„	3rd Form (2).	—	—
13	13 7	„	January 1861	3rd Form (1).	—	—
14	14 10	„	Feb. 1861	Lower Rem., 4th F.	2½ months, 1861 -	Illness.
15	13 10	„	Sept. 1860	3rd Form (2) -	6 weeks, 1861 - -	„
16	14 7	„	Feb. 1861	Lower Rem., 4th F.	„ - -	For private tuition.
17	14 3	„	April 1861	„	—	—
18	13 9	„	„	„	2 months, 1861 -	Illness.
19	13 7	„	„	„	6 weeks, 1861 - -	„
20	14 4	„	„	„	—	—
21	13 4	„	„	„	—	—
22	13 10	„	„	„	—	—
23	12 4	„	„	„	—	—
24	12 4	„	„	„	—	—

DIVISION XVI. Mr. Walford.
Fourth Form (Part of Middle and Lower Removes).
Lower Remove.

No.	Age.	Date of Entrance into Form or Division.	Date of Admission into School.	Form or Division of Form in which placed on his Admission into School.	Length of any protracted Absence since Admission into School.	Observations by Master making Return.
25	13 5	„	„	„	—	—
26	12 11	„	Feb. 1859	1st Form.	—	—
27	12 3	„	Sept. 1858	„	—	—
28	14 10	„	„ 1860	3rd Form (2).	—	—
29	14 2	„	January 1860	3rd Form (3) -	2 months - -	Illness.
30	14 1	„	Sept. 1859	3rd Form (4).	—	—
31	10 10	„	January 1858	1st Form.	—	—
32	14 0	„	„ 1859	„ - -	5 weeks, 1861 - -	Illness.
33	12 5	„	Dec. 1859	3rd Form (3).	—	—
34	12 0	„	January 1859	1st Form.	—	—
35	12 2	„	April 1859	2nd Form - -	7 weeks, 1860 - -	Illness.
36	15 1	„	Nov. 1859	„	—	—
37	13 10	„	Feb. 1859	„	—	—

TABLE B.

ETON.

DIVISION XVII. Mr. Cornish.
Fourth Form (Lower Remove). 48 Boys.

No.	Age.	Date of Entrance into Form or Division.	Date of Admission into School.	Form or Division of Form in which placed on his Admission into School.	Length of any protracted Absence since Admission into School.	Observations by Master making Return.
	Yrs. Mths.					
1	13 11	4 June 1861	June 1806	3rd Form (3).	—	These boys, as the return shows, are mostly those who came at the beginning of the Michaelmas school time 1861. They are kept together in the lowest division for convenience of arrangement till after the Christmas holidays; after which time they will be removed into their proper divisions. The work done by them in this division is the same as that done in the three other 4th Form divisions.
2	13 1	„	Sept. 1860	3rd Form (2).	—	
3	12 0	„	January 1859	2nd Form.	—	
4	12 11	„	Easter 1861	3rd Form (1) -	5 weeks.	
5	16 0	„	Sept. 1858	3rd Form (4) -	6 weeks.	
6	15 1	„	June 1860	3rd Form (3).	—	
7	13 10	„	January 1861	3rd Form (2).	—	
8	14 2	„	„ 1859	2nd Form.	—	
9	14 8	„	Easter 1860	3rd Form (3) -	Michaelmas, 1860, 3 weeks; Easter, 1861, 7 weeks.	
10	12 6	„	„ 1859	1st Form.	—	
11	14 3	July 1861	July 1861	4th Form.	—	
12	14 2	Sept. 1861	Sept. 1861	Upper 4th.	—	
13	14 0	„	„	Lower 4th.	—	
14	12 6	„	„	Upper.	—	
15	12 8	„	„	„	—	
16	13 8	„	„	Middle.	—	
17	13 6	„	„	„	—	
18	13 8	„	„	Upper.	—	
19	12 7	„	„	Lower.	—	
20	12 6	„	„	Upper.	—	
21	13 10	„	„	Middle.	—	
22	14 0	„	„	„	—	
23	13 9	„	„	„	—	
24	13 1	„	„	„	—	
25	14 3	„	„	„	—	
26	12 10	„	„	Lower.	—	
27	14 0	„	„	„	—	
28	13 11	„	„	„	—	
29	14 1	„	„	Middle.	—	
30	13 10	„	„	Lower.	—	
31	13 11	„	„	„	—	
32	13 3	„	„	Upper.	—	
33	13 10	„	„	„	—	
34	12 9	„	„	Lower.	—	
35	13 9	„	„	„	—	
36	13 0	„	„	„	—	
37	14 2	„	„	„	—	
38	12 3	„	„	Upper.	—	
39	13 4	„	„	„	—	
40	13 9	„	„	Lower.	—	
41	14 0	„	„	Upper.	—	
42	12 9	„	„	„	—	
43	14 3	„	„	Lower.	—	
44	13 3	„	„	„	—	
45	11 10	„	„	Upper.	—	
46	12 5	„	„	Lower.	—	
47	14 0	„	„	Middle.	—	
48	13 0	„	„	Lower.	—	

LOWER SCHOOL. Mr. Carter.
Third Form, First Division, 33 to 27 Boys.

1	14 5	April 1861	April 1861	3rd, 1st Division -	- - -	Sent up into upper school, Nov. 8.
2	14 3	June 1861	Christmas 1861	3rd, 2nd Division -	- - -	„ „
3	14 4	„	Election 1859	2nd Form.	—	—
4	14 4	„	January 1861	3rd, 2nd Division.	—	—
5	14 2	Jan. 1861	April 1858	1st Form - -	- - -	Sent up into upper school, Nov. 23.
6	14 11	June 1861	Sept. 1859	2nd Form.	—	—
7	14 11	„	1856	1st. - - - -	Removed from Eton for 2 years.	—
8	13 6	„	April 1861	3rd, 2nd Division.	—	—
9	14 9	„	January 1859	3rd, 4th Division -	- - -	Sent up into upper school, Nov. 8.
10	13 5	„	March 1860	„	- - -	„ „
11	14 2	„	February 1860	2nd Form.	—	—
12	14 1	„	January 1861	3rd, 2nd Division -	- - -	Sent up into upper school, Nov. 15.
13 K. S.	10 8	Jan. 1861	April 1860	3rd, 3rd Division -	- - -	Kept down, by desire, from his age.
14	14 6	June 1861	January 1861	3rd, 2nd Division.	—	—
15	14 11	„	October 1859	2nd Form.	—	—
16	13 7	„	Sept. 1860	3rd, 3rd Division.	—	—
17	11 3	„	July 1857	1st Form - -	Removed for a year from ill health.	—
18	14 1	„	Sept. 1860	3rd, 3rd Division -	—	—
19	14 8	„	April 1860	„	—	—
20	13 9	Jan. 1861	1846	1st Form.	—	—
21	15 0	June 1861	Sept. 1860	3rd, 3rd Division.	—	—
22	14 7	„	„	3rd, 2nd Division.	—	—
23	15 9	„	April 1860	3rd, 4th Division.	—	—
24	13 1	„	Sept. 1859	„	—	—
25	14 0	„	January 1861	3rd, 2nd Division.	—	—
26	12 5	„	„ 1860	3rd, 4th Division.	—	—
27	14 4	Jan. 1861	Sept. 1858	2nd Form.	—	—
28	11 10	June 1861	January 1860	3rd, 4th Division.	—	—

TABLE B.

ETON.

	No.	Age.	Date of Entrance into Form or Division.	Date of Admission into School.	Form or Division of Form in which placed on his Admission into School.	Length of any protracted Absence since Admission into School.	Observations by Master making Return.
		Yrs. Mths.					
LOWER SCHOOL. THIRD FORM, SECOND DIVISION, 31 BOYS. MR. ELIOT.	1	13 3	Dec. 1860	Sept. 1858	1st Form - -	About 3 months.	—
	2	13 1	„	Sept. 1859	2nd Form.	—	—
	3	13 6	„	April 1859	3rd Form, 3rd Div.	—	—
	4	13 3	„	Sept. 1859	2nd Form.	—	—
	5	14 0	April 1861	April 1861	3rd, 2nd Div.	—	—
	6	13 7	„	„	1st Div. - -	3 weeks.	—
	7	15 2	May 1861	Sept. 1860	3rd, 3rd Div.	—	—
	8	12 0	June 1861	April 1860	2nd Form.	—	—
	9	14 9	„	Jan. 1860	„	—	—
	10	11 9	„	Sept. 1859	1st Form.	—	—
	11	13 0	„	„	„	—	—
	12	14 4	„	Jan. 1861	4th Div.	—	—
	13	11 1	„	Sept. 1859	1st Form - -	Two months.	—
	14	13 6	„	May 1858	„ - -	Two months.	—
	15	13 0	„	Sept. 1858	„ - -	3 weeks.	—
	16	12 11	„	Jan. 1860	2nd Form - -	7 or 8 weeks.	—
	17	14 9	„	Jan. 1861	3rd, 3rd Div. -	—	—
	18	13 10	„	„	—	—	—
	19	13 9	„	April 1861	—	—	—
	20	11 1	„	Sept. 1859	1st Form.	—	—
	21	11 7	„	April 1861	3rd, 3rd Div.	—	—
	22	13 3	„	Sept. 1859	1st Form.	—	—
	23	14 0	„	April 1861	3rd, 3rd Div.	—	—
	24	14 2	„	May 1859	1st Form.	—	—
	25	15 7	„	April 1859	„ - -	3 months.	—
	26	12 11	Sept. 1861	Oct. 1860	3rd, 4th Div. -	3 weeks.	—
	27	14 0	„	Sept. 1861	3rd, 2nd Div.	—	—
	28	14 2	„	„	—	—	—
	29	11 9	Oct. 1861	„	3rd, 3rd Div.	—	—
	30	11 10	„	„	4th Form.	—	—
	31	13 5	„	Oct. 1861	3rd, 3rd Div,	—	—
LOWER SCHOOL. THIRD FORM, THIRD DIVISION, 23 BOYS. MR. HAWTREY.	1	11 11	Jan. 1861	January 1859	1st Form.	—	—
	2	12 8	„	June 1860	2nd Form.	—	—
	3	11 9	June 1861	April 1860	„	—	—
	4	13 5	„	January 1861	4th Div., 3rd Form.	—	—
	5	12 6	„	Sept. 1860	2nd Form.	—	—
	6	13 6	„	January 1861	4th Div., 3rd Form.	—	—
	7	11 10	„	„	„	—	—
	8	13 7	„	Sept. 1860	2nd Form.	—	—
	9	11 9	„	„ 1859	1st Form.	—	—
	10	10 10	„	May 1860	2nd Form.	—	—
	11	12 10	„	Sept. 1859	1st Form.	—	—
	12	13 9	„	January 1861	4th Div., 3rd Form.	—	—
	13	10 2	„	June 1861	3rd Div., 3rd Form.	—	—
	14	12 2	Sept. 1861	Sept. 1861	„	- - -	Tried for the upper school, when they entered in Sept. Not able to get into the upper school and only fit for this place.
	15	14 2	„	„	„	- - -	
	16	13 10	„	„	„	- - -	
	17	14 3	„	„	„	- - -	
	18	13 11	„	„	„	- - -	
	19	14 3	„	„	„	- - -	
	20	11 6	„	„	„	—	—
	21	11 7	„	„	„	—	—
	22	11 5	„	„	„	—	—
	23	11 4	„	„	„	—	—
LOWER SCHOOL. THIRD FORM, FOURTH DIVISION, 13 BOYS. MR. HARDISTY.	1	11 0	June 1861	January 1858	1st Form - -	4 months 1860–61 -	—
	2	11 11	„	Easter 1859	„	—	—
	3	10 7	„	January 1861	2nd Form.	—	—
	4	10 0	„	„	„	—	—
	5	12 5	„	Nov. 1860	„	—	—
	6	13 8	„	January 1861	„	—	—
	7	12 5	„	May 1859	1st Form.	—	—
	8	10 10	„	„ 1860	2nd Form.	—	—
	9	10 1	„	Sept. 1860	„	—	—
	10	10 8	„	June 1861	3rd Form, 4th Div.	- - -	New boy last term.
	11	11 7	Sept. 1861	Sept. 1861	„	- - -	New boys this term.
	12	12 11	„	„	„		
	13	13 8	„	„	„		
LOWER SCHOOL. SECOND AND FIRST FORMS, 18 BOYS. MR. DUPUIS.	1	12 11	Dec. 1860	January 1859	1st Form.	—	—
	2	13 6	April 1861	April 1861	2nd Form.	—	—
	3	10 10	June 1861	Sept. 1860	1st Form.	—	—
	4	8 0	April 1861	April 1861	2nd Form.	—	—
	5	10 6	June 1861	„	1st Form - -	11 weeks, summer 1861.	—
	6	10 1	„	„	„	—	—
	7	9 1	„	„	„	—	—
	8	10 8	Sept. 1861	Sept. 1861	2nd Form.	—	—
	9	9 5	„	„	„	—	—
	10	8 5	„	„	„	—	—
	11	13 10	„	Sept. 1860	1st Form - -	11 months, Oct. 1860 to Sept. 1861.	—
	12	11 5	Oct. 1861	January 1861	„	—	—
	13	9 4	May 1860	May 1860	„ - -	1 month, summer 1861.	—
	14	8 7	Sept. 1860	Sept. 1860	„	—	—
	15	8 5	„	„	„ - -	11 weeks, summer 1861.	—
	16	10 1	April 1861	April 1861	„ - -	8 weeks.	—
	17	10 5	„	„	„	—	—
	18	—	Sept. 1861	Sept. 1861	„	—	—

TABLE B.

WIN-CHESTER.

Dec. 1861.

WINCHESTER.

No.	Age.	Date of Entrance into Form or Division.	Date of Admission into School.	Form or Division of Form in which placed on his Admission into School.	Length of any protracted Absence since Admission into School.	Observations by Master making Return.
	Yrs. Mths.					
Sixth Form (Two Divisions), 41 Boys.						
1 C.*	18 2	Sept. 1859	Sept. 1856	5th, Jun. Part	- - -	
2 S.	16 5	Sept. 1860	Feb. 1857	„	- - -	
3 C.	17 6	„	Sept. 1858	5th, Sen. Part	- - -	
4 S.	17 5	„	Nov. 1856	5th, Jun. Part	2½ months -	
5 S.	18 2	„	Feb. 1855	4th, Jun. Div.	„ „ -	
6 S.	17 1	„	Sept. 1857	5th, Mid. Part	1 month -	
7 S.	17 7	„	Feb. 1857	„	- -	
8 S.	18 3	Jan. 1861	June 1857	„	1 month	
9 S.	18 1	„	Easter 1857	5th, Jun. Part	- -	
10 S.	15 11	„	Feb. 1858	4th, Sen. Div.	2 months	These boys are wholly taught in classics and divinity by the Head Master.
11 S.	17 1	„	Sept. 1858	5th, Mid. Part	5 weeks	
12 S.	18 4	„	Easter 1854	4th, Jun. Part	- -	
13 C.	17 9	„	Sept. 1857	5th, Jun. Part	- -	
14 S.	17 1	Sept. 1861	Feb. 1858	„	6 weeks	
15 C.	16 6	„	Feb. 1859	„	5 weeks	
16 S.	16 6	„	Sept. 1857	4th, Sen. Div.	- -	
17 S.	16 2	„	„	„	2 months	
18 C.	18 7	„	Sept. 1856	5th, Mid. Part	- -	
19 C.	17 6	„	Feb. 1859	„	- -	
20 S.	16 11	„	Sept. 1858	„	- -	
21 S.	17 1	„	July 1857	4th, Sen. Div.	2 months	
22 C.	17 11	„	Feb. 1857	5th, Jun. Part	- -	
23 S.	15 11	Jan. 1861	Jan. 1859	„	- -	These boys have their chief classical lessons with Mr. C. Griffith. They join the Upper Division under the Head Master once in the week for classics, and always for divinity. Their composition is in Mr. Griffith's hands.
24 S.	16 0	„	Sept. 1858	5th, Mid. Part	- -	
25 C.	16 10	Sept. 1861	Jan. 1859	4th, Sen. Div.	- -	
26 S.	15 8	„	Sept. 1859	5th, Jun. Part	- -	
27 S.	16 5	„	„	„	- -	
28 S.	16 5	„	Jan. 1859	4th, Sen. Div.	- -	
29 S.	14 0	„	Sept. 1859	5th, Jun. Part	- -	
30 S.	16 0	„	„	„	3 months	
31 S.	16 0	„	Oct. 1857	4th, Sen. Div.	- -	
32 S.	15 11	„	Sept. 1859	5th, Jun. Part	- -	
33 S.	15 9	„	„	„	- -	
34 S.	15 11	„	„	„	10 weeks	
35 S.	14 6	„	„	4th, Sen. Div.	- -	
36 C.	17 3	„	Feb. 1858	„	- -	
37 S.	16 2	„	Feb. 1859	5th, Jun. Part	1 month	
38 C.	18 6	„	Jan. 1859	„	- -	
39 S.	17 4	„	Jan. 1857	„	14 weeks	
40 C.	17 3	„	Sept. 1857	4th, Sen. Div.	- -	
41 C.	17 6	„	Jan. 1857	„	- -	
Fifth Form, Senior Division, 34 Boys.						
1 S.	15 7	Jan. 1860	May 1858	5th, Jun. Part	- - -	
2 S.	16 2	Sept. 1860	Jan. 1860	5th, Mid. Part	- - -	
3 S.	14 8	„	Sept. 1859	4th, Sen. Div.	- - -	
4 C.	18 6	Sept. 1859	Easter 1855	„	- - -	
5 C.	15 2	Jan. 1861	Jan. 1858	„	- - -	
6 S.	14 6	„	May 1859	5th, Jun. Part	- - -	
7 S.	15 1	Sept. 1861	April 1860	5th, Mid. Part	- - -	
8 C.	19 0	Sept. 1860	Sept. 1858	5th, Jun. Part	- - -	
9 C.	15 6	„	Sept. 1860	5th, Sen. Div.	1 month	These boys say all their lessons in classics to the Head Master, and are with him in their divinity. Their composition is in the hands of their tutors, the Rev. E. Willes for the Scholars, Messrs. Harrison and Dickins for the Commoners.
10 S.	15 2	Sept. 1861	„	5th, Jun. Part	- - -	
11 S.	16 4	„	Sept. 1859	„	- - -	
12 S.	15 1	Jan. 1861	„	„	- - -	
13 C.	15 10	„	Easter 1859	4th, Sen. Div.	- - -	
14 C.	16 7	„	Jan. 1861	5th, Sen. Part	- - -	
15 C.	16 9	„	Sept. 1857	- -	- - -	
16 C.	19 0	Sept. 1860	Feb. 1858	5th, Jun. Part	- - -	
17 S.	15 2	Jan. 1861	Sept. 1859	„	- - -	
18 C.	16 7	„	„	„	- - -	
19 S.	14 5	Sept. 1861	Jan. 1860	„	- - -	
20 C.	16 5	- -	Jan. 1859	„	- - -	
21 C.	14 10	Sept. 1861	Sept. 1860	„	- - -	
22 C.	16 0	Jan. 1861	Mar. 1854	Lowest part of 4th	- - -	
23 C.	17 1	Sept. 1860	Jan. 1858	4th, Sen. Div.	- - -	
24 S.	15 3	Sept. 1861	Jan. 1859	„	- - -	
25 C.	16 0	„	Easter 1860	„	6 weeks	
26 S.	15 0	„	Sept. 1858	5th, Jun. Part	- - -	
27 C.	16 7	„	Sept. 1859	4th, Sen. Div.	- - -	
28 C.	15 5	„	Sept. 1860	5th, Mid. Part	- - -	
29 C.	16 3	„	Feb. 1860	„ Jun. Part	- - -	
30 C.	15 5	„	Sept. 1860	„ Mid. Part	- - -	
31 C.	16 1	„	Sept. 1859	„ Jun. Part	- - -	
32 C.	16 8	„	Jan. 1859	4th, Sen. Div.	- - -	
33 C.	17 4	„	Sept. 1859	5th, Jun. Part	- - -	
34 C.	15 7	„	Feb. 1860	„	- - -	

* The letter C indicates that the boy is a *Commoner*; the letter S. that he is a *Scholar*.

TABLE B.

WINCHESTER.

Dec. 1861.

	No.	Age.	Date of Entrance into Form or Division.	Date of Admission into School.	Form or Division of Form in which placed on his Admission into School.	Length of any protracted Absence since Admission into School.	Observations by Master making Return.
		Yrs. Mths.					
Fifth Form, Middle Part, Senior Division, 31 Boys.	1 S.	15 1	Sept. 1861	April 1861	5th, Jun. Part.	None.	—
	2 S.	14 2	,,	April 1860	,,	—	—
	3 S.	14 5	,,	Sept. 1861	5th, Sen. Div., Mid. Part -	- -	This boy had been "in Commoners" for 1 year.
	4 S.	14 1	,,	Feb. 1861	5th, Jun. Div., Mid. Part -	- - -	Also this boy for 6 months.
	5 S.	14 6	,,	Sept. 1860	5th, Jun. Part.	—	—
	6 S.	13 9	,,	,,	,,	—	—
	7 S.	14 10	Feb. 1861	Feb. 1861	5th, Jun. Div., Mid. Part -	- - -	In Commoners ¾ of the year.
	8 S.	12 11	Sept. 1861	May 1860	5th, Jun. Part.	—	
	9 S.	15 0	,,	Sept. 1859	,,	—	—
	10 S.	13 9	,,	Sept. 1860	,,	—	—
	11 S.	13 1	,,	June 1860	5th, Jun. Div., Mid. Part -	Has been absent all this half year from illness.	—
	12 S.	13 8	May 1861	May 1861	5th, Jun. Div., Mid. - -	- - -	In Commoners previously.
	13 C.	15 4	,,	Sept. 1860	5th Jun. Part.	—	—
	14 C.	16 2	Sept. 1861	Oct. 1856	4th, Sen. Div.	—	—
	15 C.	15 1	,,	Jan. 1860	5th, Jun. Part.	—	—
	16 C.	14 11	,,	Jan. 1861	5th, Jun. Div., Mid. Part.	—	—
	17 C.	12 9	,,	,,	5th, Jun. Div., Mid. Part.	—	—
	18 C.	15 8	,,	Jan. 1859	4th, Jun. Div. -	2 months -	—
	19 C.	16 7	,,	Jan. 1858	,,	—	—
	20 C.	- -	,,	Sept. 1859	,,	—	—
	21 C.	16 9	May 1861	,,	5th, Jun. Part.	—	—
	22 C.	16 9	,,	May 1861	5th, Mid. Part.	—	—
	23 C.	- -	Sept. 1861	Sept. 1860	4th, Sen. Div.	—	—
	24 C.	16 1	,,	Sept. 1859	5th, Jun. Part.	—	—
	25 C.	14 4	,,	Jan. 1860	,,	—	—
	26 C.	17 4	Jan. 1861	Sept. 1857	4th, Jun. Part.	—	—
	27 C.	17 2	Sept. 1861	,,	,,	—	—
	28 C.	16 10	,,	Jan. 1859	4th Sen. Div.	—	—
	29 C.	17 3	Jan. 1861	Sept. 1859	5th, Jun. Part.	—	—
	30 C.	14 10	Sept. 1861	,,	,, - -	½ year.	
	31 C.	14 4	,,	Sept. 1861	5th, Sen. Div., Mid. Part.	—	—
Fifth Form, Middle Part, Junior Division, 27 Boys.	1 S.	14 1	Sept. 1861	Sept. 1861	5th, Jun. Div.; Mid. Part.	—	—
	2 S.	14 1	,,	Sept. 1860	5th, Jun. Part.	—	—
	3 S.	14 1	,,	June 1861	,,	—	—
	4 S.	12 7	,,	Sept. 1860	4th, Sen. Div.	—	—
	5 S.	13 1	,,	Nov. 1860	,,	—	—
	6 S.	12 10	,,	Sept. 1861	5th, Jun. Div.; Mid. Part.	—	—
	7 S.	13 6	,,	,,	,,	—	—
	8 S.	13 3	,,	,,	,,	—	—
	9 C.	13 4	,,	Feb. 1858	4th, Jun. Div.; Mid. Part.	—	—
	10 C.	14 11	,,	Sept. 1860	5th, Jun. Part.	—	—
	11 C.	14 3	,,	,,	,,	—	—
	12 C.	14 0	,,	Sept. 1861	5th, Jun. Div.; Mid. Part.	—	—
	13 C.	14 2	,,	,,	The same Part.	—	—
	14 C.	16 4	,,	Sept. 1860	5th, Jun. Part.	—	—
	15 C.	16 7	,,	Sept. 1861	The same Part.	—	—
	16 C.	14 8	,,	May 1861	5th, Jun. Part.	—	—
	17 C.	13 6	,,	Sept. 1861	The same Part.	—	—
	18 C.	15 10	,,	Jan. 1860	4th, Sen. Div.	—	—
	19 C.	15 7	,,	May 1861	5th, Jun. Part.	—	—
	20 C.	14 0	,,	Jan. 1861	,,	—	—
	21 C.	14 7	,,	Sept. 1860	,,	—	—
	22 C.	- -	,,	,,	,,	—	—
	23 C.	16 9	,,	Sept. 1858	4th, Sen. Div.	—	—
	24 C.	15 6	,,	Jan. 1859	,,	—	—
	25 C.	14 7	,,	Sept. 1861	The same part.	—	—
	26 C.	15 1	,,	,,	,,	—	—
	27 C.	14 2	,,	,,	,,	—	—
Fifth Form, Junior Part, (no Sub-division at present), 27 Boys.	1 S.	12 7	Apr. 1861	April 1860	4th, Sen. Div. - -	From Feb. to Easter, 1861.	—
	2 S.	13 4	Sept. 1861	Sept. 1861	5th, Jun. Part.	—	—
	3 S.	12 8	,,	Oct. 1860	,,	—	—
	4 S.	14 4	,,	Sept. 1861	,,	—	—
	5 S.	14 1	May 1861	April 1861	,,	—	—
	6 S.	12 0	Sept. 1861	Sept. 1861	,,	—	—
	7 S.	13 7	,,	,,	The same Part.	—	—
	8 S.	13 5	,,	,,	,,	—	—
	9 C.	13 7	,,	,,	5th, Jun. Part.	—	—
	10 C.	13 6	,,	Jan. 1861	4th, Sen. Div.	—	—
	11 C.	14 1	,,	,,	,,	—	—
	12 C.	16 0	Jan. 1861	Sept. 1858	4th, Jun. Div.	—	—
	13 C.	13 7	Sept. 1861	Sept. 1861	5th, Jun. Part.	—	—
	14 C.	16 8	,,	Sept. 1860	4th, Sen. Part.	—	—
	15 C.	15 1	May 1861	Jan. 1860	,,	—	—
	16 C.	14 3	,,	Sept. 1859	4th, Jun. Part.	—	—
	17 C.	15 2	Sept. 1861	Sept. 1861	The same Part.	—	—
	18 C.	15 6	,,	Jan. 1860	4th, Sen. Div.	—	—
	19 C.	16 7	,,	Sept. 1859	,,	—	—
	20 C.	14 6	,,	Jan. 1861	,,	—	—
	21 C.	14 2	,,	Sept. 1861	The same Part.	—	—
	22 C.	14 10	May 1861	May 1861	,,	—	—
	23 C.	16 6	Sept. 1861	Sept. 1861	,,	—	—
	24 C.	15 5	,,	May 1860	4th, Sen. Div.	—	—
	25 C.	15 2	,,	Sept. 1860	,,	—	—
	26 C.	15 11	May 1861	May 1860	5th, Jun. Part.	—	—
	27 C.	14 3	Sept. 1861	Sept. 1861	The same Part.	—	—

TABLE B.

WIN-CHESTER.

Dec. 1861.

FOURTH FORM, SENIOR DIVISION, 27 BOYS.

No.	Age.	Date of Entrance into Form or Division.	Date of Admission into School.	Form or Division of Form in which placed on his Admission into School.	Length of any protracted Absence since Admission into School.	Observations by Master making Return.
	Yrs. Mths.					
1*	16 5	Sept. 1861	Sept. 1861	4th, Sen. Div. - -	—	There is one observation common to all boys above 12, I might almost say above 11, in the accompanying return, viz., that, unless they have been prevented by ill-health, as children, which does not ordinarily come within a master's knowledge, they might have been much above their present position. Some are duller than others, some have been very delicate as children, but, perhaps, with one or two exceptions, there has been neglect or deficiency of early training, *where*, whether at home or school, it is out of my power to say. A boy well trained, whether at home or school, soon gets out of the 4th Form. Generally speaking the boys are *too old* for their place in the school. It is hard work, if indeed it is done, to keep them from being idle and mischievous; some, and at the present moment I believe *far the larger number*, are industrious and sensible. Nevertheless, it is hard to say where up to a certain age, old neglected boys can go better than to a public school. At the same time the school does them more good than they do the school.
2	13 9	Sept. 1860	Sept. 1860	,, - -	Absent from Feb. 4 till March 27, 1861.	
3	15 2	Sept. 1861	Sept. 1861	,, - -	No absence	
4	13 2	,,	,,	,, - -	,, - -	
5	14 6	,,	,,	,, - -	,, - -	
6	15 5	,,	,,	,, - -	,, - -	
7	14 0	,,	,,	,, - -	,, - -	
8	12 8	Oct. 1860	Sept. 1860	4th, Jun. Div. - -	,, - -	
9	14 8	Sept. 1861	Sept. 1861	4th, Sen. Div. - -	,, - -	
10	14 9	,,	,,	,, - -	,, - -	
11	12 6	Feb. 1861	Feb. 1861	,, - -	,, - -	
12	16 5	Oct. 1861	Oct. 1861	,, - -	,, - -	
13	14 8	Sept. 1861	Sept. 1861	,, - -	,, - -	
14	16 6	,,	Sept. 1860	4th, Jun. Div. - -	,, - -	
15	13 4	,,	Sept. 1861	4th, Sen. Div. - -	,, - -	
16	13 6	,,	,,	,, - -	,, - -	
17	15 2	June 1861	June 1861	,, - -	,, - -	
18	14 3	Sept. 1860	Jan. 1859	4th, Jun. Div. - -	,, - -	
19	12 5	Sept. 1861	March 1861	,, - -	,, - -	
20	14 2	Sept. 1860	Jan. 1859	,, - -	,, - -	
21	11 11	Sept. 1861	Feb. 1860	,, - -	,, - -	
22	Between 13 and 14 years.†	,,	April 1860	,, - -	,, - -	
23	13 2	,,	Sept. 1861	4th, Sen. Div. - -	,, - -	
24	15 11	Sept. 1860	Jan. 1858	4th, Jun. Div. - -	,, - -	
25	16 6	Sept. 1861	Sept. 1860	,, - -	,, - -	
26	16 7	,,	Sept. 1861	4th, Sen. Div. - -	Absent - -	
27	Between 12 and 13 years?	Sept. 1860	Sept. 1859	4th, Jun. Div. - -	Absent 3 months, 1861.	

FOURTH FORM, JUNIOR DIVISION, 10 BOYS.

No.	Age.	Date of Entrance into Form or Division.	Date of Admission into School.	Form or Division of Form in which placed on his Admission into School.	Length of any protracted Absence since Admission into School.	Observations by Master making Return.
1	16 11	Sept. 1860	Sept. 1860	4th, Jun. Div. - -	No absence.	—
2	14 2	Sept. 1861	Sept. 1861	,, - -	,,	—
3	13 7	April 1860	April 1860	,, - -	,,	—
4	16 3	Sept. 1861	Sept. 1861	,, - -	,,	—
5	15 11	,,	,,	,, - -	,,	—
6	14 11	,,	,,	,, - -	,,	—
7	14 11	,,	,,	,, - -	,,	—
8	11 11½	,,	,,	,, - -	,,	—
9	15 8	Sept. 1860	Sept. 1860	,, - -	,,	—
10	13 7	,,	,,	,, - -	Absent 6 months, 1861.	—

* All the boys in Fourth Form are Commoners.

† But owing to illness I have not been able to learn exactly.—H. E. M.

WESTMINSTER.

WEST-MINSTER.

Nov. 1861.

SIXTH FORM, 18 BOYS.

No.	Age.	Date of Entrance into Form or Division.	Date of Admission into School	Form or Division of Form in which placed on his Admission into School.	Length of any protracted Absence since Admission into School.	Observations by Master making Return.
	Yrs. Mths.					
1	18 5	June 1859	July 1857	Under Shell - -	2 months, 1860 -	Queen's Scholar.
2	17 9	June 1859	Sept. 1856	5th, Under Div. - -	7 months, 1859–60	,,
3	18 9	Oct. 1859	Jan. 1856	5th, Upper Div. - -	None - -	,,
4	16 11	June 1860	Jan. 1857	4th, Upper Div. - -	,, - -	,,
5	17 6	Oct. 1860	June 1854	2nd - - -	6 weeks, 1858.	—
6	18 8	June 1861	Jan. 1854	3rd - - -	None - -	Queen's Scholar.
7	18 6	Oct. 1861	May 1856	4th, Upper Div. - -	7 months, 1859–60	,,
8	16 –	June 1860	Nov. 1857	5th, Under Div. - -	None - -	,,
9	17 –	Jan. 1860	June 1858	Under Shell - -	,, - -	,,
10	17 6	Oct. 1860	Sept. 1857	5th, Under Div. - -	,, - -	,,
11	17 9	June 1861	May 1853	3rd - - -	3 months, 1860 -	,,
12	17 6	June 1861	Sept. 1854	1st - - -	2 months, 1859 -	,,
13	17 2	Oct. 1861	June 1853	4th, Upper Div. - -	3 months, 1859 -	,,
14	18 6	Oct. 1861	Sept. 1857	4th, Under Div. - -	9 months, 1859.	—
15	16 11	Oct. 1861	May 1859	5th, Under Div. - -	None.	—
16	15 2	June 1861	June 1853	4th, Under Div. - -	1 month, 1859 -	Queen's Scholar.
17	16 6	Oct. 1861	Feb. 1856	4th, Upper Div. - -	6 weeks, 1858 - 2 months, 1860 -	,,
18	17 6	Oct. 1861	June 1857	4th, Upper Div. - -	None - -	,,

TABLE B.

WEST-MINSTER.

Nov. 1861.

No.	Age.	Date of Entrance into Form or Division.	Date of Admission into School.	Form or Division of Form in which placed on his Admission into School.	Length of any protracted Absence since Admission into School.	Observations by Master making Return.
	Yrs. Mths.					
Remove, 14 Boys.						
1	16 10	Jan. 1861 - -	Jan. 1859 -	5th, Upper -	None.	—
2	15 9	Jan. 1861 - -	Jan. 1859 -	5th, Under -	„ - -	Queen's Scholar.
3	16 0	June 1861 - -	Jan. 1861 -	Upper Shell -	„	—
4	16 3	Jan. 1861 - -	Sept. 1857 -	3rd - -	3 weeks - -	Queen's Scholar.
5	17 4	June 1860 - -	June 1858 -	5th, Under -	None - -	„
6	17 2	Sept. 1860 - -	Jan. 1858 -	„ -	„ - -	„
7	17 5	June 1861 - -	Jan. 1857 -	4th, Under -	„ - -	„
8	13 10	Sept. 1861 - -	Jan. 1861 -	Under Shell -	„	—
9	16 11	Sept. 1861 - -	Jan. 1858 -	4th, Under -	„ - -	Queen's Scholar.
10	17 11	Sept. 1860 - -	Sept. 1856 -	5th, Under -	6 weeks - -	„
11	18 6	June 1861 - -	May 1856 -	4th, Under -	None - -	„
12	17 5	Jan. 1861 - -	Jan. 1857 -	4th, Upper -	„ - -	„
13	18 9	June 1861 - -	May 1856 -	„ -	„ - -	„
14	17 7	June 1861 - -	Jan. 1857 -	„ -	„ - -	„
15	16 8	Jan. 1861 - -	Easter 1858 -	4th, Upper -	„ - -	„
Upper Shell, 15 Boys.						
16	15 4	Jan. 1861 - -	Jan. 1859 -	5th, Under -	8 weeks.	—
17	17 0	June 1861 - -	Jan. 1858 -	4th, Upper -	2 weeks - -	Queen's Scholar.
18	17 2	Sept. 1861 - -	June 1858 -	„ -	None.	—
19	16 3	Jan. 1861 - -	Jan. 1858 -	5th, Under -	„	—
20	15 1	June 1861 - -	June 1859 -	4th, Upper -	„ - -	Queen's Scholar.
21	15 6	June 1861 - -	June 1859 -	„ -	„ - -	„
22	17 7	June 1861 - -	Jan. 1858 -	„ -	16 or 17 weeks -	„
23	17 10	Jan. 1861 - -	Jan. 1856 -	4th Under -	None.	—
24	18 10	June 1861 - -	Jan. 1853 -	1st - -	Many long absences from ill health.	—
25	14 10	Sept. 1861 - -	Jan. 1861 -	5th, Under -	None.	—
26	14 7	Sept. 1861 - -	Jan. 1857 -	1st - -	7 weeks.	—
27	14 11	Sept. 1861 - -	Jan. 1860 -	5th, Upper -	None - -	Queen's Scholar.
28	16 1	Sept. 1861 - -	Oct. 1858 -	4th Upper -	„ - -	„
29	16 —	Sept. 1861 - -	Jan. 1859 -	„ -	„	—
Under Shell, 13 Boys.						
1	16 3	June 1861 - -	April 1858 -	4th, Under.	—	—
2	16 5	June 1861 - -	Jan. 1858 -	„	—	—
3	14 7	June 1861 - -	Jan. 1857 -	2nd, Form.	—	—
4	13 10	Sept. 1861 - -	Jan. 1861 -	4th, Upper.	—	—
5	16 4	Jan. 1861 - -	June 1854 -	Petty.	—	—
6	14 10	Jan. 1861 - -	June 1856 -	„ - -	- - -	Queen's Scholar.
7	13 7	Sept. 1861 - -	Jan. 1857 -	„	—	—
8	14 9	June 1861 - -	Jan. 1860 -	5th, Under - -	- - -	Queen's Scholar.
9	15 11	Jan. 1861 - -	June 1859 -	4th, Upper -	3 months from May 1861 -	„
Upper Fifth, 14 Boys.						
10	17 11	June 1861 - -	Sept. 1855 -	Petty.	—	—
11	14 4	Sept. 1861 - -	Sept. 1858 -	4th, Under.	—	—
12	16 9	June 1861 - -	Jan. 1856 -	Petty.	—	—
13	17 1	Jan. 1861 - -	June 1855 -	2nd, Form.	—	—
14	14 8	Jan. 1861 - -	April 1858 -	4th, Under -	- - -	Queen's Scholar.
15	15 7	Jan. 1861 - -	Sept. 1857 -	Petty -	- - -	„
16	15 3	June 1861 - -	Jan. 1860 -	4th, Under -	- - -	„
17	15 1	June 1861 - -	Jan. 1859 -	„ -	- - -	„
18	17 1	Jan. 1861 - -	July 1857 -	„	—	—
19	13 7	June 1861 - -	June 1861 -	5th, Upper.	—	—
20	16 3	Jan. 1861 - -	Jan. 1858 -	4th, Under.	—	—
21	14 8	Sept. 1861 - -	Jan. 1860 -	4th, Upper.	—	—
22	17 6	Jan. 1861 - -	Jan. 1859 -	„	—	—
23	14 6	June 1861 - -	June 1861 -	5th, Upper.	—	—
24	15 10	Jan. 1861 - -	Jan. 1858 -	4th, Under.	—	—
25	16 1	Sept. 1861 - -	Jan. 1858 -	3rd, Form.	—	—
26	15 4	Sept. 1861 - -	Sept. 1861 -	5th, Upper.	—	—
27	14 8	Sept. 1861 - -	June 1861 -	4th, Upper.	—	—
Under Fifth Form, 16 Boys.						
1	13 11	Christmas, 1860	Whitsuntide, 1859	3rd - -	None.	—
2	14 3	Whitsuntide, 1861	Sept. 1860	4th, Under -	„	—
3	15 10	Jan. 1861	Jan. 1861	5th, Under -	„	—
4	13 5	Whitsuntide, 1861	Sept. 1859	3rd - -	„	—
5	12 6	Whitsuntide, 1861	Whitsuntide, 1858	3rd - -	„	—
6	14 11	Whitsuntide, 1861	Jan. 1861	4th, Upper -	„	—
7	15 7	Whitsuntide, 1861	Whitsuntide, 1859	3rd - -	„	—
8	13 9	Christmas, 1860	Whitsuntide, 1859	4th, Under -	6 weeks.	—
9	15 11	Whitsuntide, 1861	Whitsuntide, 1857	1st - -	None.	—
10	15 1	Whitsuntide, 1861	Whitsuntide, 1858	3rd - -	„	—
11	12 9	Sept. 1861	Jan. 1860	3rd - -	„	—
12	13 7	Sept. 1861	Whitsuntide, 1861	4th, Upper -	„	—
13	14 3	Sept. 1861	Whitsuntide, 1861	4th, Upper -	„	—
14	16 0	Sept. 1861	Feb. 1858	2nd - -	„	—
15	14 6	Sept. 1861	Sept. 1861	5th, Under -	„	—
16	14 6	Nov. 1861	Feb. 1858	2nd - -	„	—
Upper Fourth Form, 14 Boys.						
17	14 6	Whitsuntide, 1861	Sept. 1860	4th, Under -	„	—
18	15 4	Sept. 1860	Sept. 1860	4th, Upper -	„	—
19	13 7	Whitsuntide, 1861	Whitsuntide, 1858	2nd - -	1 month.	—
20	14 6	Christmas, 1860	Easter 1860	4th, Under -	None.	—
21	15 7	Whitsuntide, 1861	Sept. 1860	4th, Under -	„	—
22	14 3	Whitsuntide, 1861	Whitsuntide, 1861	4th, Upper -	„	—
23	16 8	Christmas, 1860	Jan. 1859	2nd - -	1 month.	—
24	14 5	Jan. 1861	Jan. 1861	4th, Upper -	2 months.	—
25	13 5	Sept. 1861	Easter 1861	4th, Under.	—	—
26	13 5	Sept. 1861	Easter 1860	3rd - -	3 months.	—
27	12 5	Sept. 1861	Whitsuntide, 1861	4th, Under -	None.	—
28	14 7	Sept. 1861	Whitsuntide, 1861	4th, Under -	„	—
29	13 5	Sept. 1861	Sept. 1861	4th, Upper -	„	—
30	13 1	Sept. 1861	Sept. 1861	4th, Upper -	„	—

TABLE B.

WEST-MINSTER.

Nov. 1861.

	No.	Age.	Date of Entrance into Form or Division.	Date of Admission into School.	Form or Division of Form in which placed on his Admission into School.	Length of any protracted Absence since Admission into School.	Observations by Master making Return.
Under Fourth Form, 12 Boys.	1	12 5	Jan. 1861	Sept. 1859	2nd - - - -	Six weeks, 1860.	—
	2	13 10	June 1861	Jan. 1861	4th, Under - - -	None.	—
	3	14 6	Jan. 1861	Jan. 1861	3rd - - - -	Five weeks, 1860	—
	4	13 4	Jan. 1861	Jan. 1860	„ - - - -	Threemonths, 1860.	—
	5	13 10	Jan. 1861	Jan. 1860	„ - - - -	None.	—
	6	13 1	April 1861	Jan. 1860	„ - - - -	„	—
	7	14 7	April 1861	April 1861	4th, Under - - -	„	—
	8	14 8	Sept. 1861	Sept. 1861	„ - - - -	„	—
	9	16 5	April 1861	April 1861	„ - - - -	„	—
	10	12 5	Oct. 1861	Jan. 1861	2nd - - - -	„	—
	11	12 4	Oct. 1861	Oct. 1859	1st - - - -	Five months, 1861	—
	12	12 6	Oct. 1861	May 1861	3rd - - - -	None.	—
Under School. Upper Third, 9 Boys.	1	12 6	May 1861	Jan. 24, 1861	1st - - - -	None.	—
	2	11 4	May 1861	Sept. 29, 1860	„ - - - -	„	—
	3	11 –	May 1861	Jan. 24, 1861	2nd - - - -	„	—
	4	12 9	Aug. 1861	May 30, 1861	3rd, Under - - -	„	—
	5	11 10	Aug. 1861	May 30, 1861	2nd - - - -	„	—
	6	12 4	Sept. 1861	Sept. 26, 1861	3rd, Upper - - -	„	—
	7	12 11	Sept. 1861	Sept. 26, 1861	„ - - - -	„	—
	8	12 6	Oct. 1861	Sept. 26, 1861	3rd, Under - - -	„	—
	9	10 6	Sept. 1861	Sept. 27, 1861	3rd, Upper - - -	„	—
Under Third, 7 Boys.	10	10 –	Oct. 1861	May 30, 1861	1st - - - -	„	—
	11	13 –	Oct. 1861	June 11, 1861	2nd - - - -	„	—
	12	11 2	Oct. 1861	April 2, 1861	1st - - - -	„	—
	13	11 9	June 1861	June 10, 1860	„ - - - -	4 months 1860–61.	—
	14	12 6	June 1861	Nov. 2, 1860	„ - - - -	None.	—
	15	12 5	„	Oct. 16, 1860	„ - - - -	„	—
	16	11 6	Sept. 1861	Sept. 26, 1860	3rd, Under - - -	„	—
Second, 3 Boys.	17	11 4	June 1861	Jan. 24, 1861	1st - - - -	„	—
	18	10 9	Sept. 1861	Sept. 26, 1861	2nd - - - -	„	—
	19	13 –	Oct. 1861	Oct. 5, 1861	„ - - - -	„	—
First, 1 Boy.	20	10 4	Sept. 1861	Sept. 28, 1861	1st - - - -	„	—

CHARTER-HOUSE.

Dec. 1861.

CHARTERHOUSE.

	No.	Age.	Date of Entrance into Form or Division.	Date of Admission into School.	Form or Division of Form in which placed on his Admission into School.	Length of any protracted Absence since Admission into School.	Observations by Master making Return.
		Yrs. Mths.					
Sixth or Highest (*Classical*) Form, 13 Boys.	1 F.*	18 6	May 1859	March 1857	Shell - - -	None.	In the classical divisions of the school, the following is the order:— 6th Form, highest. 5th Form. Under 5th Form— 4th Form. Shell. 3rd Form. 2nd Form. 1st Form. Petties. No boy, except under very exceptional circumstances, remains in the same Form above one year, except in the 5th and 6th Forms. Of some boys the promotion is more rapid, in the lower Forms especially.
	2 F.	18 7	„	June 1853	Petties - - -	„ - -	
	3 F.	17 5	„	June 1856	3rd Form - -	„ - -	
	4 C.	17 4	May 1860	Sept. 1859	5th Form, Upper Division	„ - -	
	5 F.	19 1	June 1860	Jan. 1856	2nd Form - -	„ - -	
	6 C.	17 6	Sept. 1860	June 1857	Shell - - -	4 months.	
	7 F.	17 11	Jan. 1861	Sept. 1855	„ - - -	None.	
	8 F.	16 2	May 1861	Sept. 1857	3rd Form - -	„ - -	
	9 F.	17 2	„	Feb. 1857	1st Form - -	„ - -	
	10 F.	16 2	„	Jan. 1856	Petties - - -	„ - -	
	11 C.	17 8	„	Jan. 1858	4th Form - -	„ - -	
	12 F.	18 0	Sept. 1861	June 1855	1st Form - - -	„ - -	
	13 F.	16 6	„	March 1857	3rd Form - -	„ - -	
Fifth Form, 17 Boys.	14 F.	15 3	June 1861	Jan. 1856	Petties - - -	3 months.	—
	15 C.	17 6	May 1861	Jan. 1854	„ - - -	None.	—
	16 F.	18 1	Jan. 1860	Jan. 1857	3rd Form - -	3 months.	—
	17 C.	16 8	June 1861	June 1855	Petties - - -	None.	—
	18 F.	15 6	Aug. 1861	Sept. 1856	1st Form - -	6 months.	—
	19 F.	17 2	May 1860	June 1856	2nd Form - -	None.	—
	20 C.	17 6	June 1860	Sept. 1855	„ - - -	„	—
	21 C.	17 9	„	June 1858	Shell - - -	„	—
	22 F.	16 2	Aug. 1860	Feb. 1857	1st Form - -	„	—
	23 C.	15 11	Aug. 1861	June 1857	Petties - - -	„	—
	24 F.	16 9	May 1860	Sept. 1858	Shell - - -	„	—
	25 C.	16 8	Jan. 1861	Sept. 1857	3rd Form - -	„	—
	26 F.	14 11	June 1861	June 1857	Petties - - -	„	—
	27 C.	14 2	Aug. 1861	Jan. 1860	3rd Form - -	„	—
	28 C.	16 2	June 1860	Jan. 1858	„ - - -	„	—
	29 C.	18 7	Jan. 1861	Jan. 1860	4th Form - -	„	—
	30 F.	16 4	„	Jan. 1856	1st Form. - -	4 months.	—

N.B.—As the Classical, Mathematical, and French divisions are different, it has been considered most convenient to give *one* number to *each boy*, and to retain *the same*, through all the divisions, for the purpose of reference.

* F. indicates that the boy is a foundation scholar; C. that he is a commoner.

TABLE B.

CHARTER-HOUSE.

Dec. 1861.

	No.	Age.	Date of Entrance into Form or Division.	Date of Admission into School.	Form or Division of Form in which placed on his Admission into School.	Length of any protracted Absence since Admission into School.	Observations by Master making Return.
		Yrs. Mths.					
Lower Fifth Form, 11 Boys.	31 C.	17 6	May 1861	June 1857	2nd Form	None.	—
	32 F.	16 0	„	Mar. 1859	„	„	—
	33 F.	15 5	„	June 1858	„	„	—
	34 C.	15 11	„	Jan. 1860	3rd Form	„	—
	35 C.	15 11	„	March 1859	„	„	—
	36 F.	15 8	„	Jan. 1857	1st Form	2 months.	—
	37 F.	16 8	„	Jan. 1856	Petties	6 months.	—
	38 C.	15 6	„	Jan. 1857	1st Form	None.	—
	39 C.	17 5	„	Sept. 1859	Shell	„	—
	40 F.	14 7	„	July 1857	2nd Form	„	—
	41 F.	15 4	„	June 1857	1st Form	„	—
Fourth Form, 20 Boys.	42 F.	14 9	June 1861	Feb. 1859	2nd Form.	—	—
	43 C.	16 10	„	Jan. 1858	Petties.	—	—
	44 F.	15 2	„	June 1858	1st Form.	—	—
	45 F.	15 4	„	Jan. 1859	2nd Form	18 weeks	No other boy in this Form has been absent for so much as 18 weeks since his admission into the school.
	46 F.	15 5	„	June 1859	1st Form.	—	
	47 C.	12 11	„	Sept. 1860	Shell.	—	
	48 C.	14 8	„	March 1860	3rd Form.	—	
	49 C.	17 6	„	Oct. 1859	2nd Form.	—	
	50 C.	15 11	„	Jan. 1859	„	—	—
	51 C.	15 11	„	Jan. 1857	Petties.	—	—
	52 C.	14 10	„	„	„	—	—
	53 C.	16 9	„	Feb. 1860	3rd Form.	—	—
	54 C.	15 7	„	Oct. 1856	Petties.	—	—
	55 F.	14 9	„	Sept. 1857	1st Form.	—	—
	56 F.	14 6	„	July 1857	Petties.	—	—
	57 C.	15 2	„	Oct. 1860	Shell.	—	—
	58 F.	15 11	„	Sept. 1856	1st Form.	—	—
	59 C.	13 3	„	Jan. 1861	Shell.	—	—
	60 F.	15 8	„	Feb. 1857	Petties.	—	—
	61 F.	13 6	„	June 1860	Shell.	—	—
Shell, 13 Boys.	62 C.	14 4	June 1861	Oct. 1860	3rd Form.	—	—
	63 C.	13 10	„	Sept. 1859	1st Form.	—	—
	64 F.	13 2	„	Jan. 1861	„	—	—
	65 C.	12 11	„	„	3rd Form.	—	—
	66 C.	13 11	„	Jan. 1860	2nd Form.	—	—
	67 F.	13 10	„	Feb. 1859	1st Form.	—	—
	68 C.	11 10	„	Jan. 1858	Petties.	—	—
	69 C.	15 10	„	July 1859	2nd Form.	—	—
	70 C.	14 11	„	Jan. 1859	1st Form.	—	—
	71 C.	14 2	„	Sept. 1860	3rd Form.	—	—
	72 F.	14 7	„	March 1858	Petties.	—	—
	73 C.	13 10	„	Sept. 1857	„	—	—
	74 C.	13 3	July 1861	June 1861	3rd Form.	—	—
Third Form, 19 Boys.	75 C.	12 11	June 1861	Sept. 1858	Petties.	—	
	76 C.	15 3	„	June 1859	„	—	Backwardness caused by bad health before coming to school.
	77 C	13 5	„	„	„	—	
	78 C.	13 10	„	Sept. 1859	„	—	
	79 C.	16 6	„	March 1859	„	—	Came to school very late, having learnt *very little*.
	80 C.	14 5	„	„	„	—	
	81 C.	12 4	„	Jan. 1859	„	—	
	82 C.	11 2	„	„	„	—	—
	83 F.	11 10	„	Jan. 1861	2nd	6 weeks.	—
	84 C.	15 3	„	„	„	—	—
	85 C.	13 8	„	Sept. 1859	Petties.	—	—
	86 C.	13 8	„	Jan. 1859	„	—	—
	87 F.	14 5	„	Mar. 1860	1st	—	—
	88 C.	11 8	„	Jan. 1860	Petties.	—	—
	89 C.	12 3	„	Sept. 1859	„	—	—
	90 C.	15 0	„	Jan. 1861	2nd	—	—
	91 F.	13 4	„	Nov. 1858	Petties	Absences of 3, 14, and 8 weeks.	—
	92 C.	14 0	Sept. 1861	Sept. 1861	3rd.		—
	93 C.	12 6	„	„	„		—
Second Form, 9 Boys.	94 C.	13 7	June 1861	May 1860	Petties.	—	
	95 F.	10 10	„	Mar. 1860	„	12 weeks	No other boy in the form has been absent so much as 12 weeks since his admission into the school.
	96 C.	14 2	„	July 1860	1st Form.	—	
	97 C.	13 3	„	Sept. 1860	Petties.	—	
	98 F.	11 9	Sept. 1861	„	„	—	
	99 C.	12 0	June 1861	Mar. 1861	1st Form.	—	
	100 C.	12 5	„	Jan. 1860	Petties.	—	—
	101 C.	11 6	„	June 1860	„	—	—
	102 C.	12 5	„	Jan. 1860	„	—	—

TABLE B.

CHARTER-HOUSE.

Dec. 1861.

	No.	Age.	Date of Entrance into Form or Division.	Date of Admission into School.	Form or Division of Form in which placed on his Admission into School.	Length of any protracted Absence since Admission into School.	Observations by Master making Return.
First Form, 14 Boys.		Yrs. Mths.					
	103 C.	12 4	Sept. 1861	June 1861	Petties	None.	—
	104 F.	12 7	Jan. 1861	June 1860	„	„	—
	105 F.	10 10	June 1861	Jan. 1860	„	„	—
	106 C.	10 7	„	„	„	„	—
	107 F.	12 0	„	Jan. 1861	„	6 weeks, Feb., March 1861.	—
	108 C.	12 8	„	„	„	None.	—
	109 C.	13 3	„	Mar. 1861	„	„	—
	110 C.	12 11	Sept. 1861	Sept. 1861	1st.	„	—
	111 C.	10 9	„	„	„	„	—
	112 C.	13 11	Oct. 1861	Oct. 1861	„	„	—
	113 C.	10 8	June 1861	June 1861	These 3 boys have lately entered the school, and are in the *petties*, learning the Grammar, &c., and preparing for the First Form.		
	114 C.	9 8	„	„			
	115 C.	10 10	Nov. 1861	Nov. 1861			
	116 F.	There is a *vacancy* at present among the Foundation Scholars. The boy has been nominated, but not *formally admitted.*					
Upper Mathematical School, First Division, 15 Boys.							For Mathematics the school is divided into 7 classes, as follows :— Upper Mathematical School, 1st division, 2nd division, 3rd division. Middle Mathematical School, 1st division, 2nd division. Lower Mathematical School, 1st division, 2nd division. In the lower division the subjects taught are, primary rules of arithmetic, and definitions of Euclid. Middle School—Arithmetic to Decimal Fractions Euclid, 1st book. Upper School, 3rd division, arithmetic, algebra, 2 books of Euclid; 2nd division, arithmetic, algebra, 4 books of Euclid; 1st division, higher subjects according to the progress made by each boy.
	1 F.	18 5	June 1857	Mar. 1857	2nd Div., Middle		
	2 F.	18 6	June 1860	June 1853	Lowest		
	3 F.	17 6	„	June 1856	2nd Under School		
	4 C.	17 5	Sept. 1860	Sept. 1859	3rd Upper		
	5 F.	19 1	„	Jan. 1856	Lowest		
	6 C.	17 6	June 1860	April 1857	3rd Upper School		
	8 F.	16 1	June 1859	Sept. 1857	„		
	9 F.	17 1	June 1860	Feb. 1857	2nd Middle		
	11 C.	17 6	June 1859	Jan. 1858	2nd Upper School		
	13 F.	16 5	Jan. 1859	Mar. 1857	3rd Upper School		
	14 F.	15 4	June 1861	Jan. 1856	Lowest		
	28 C.	16 2	„	Jan. 1857	„		
	29 C.	18 7	„	Jan. 1860	2nd Upper		
	62 C.	14 5	„	Oct. 1860	„		
	71 C.	14 2	Sept. 1860	Sept. 1860	1st Upper		
Upper Mathematical School, Second Division, 16 Boys.							The boys do not take any places, but are marked every week according to their diligence or negligence with a "bene," "satis," "male," or with a number, which is taken into account in assigning their weekly place in the school. This is common to all the Mathematical Divisions.
	7 F.	17 10	June 1859	Oct. 1855	Lowest Class	None	
	25 C.	16 9	June 1860	Sept. 1857	5th Division	„	
	21 C.	17 9	Oct. 1859	May 1858	4th Division	5 weeks	
	24 F.	16 9	June 1860	Oct. 1858	3rd Division	None	
	16 F.	18 1	June 1861	Jan. 1857	5th Division	4 months	
	17 C.	16 8	„	June 1855	Lowest	None	
	23 C.	15 11	June 1860	June 1857	5th Division	„	
	38 C.	15 6	June 1861	Mar. 1857	Lowest	„	
	35 C.	15 11	May 1859	Mar. 1859	3rd Division	„	
	57 C.	15 2	May 1861	Sept. 1860	„	„	
	32 F.	16 0	„	Mar. 1859	Lowest	„	
	47 C.	12 11	Oct. 1860	Oct. 1860	2nd Division	2 weeks	
	48 C.	14 8	May 1861	Mar. 1860	4th Division	None	
	74 C.	13 3	Nov. 1861	June 1861	„	„	
	39 C.	17 5	June 1861	Sept. 1859	3rd Division	„	
	18 F.	15 6	„	Sept. 1856	Lowest	6 months	
Upper Mathematical School, Third Division, 21 Boys.							
	10 F.	16 3	Jan. 1860	Jan. 1856	Lower Math. School	None.	—
	12 F.	18 0	„	June 1855	„	„	—
	15 C.	17 6	„	Jan. 1854	„	„	—
	19 F.	17 2	„	June 1856	„	„	—
	22 F.	16 2	„	Feb. 1857	„	„	—
	26 F.	14 11	June 1860	June 1857	„	„	—
	27 C.	14 2	„	Jan. 1860	Middle Math. School	„	—
	30 F.	16 4	Jan. 1860	Jan. 1856	Lower Math School	4 months.	—
	34 C.	15 11	June 1861	Jan. 1860	Middle Math. School	None.	—
	36 F.	15 8	June 1860	Jan. 1857	Lower Math. School	2 months.	—
	40 F.	14 7	„	July 1857	3rd Div. Low. Mat. Sch.	None.	—
	41 F.	15 4	„	June 1857	„	„	—
	42 F.	14 9	June 1861	Mar. 1859	Middle Math. School	„	—
	43 C.	16 10	June 1860	Jan. 1858	Lower Math. School	„	—
	44 F.	15 3	June 1861	June 1858	„	„	—
	50 C.	16 0	Jan. 1860	Jan. 1859	„	„	—
	51 C.	14 10	June 1861	Jan. 1857	„	„	—
	60 F.	15 9	June 1860	Feb. 1857	„	„	—
	63 C.	13 10	Aug. 1861	Sept. 1859	„	„	—
	67 F.	13 11	„	Feb. 1859	„	„	—
	84 C.	15 4	Jan. 1861.	Jan. 1860	„	„	—

TABLE B.

CHARTER-HOUSE.

Dec. 1861.

	No.	Age.	Date of Entrance into Form or Division.	Date of Admission into School.	Form or Division of Form in which placed on his Admission into School.	Length of any protracted Absence since Admission into School.	Observations by Master making Return.
Middle Mathematical School, First Division, 16 Boys.	31 C.	Yrs. Mths. 17 6	June 1861	June 1857	Lower Math. School -	See corresponding entries on papers of classical forms.	The boys in this division of the 4th Mathematical Class are working at Euclid Book I., and also at arithmetic. Boys are considered eligible for promotion into the class above when they have a thorough knowledge of vulgar and decimal fractions.
	33 F.	15 5	„	June 1858	„ -		
	45 F.	15 4	„	Jan. 1859	„ -		
	46 F.	15 5	„	June 1859	„ -		
	49 C.	17 6	„	Oct. 1859	Middle Math. School -		
	53 C.	16 9	„	Feb. 1856	„ -		
	54 C.	15 7	„	Oct. 1856	Lower Math. School -		
	56 F.	14 6	„	July 1857	„ -		
	58 F.	15 11	„	Sept. 1856	„ -		
	59 C.	13 3	„	Jan. 1861	Middle Math. School -		
	61 F.	13 6	„	June 1860	„ -		
	66 C.	13 11	„	Jan. 1860	Lower Math. School -		
	68 C.	11 10	„	Jan. 1858	„ -		
	77 C.	13 5	„	June 1859	„ -		
	80 C.	14 5	„	Mar. 1859	„ -		
	81 C.	12 4	„	Jan. 1859	„ -		
Middle Mathematical School, Second Division, 22 Boys.	37 F.	16 8	June 1861	Jan. 1856	Lower Math. School -	- - -	The boys in this 2nd division of the 4th Mathematical Class are working at Euclid Book I., and also at arithmetic.
	52 C.	14 10	„	Jan. 1857	„ -	- - -	
	55 F.	14 9	„	Sept. 1857	„ -	- - -	
	64 F.	13 2	„	Jan. 1861	Middle Math. School -	- - -	
	65 C.	12 11	„	„	„ -	- - -	
	69 C.	15 10	„	July 1859	Lower Math. School -	- - -	
	70 C.	14 11	„	Jan. 1859	„ -	- - -	
	75 F.	12 11	„	Sept. 1858	„ -	- - -	
	83 F.	11 10	„	Jan. 1861	Middle Math. School -	- - -	
	85 C.	13 8	„	Sept. 1859	Lower Math. School -	- - -	
	86 C.	13 8	„	Jan. 1859	„ -	- - -	
	87 C.	14 5	„	Mar. 1860	„ -	- - -	
	89 C.	12 3	„	Sept. 1859	„ -	- - -	
	90 C.	15 0	„	Jan. 1861	Middle Math. School -	- - -	
	91 F.	13 4	„	Nov. 1858	Lower Math. School -	- - -	
	92 C.	14 0	Oct. 1861	Sept. 1861	Middle Math. School -	- - -	
	93 C.	12 6	„	„	„ -	- - -	
	94 C.	13 7	June 1861	May 1860	Lower Math. School -	- - -	
	97 C.	13 3	„	Sept. 1860	„ -	- - -	
	99 C.	12 0	„	Mar. 1861	„ -	- - -	
	101 C.	11 6	„	June 1860	„ -	- - -	
	112 C.	- -	Nov. 1861	Nov. 1861	Middle Math. School -	- - -	
Lower Mathematical School, First Division, 7 Boys.	72 F.	14 7	Sept. 1861	Nov. 1858	Low. Math. Sch. 2nd Div.	- - -	The boys in this division have been learning the definitions of Euclid and the 1st 12 propositions; and in arithmetic have gone as far as the beginning of fractions.
	73 C.	13 10	„	Sept. 1857	„	- - -	
	78 C.	13 10	„	Sept. 1859	„	- - -	
	88 C.	11 8	„	Jan. 1860	„	- - -	
	100 C.	12 5	„	„	„	- - -	
	103 C.	12 4	„	June 1861	„	- - -	
	110 C.	12 11	„	Sept. 1861	Low. Math. Sch. 1st Div. -	- - -	
Lower Mathematical School, Second Division, 15 Boys.	76 C.	15 4	1859. 16 June -	Idem.	Low. Math. Sch. 2nd Div.	—	—
	79 C.	16 6	25 Mar. -	„	„	6 months.	—
	82 C.	11 3	Jan. -	„	„	2 months.	—
	95 F.	14 2	1860. 16 July -	„	„	4 months.	—
	96 C.	11 11	Mar. -	„	„	5 months.	—
	98 F.	10 8	29 Sept. -	„	„	—	—
	102 F.	12 5	June -	„	„	—	—
	104 F.	12 7	„	„	„	—	—
	105 F.	10 10	1861. 11 Feb. -	„	„	—	—
	106 C.	10 7	17 Jan. -	„	„	—	—
	107 F.	12 2	„	„	„	2 months.	—
	108 C.	12 8	„	„	„	—	—
	109 C.	13 3	„	„	„	—	—
	111 C.	10 9	29 Sept. -	„	„	—	—
	115 C.	10 10	4 Nov. -	„	„	—	—

TABLE B.

CHARTER-HOUSE.

Dec. 1861.

	No.	Age.	Date of Entrance into Form or Division.	Date of Admission into School.	Form or Division of Form in which placed on beginning to *learn French*.	Length of any protracted Absence since Admission into School.	Observations by Master making Return.
French, First Division, 28 Boys.	10 F.	16 2	Sept. 1860	Jan. 1856	3rd class	None.	—
	14 F.	15 3	June 1861	„	„	3 months.	—
	16 F.	18 1	„	Jan. 1857	„	„	—
	18 F.	15 6	„	Sept. 1856	„	6 months.	—
	19 F.	17 2	„	June 1856	„	None.	—
	20 C.	17 6	„	Sept. 1855	„	„	—
	21 C.	17 9	„	June 1858	„	„	—
	22 F.	16 2	„	Feb. 1857	„	„	—
	23 C.	15 11	„	June 1857	„	„	—
	24 F.	16 9	„	Sept. 1858	„	„	—
	25 C.	16 8	„	Sept. 1857	„	„	—
	26 F.	14 11	„	June 1857	2nd class	„	—
	28 C.	16 2	Sept. 1860	Jan. 1858	3rd class	„	—
	29 C.	18 7	June 1861	Jan. 1860	2nd class	„	—
	30 F.	16 4	„	Jan. 1856	3rd class	4 months.	—
	31 C.	17 6	„	June 1857	„	None.	—
	36 F.	15 8	„	Jan. 1857	„	2 months.	—
	38 C.	15 6	„	„	„	None.	—
	39 C.	17 5	„	Sept. 1859	„	„	—
	40 F.	14 7	„	July 1857	„	„	—
	43 C.	16 10	„	Jan. 1858	„	„	—
	45 F.	15 4	„	Jan. 1859	„	4 months.	—
	48 C.	14 8	„	March 1860	2nd class	None.	—
	58 F.	15 11	„	Sept. 1856	3rd class	„	—
	61 F.	13 6	„	June 1860	2nd class	„	—
	67 F.	13 10	„	Feb. 1859	3rd class	„	—
	69 C.	15 10	„	July 1859	2nd class	„	—
	71 C.	14 2	„	Sept. 1860	„	„	—
French, Second Division, 28 Boys.	27 C.	14 2	June 1861	Jan. 1860	3rd class	None.	—
	32 F.	16 0	„	March 1859	„	„	—
	33 F.	15 5	„	June 1858	„	„	—
	37 F.	16 8	„	Jan. 1856	„	6 months.	—
	41 F.	15 4	„	June 1857	„	None.	—
	42 F.	14 9	„	Feb. 1859	„	„	—
	44 F.	15 2	„	June 1858	„	„	—
	46 F.	15 5	„	June 1859	„	„	—
	47 C.	12 11	„	Sept. 1860	„	„	—
	50 C.	15 11	„	Jan. 1859	„	„	—
	55 F.	14 9	„	Sept. 1857	„	„	—
	56 F.	14 6	„	July 1857	„	„	—
	57 C.	15 2	„	Oct. 1860	„	„	—
	59 C.	13 3	„	Jan. 1861	„	„	—
	60 F.	15 8	„	Feb. 1857	„	„	—
	63 C.	13 10	„	Sept. 1859	„	„	—
	64 F.	13 2	„	Jan. 1861	„	„	—
	65 C.	12 11	„	„	„	„	—
	66 C.	13 11	„	Jan. 1860	„	„	—
	72 F.	14 7	„	March 1858	„	„	—
	73 C.	13 10	„	Sept. 1857	„	„	—
	74 C.	13 3	„	June 1861	„	„	—
	78 C.	13 10	„	Sept. 1859	„	„	—
	84 C.	15 3	„	Jan. 1861	„	„	—
	90 C.	15 0	„	„	„	„	—
	91 F.	13 4	„	Nov. 1858	„	3, 4, and 18 weeks.	—
	93 C.	12 6	Sept. 1861	Sept. 1861	2nd class	None.	—
	95 F.	10 10	June 1861	March 1860	3rd class	12 weeks.	—
French, Third Division, 26 Boys.	51 C.	15 11	June 1860	Jan. 1857	3rd class	None	
	52 C.	14 10	„	„	„	„	
	54 C.	15 7	„	Oct. 1856	„	„	
	68 C.	11 10	Sept. 1861	Jan. 1858	„	„	
	70 C.	14 11	„	Jan. 1859	„	„	
	75 C.	12 11	June 1860	Sept. 1858	„	„	Did not begin to learn till some time after admission into school (see 2*nd column*).
	76 C.	15 3	June 1861	June 1859	„	„	
	77 C.	13 5	„	„	„	„	
	80 C.	14 5	„	March 1859	„	„	
	81 C.	12 4	„	Jan. 1859	„	„	
	82 C.	11 2	„	„	„	„	
	83 F.	11 10	„	Jan. 1861	„	„	
	87 C.	14 5	„	March 1860	„	„	
	89 C.	12 3	„	Sept. 1859	„	„	
	94 C.	13 7	Sept. 1860	May 1860	„	„	—
	97 C.	13 3	„	Sept. 1860	„	„	—
	98 F.	11 9	Jan. 1861	„	„	„	Did not begin to learn till some time after admission into school (see 2*nd column*).
	99 C.	12 0	Sept. 1861	March 1861	„	„	—
	102 F.	12 5	Jan. 1860	Jan. 1860	„	„	—
	103 C.	12 4	Sept. 1861	June 1861	„	„	—
	104 F.	12 7	Jan. 1861	June 1860	„	„	
	105 F.	10 10	„	Jan. 1860	„	„	Did not begin to learn till some time after admission into school (see 2*nd column*).
	106 C.	10 7	„	„	„	„	
	107 F.	12 0	„	Jan. 1861	„	„	
	108 C.	12 8	„	„	„	„	
	110 C.	12 11	Sept. 1861	Sept. 1861	„	„	

TABLE B.

ST. PAUL'S.

Christmas 1861.

ST. PAUL'S.

	No.	Age.	Date of Entrance into Class.	Date of Admission into School.	Class in which placed on his Admission into School.	Length of any protracted Absence since Admission into School.	Observations by Master making Return.
Eighth Class, 18 Boys.		Yrs. Mths.					
	1	17 10	June 1859	Nov. 1855 -	4th.	—	—
	2	18 0	„	Oct. 1852 -	1st.	—	—
	3	18 4	„	Oct. 1854 -	2nd.	—	—
	4	17 3	„	Feb. 1854 -	3rd - -	2 months.	—
	5	17 6	June 1860	June 1856 -	5th.	—	—
	6	16 6	„	Oct. 1854 -	2nd.	—	—
	7	18 5	„	Jan. 1855 -	4th.	—	—
	8	17 6	Sept. 1860	May 1852 -	1st - -	3 months.	—
	9	17 6	„	June 1852 -	2nd.	—	—
	10	16 9	June 1861	Oct. 1856 -	3rd - -	2 months.	—
	11	16 4	„	Jan. 1857 -	4th - -	3 months.	—
	12	16 5	„	Feb. 1855 -	2nd - -	3 months.	—
	13	17 4	„	Sept. 1855 -	3rd - -	5 months.	—
	14	14 3	„	Oct. 1856 -	2nd.	—	—
	15	17 3	„	Sept. 1856 -	3rd.	—	—
	16	16 9	„	„ -	3rd - -	3 months.	—
	17	18 3	July 1861	May 1855 -	1st.	—	—
	18	17 6	„	„ -	1st.	—	—
Seventh Class, 15 Boys.	1	15 11	June 1860	May 1855 -	2nd.	—	—
	2	14 0	„	Oct. 1857 -	3rd.	—	—
	3	16 4	„	Nov. 1854 -	1st.	—	—
	4	13 6	June 1861	Sept. 1859 -	5th.	—	—
	5	15 4	„	Jan. 1858 -	3rd.	—	—
	6	16 10	June 1860	Sept. 1854 -	1st - -	2 months.	—
	7	17 2	June 1861	Feb. 1856 -	1st.	—	—
	8	15 7	„	Oct. 1856 -	1st.	—	—
	9	14 4	„	Jan. 1858 -	4th.	—	—
	10	15 11	„	Jan. 1859 -	4th.	—	—
	11	17 1	„	Feb. 1856 -	1st.	—	—
	12	16 2	„	Jan. 1855 -	1st.	—	—
	13	15 9	„	May 1856 -	1st.	—	—
	14	15 6	„	Sept. 1855 -	1st.	—	—
	15	16 0	„	Feb. 1857 -	2nd.	—	—
Sixth Class, 18 Boys.	1	16 8	June 1861	Oct. 17, 1857	2nd Class - -	6 weeks, Nov.–Dec. 1861.	—
	2	14 5	„	Oct. 17, 1858	3rd Class.	—	—
	3	14 8	„	March 23, 1857	2nd Class - -	2 months, Oct., Nov., 1857.	—
	4	16 5	„	Oct. 19, 1857	„	—	—
	5	15 8	„	July 26, 1858	„	—	—
	6	16 1	„	Sept. 4, 1857	„	—	—
	7	14 4	„	Sept. 25, 1856	1st Class - -	2 months, April, May, 1860.	—
	8	16 11	„	March 2, 1854	„	—	—
	9	16 4	„	Sept. 4, 1854	„ - -	3 months, March, April, May, 1856.	—
	10	15 8	„	Feb. 2, 1857	2nd Class.	—	—
	11	14 8	„	Jan. 19, 1858	3rd Class - -	1 month, Nov. 1858.	—
	12	14 2	„	July 26, 1858	„	—	—
	13	17 2	Mich. 1860	March 9, 1854	1st Class.	—	—
	14	14 5	June 1861	Jan. 20, 1858	„	Absent 3 months, 1860.	—
	15	13 5	„	Sept. 17, 1858	3rd Class.	—	—
	16	13 10	„	Sept. 16, 1859	4th Class - -	Absent very frequently for short periods.	—
	17	17 0	Jan. 1861	March 16, 1854	1st Class.	—	—
	18	16 1	June 1861	July 30, 1857	2nd Class - -	Absent from illness very frequently for short periods.	—
Fifth Class, 20 Boys.	1	15 2	June 1861	Sept. 11, 1858	1st Class - -	2 months, Nov., Dec., 1860.	—
	2	13 2	Sept. 1861	Feb. 3, 1859	3rd Class.	—	—
	3	15 7	June 1861	April 4, 1857	1st Class.	—	—
	4	14 0	„	Feb. 3, 1859	2nd Class.	—	—
	5	12 9	„	Sept. 17, 1858	1st Class.	—	—
	6	14 0	„	Oct. 12, 1857	„	—	—
	7	17 2	June 1860	May 21, 1855	„	—	—
	8	13 1	June 1861	Sept. 17, 1858	„	—	—
	9	13 7	„	May 13, 1859	3rd Class.	—	—
	10	15 2	Sept. 1861	April 26, 1856	1st Class.	—	—
	11	14 2	June 1861	Oct. 11, 1856	„	—	—
	12	17 0	June 1860	March 30, 1857	2nd Class - -	2 months, Sept., Oct., 1860.	—
	13	13 6	June 1861	Oct. 9, 1857	1st Class.	—	—
	14	14 9	„	May 8, 1856	„ - -	2 months, May, June, 1859. 1 month, May, 1861.	—

TABLE B.

ST. PAUL'S.

Christmas 1861.

	No.	Age.	Date of Entrance into Class.	Date of Admission into School.	Class in which placed on his Admission into School.	Length of any protracted Absence since Admission into School.	Observations by Master making Return.
Fifth Class—*cont.*		Yrs. Mths.					
	15	15 3	June 1861	April 19, 1858	2nd Class - -	5 weeks, April–May, 1860.	—
	16	13 8	„	Feb. 24, 1860	3rd Class.	—	—
	17	15 1	Sept. 1861	May 6, 1857	1st Class - -	1 month, Nov. 1860.	—
	18	14 6	Oct. 1861	Oct. 1861	5th Class.	—	—
	19	14 3	June 1861	Sept. 4, 1857	1st Class.	—	—
	20	15 7	„	Jan. 19, 1858	„	—	—
Fourth Class, 20 Boys.	1	12 11	June 1861	April 1860 -	3rd Class.	—	—
	2	13 10	Sept. 1861	Nov. 1858 -	1st Class.	—	—
	3	13 0	June 1861	June 1858 -	„ - -	About 1 month, 1859.	—
	4	12 5	„	Sept. 1860 -	3rd Class.	—	—
	5	12 0	Sept. 1861	Sept. 1861 -	4th Class.	—	—
	6	16 2	„	Sept. 1858 -	1st Class - -	He has been absent twice, about 3 months each time.	—
	7	16 5	June 1861	Sept. 1860 -	3rd Class.	—	—
	8	14 1	„	Jan. 1858 -	1st Class.	—	—
	9	15 3	Sept. 1861	Sept. 1858 -	„	—	—
	10	13 11	June 1861	Sept. 1857 -	„ - -	2 months, Oct. and Nov. 1861.	—
	11	14 1	„	Nov. 1856 -	„	—	—
	12	13 2	Sept. 1861	Oct. 1859 -	2nd Class.	—	—
	13	13 1	Dec. 1860	Sept. 1859 -	3rd Class - -	June and July 1860.	—
	14	13 8	June 1861	Sept. 1858 -	1st Class.	—	—
	15	12 4	„	Sept. 1860 -	3rd Class.	—	—
	16	13 11	„	Oct. 1857 -	1st Class.	—	—
	17	12 0	Sept. 1861	Mar. 1860 -	2nd Class.	—	—
	18	13 2	June 1861	Sept. 1859 -	„	—	—
	19	12 5	„	Sept. 1860 -	3rd Class - -	5 weeks, Nov. and Dec. 1861.	—
	20	14 nearly	„	June 1860 -	„ - -	Frequently absent.	—
Third Class, 20 Boys.	1	11 6	June 1861	Mar. 1861 -	2nd Class.	—	—
	2	14 11	Dec. 1860	Sept. 1859 -	„	—	—
	3	12 8	Jan. 1861	Jan. 1861 -	3rd Class.	—	—
	4	12 3	June 1861	June 1860 -	1st Class - -	About 1 month, Jan., Feb. 1861.	—
	5	13 7	Dec. 1860	Sept. 1858 -	„	—	—
	6	13 1	June 1861	May 1858 -	„ - -	3 times, about 1 month each time.	—
	7	12 5	„	Jan. 1859 -	„ - -	About 1 month, 1860.	—
	8	13 4	„	Oct. 1859 -	„	—	—
	9	13 10	Oct. 1861	Oct. 1861 -	3rd Class.	—	—
	10	11 2	June 1861	Sept. 1860 -	1st Class.	—	—
	11	12 9	„	Nov. 1859 -	2nd Class.	—	—
	12	12 8	„	Sept. 1859 -	1st Class.	—	—
	13	13 2	„	Mar. 1859 -	„	—	—
	14	11 7	Nov. 1861	Nov. 1861 -	3rd Class.	—	—
	15	11 6	Oct. 1861	Oct. 1861 -	„	—	—
	16	11 3	„	„ -	„	—	—
	17	11 1	Dec. 1861	Dec. 1861 -	„	—	—
	18	13 5	Nov. 1861	May 1860 -	1st Class.	—	—
	19	11 6	June 1861	Sept. 1860 -	2nd Class.	—	—
	20	12 3	Nov. 1861	Jan. 1860 -	1st Class.	—	—
Second Class, 14 Boys.	1	10 4	June 1861	Oct. 1860 -	1st Class.	—	—
	2	12 1	„	Feb. 1859 -	„	—	—
	3	11 5	„	Nov. 1860 -	„	—	—
	4	12 3	Mar. 1861	Mar. 1861 -	2nd Class.	—	—
	5	11 11	Oct. 1860	Oct. 1860 -	„	—	—
	6	11 3	June 1861	Nov. 1859 -	1st Class.	—	—
	7	11 1	„	July 1860 -	„	—	—
	8	13 5	Nov. 1861	Oct. 1859 -	„	—	—
	9	12 5	„	June 1860 -	„	—	—
	10	10 11	Jan. 1861	Jan. 1861 -	2nd Class.	—	—
	11	12 0	Oct. 1861	Oct. 1861 -	„	—	—
	12	11 8	Nov. 1861	Sept. 1859 -	1st Class.	—	—
	13	12 6	June 1861	June 1860 -	„	—	—
	14	11 1	Nov. 1861	July 1860 -	„	—	—
First Class, 16 Boys.	1	11 10	April 1860	April 1860 -	1st Class.	—	—
	2	12 7	Feb. 1860	Feb. 1860 -	„	—	—
	3	12 3	Sept. 1860	Sept. 1860 -	„	—	—
	4	11 0	Feb. 1860	Feb. 1860 -	„	—	—
	5	11 2	Sept. 1860	Sept. 1860 -	„	—	—
	6	11 4	„	„ -	„	—	—
	7	10 11	„	„ -	„	—	—
	8	10 6	„	„ -	„	—	—
	9	11 10	Mar. 1861	Mar. 1861 -	„	—	—
	10	10 5	June 1861	June 1861 -	„	—	—
	11	11 1	Oct. 1861	Oct. 1861 -	„	—	—
	12	11 3	Sept. 1861	Sept. 1861 -	„	—	—
	13	10 11	„	„ -	„	—	—
	14	9 9	June 1861	June 1861 -	„	—	—
	15	12 1	Oct. 1861	Oct. 1861 -	„	—	—
	16	10 5	Nov. 1860	Nov. 1860 -	„	—	—

TABLE B.

MERCHANT TAYLORS'.

Dec. 1861.

MERCHANT TAYLORS'.

HEAD FORM, 23 BOYS.

	No.	Age.	Date of Entrance into Form.	Date of Admission into School.	Form in which placed on his Admission into School	Relative Proficiency at the Christmas Classical Examination, 1861.	Place in Hebrew Proficiency, Christmas 1861.	Place in French Class of Monitors, Prompters and Upper Sixth.	Mathematics. Class.	Division or Section.	Place.
		Yrs. Mths.									
1st Rank or Monitors.	1	17 3	June 1859	Jan. 18, 1853	Petty* - -	1	5	3	Head -	2	3
	2	17 8	June 1859	Mar. 25, 1852	Petty - -	4	8	16	Head -	4	10
	3	16 6	June 1859	Jan. 24, 1854	2nd - -	3	6	5	Head -	4	8
	4	18 1	June 1860	June 24, 1853	Petty - -	2	1	10	Head -	3	3
	5	16 1	June 1860	Dec. 6, 1854	1st - -	5	7	13	Head -	4	3
	6	15 5	June 1860	Dec. 5, 1855	2nd - -	6	3	6	Head -	3	5
	7	16 9	June 1860	June 24, 1851	Petty - -	7	3	8	Head -	2	1
	8	16 0	June 1860	Dec. 3, 1856	Lower Division	8	2	1	Head -	4	2
2nd Rank or Prompters.	9	16 3	June 1860	Sept. 29, 1854	2nd - -	1	3	2	Head -	3	1
	10	18 4	Dec. 1860	Dec. 2, 1853	1st - -	2	4	12	Head -	1	2
	11	17 6	June 1860	June 24, 1853	Petty - -	3	7	17	Head -	4	7
	12	17 10	Dec. 1860	Jan. 24, 1854	1st - -	4	Abs.	9	2nd -	- -	10
	13	16 1	Dec. 1860	Sept. 29, 1856	Lower Division	6	5	4	2nd -	- -	5
	14	17 9	June 1861	June 19, 1855	1st - -	5	1	18	Head -	1	1
	15	16 4	June 1861	Mar. 26, 1855	2nd - -	7	2	14	Head -	4	6
	16	14 6	June 1861	Mar. 25, 1857	Lower Division	8	6	19	3rd -	- -	4
3rd Rank or Upper Sixth.	17	16 6	June 1861	June 20, 1854	1st - -	9	9	22	Head -	4	9
	18	16 0	June 1861	Dec. 6, 1854	1st - -	10	12	11	Head -	4	4
	19	18 6	June 1861	June 20, 1854	1st - -	11	13	20	2nd -	- -	3
	20	17 3	June 1861	Sept. 29, 1856	3rd - -	12	10	7	Head -	3	2
	21	15 10	June 1861	Mar. 26, 1855	1st - -	13	11	23	2nd -	- -	1
	22	18 1	June 1861	Apr. 14, 1853	Petty - -	14	8	15	Head -	4	5
	23	17 0	June 1861	Sept. 29, 1854	2nd - -	15	Abs.	21	Head -	2	2

For Classics and Hebrew at the Christmas examination the Monitors are classed by themselves; the Prompters and the Upper Sixth, together. For French the classification embraces the whole Form.

SIXTH FORM, 26 BOYS.

No. of Classical Place at Exam^{n}, Christmas 1861.	Age.	Date of Entrance into Form.	Date of Admission into School.	Form in which placed on his Admission into School.	Places in Hebrew,† Christmas 1861.	Place in French Class of Sixth Form.	Mathematics. Class.	Division or Section.	Place.
	Yrs. Mths.								
1	15 5	June 1860	Sept. 29, 1857	Lower Division -	3	6	3rd - -	- -	3
2	16 6	June 1860	Sept. 29, 1857	1st - - -	5	9	3rd - -	- -	10
3	15 7	June 1860	Sept. 29, 1856	1st - - -	1	14	Head - -	4	1
4	16 4	Oct. 1860	Mar. 25, 1858	2nd - - -	—	24	4th - -	- -	1
5	16 3	June 1860	Dec. 6, 1854	1st - - -	8	2	2nd - -	- -	6
6	16 6	June 1860	Sept. 29, 1859	Upper 5th - -	7	25	2nd - -	- -	1
7	16 11	June 1860	Sept. 28, 1852	1st - - -	2	15	2nd - -	- -	4
8	14 7	Oct. 1860	Mar. 25, 1858	3rd - - -	—	8	5th - -	- -	1
9	17 5	June 1860	April 15, 1856	1st - - -	8	10	2nd - -	- -	8
10	15 1	June 1860	Mar. 25, 1857	1st - - -	4	4	3rd - -	- -	8
11	17 10	Oct. 1860	Dec. 6, 1854	1st - - -	—	19	2nd - -	- -	9
12	15 5	June 1860	June 24, 1857	Lower Division -	5	3	4th - -	- -	10
13	16 10	June 1860	Mar. 26, 1855	1st - - -	8	5	4th - -	- -	7
14	17 11	Dec. 1860	Dec. 6, 1854	1st - - -	—	1	3rd - -	- -	6
15	16 4	Oct. 1860	Sept. 29, 1858	Lower 5th - -	—	13	6th - -	- -	5
16	15 5	June 1861	June 24, 1856	1st - - -	—	17	3rd - -	- -	7
17	16 2	June 1861	Dec. 5, 1855	1st - - -	—	20	5th - -	- -	9
18	15 9	June 1861	June 23, 1858	Upper Division -	—	23	5th - -	- -	5
19	13 6	June 1861	Sept. 29, 1857	3rd - - -	—	16	5th - -	- -	6
20	16 7	June 1861	Sept. 29, 1854	1st - - -	—	12	3rd - -	- -	12
21	15 3	June 1861	June 24, 1856	1st - - -	—	18	5th - -	- -	8
22	15 4	June 1861	Dec. 3, 1856	1st - - -	—	7	4th - -	- -	11
23	17 7	June 1861	June 24, 1853	Petty* - -	—	21	Head - -	3	4
24	17 0	June 1861	Mar. 15, 1857	2nd - - -	—	22	4th - -	- -	2
25	16 6	June 1861	June 24, 1857	1st - - -	—	11	3rd - -	- -	9
26abs.	16 1	Oct. 1860	Mar. 26, 1855	1st - - -	—	Abs.	2nd - -	- -	7

* The Petty was a subdivision of the First Form, which no longer exists.

† Those who have no numbers in Hebrew, being beginners, were not marked this Christmas.

N.B.—There having been no instance of prolonged absence, the column devoted to this inquiry is omitted.

TABLE B.

MERCHANT TAYLORS'.

Dec. 1861.

UPPER FIFTH FORM, 31 BOYS.

No. of Classical Place at Examn, Christmas 1861.	Age.	Date of Entrance into Form.	Date of Admission into School.	Form in which placed on his Admission into School.	Place in French Class of the Upper Fifth Form.	Mathematics. Class.	Mathematics. Division or Section.	Mathematics. Place.
	Yrs. Mths.							
1	14 5	Oct. 1861	Jan. 1861	Upper Division -	2	6th -	- -	3
2	16 1	June 1861	Sept. 1860	4th - -	1	3rd -	- -	1
3	16 0	Dec. 1860	June 1858	2nd - -	8	3rd -	- -	3
4	13 7	Dec. 1860	Jan. 1858	1st - -	12	5th -	- -	12
5	12 7	June 1861	Dec. 1859	Lower Division -	6	6th -	- -	7
6	15 11	June 1861	Sept. 1858	1st - -	9	5th -	- -	7
7	17 1	Dec. 1860	Sept. 1858	3rd - -	5	4th -	- -	5
8	14 8	June 1861	Jan. 1858	1st - -	14	6th -	- -	8
9	14 4	Oct. 1861	Sept. 1860	3rd - -	3	6th -	- -	1
10	17 0	Dec. 1860	Sept. 1857	1st - -	4	4th -	- -	3
11	15 4	June 1860	Dec. 1855	1st - -	Abs.	6th -	- -	6
12	14 4	June 1861	Mar. 1858	1st - -	Abs.	5th -	- -	2
13	14 10	Dec. 1860	Feb. 1856	1st - -	19	6th -	- -	2
14	15 1	June 1861	May 1859	3rd - -	13	5th -	- -	3
15	16 2	June 1861	June 1858	Lower Division -	Abs.	4th -	- -	8
16	15 2	Dec. 1860	Sept. 1857	1st - -	10	6th -	- -	20
17	16 4	June 1860	Sept. 1854	1st - -	18	6th -	- -	17
18	17 0	Dec. 1860	Jan. 1853	1st - -	Abs.	6th -	- -	15
19	13 10	June 1861	Sept. 1858	1st - -	Abs.	6th -	- -	4
20	16 3	June 1861	Sept. 1855	1st - -	Abs.	6th -	- -	12
21	15 1	June 1861	Dec. 1855	1st - -	25	4th -	- -	4
22	14 11	Dec. 1860	April 1856	1st - -	15	4th -	- -	9
23	12 10	June 1861	June 1858	1st - -	11	7th -	1	21
24	15 11	Dec. 1860	Jan. 1854	Petty - -	21	3rd -	- -	5
25	14 10	June 1861	June 1856	1st - -	23	7th -	1	16
26	15 3	Dec. 1860	Dec. 1855	1st - -	16	5th -	- -	10
27	13 11	June 1861	Mar. 1857	2nd - -	20	6th -	- -	9
28	15 0	June 1861	Jan. 1858	1st - -	7	6th -	- -	14
29	14 10	June 1861	Sept. 1858	2nd - -	17	5th -	- -	13
30	16 8	Dec. 1860	Jan. 1854	Petty - -	22	5th -	- -	14
31	15 6	June 1861	April 1856	1st - -	24	6th -	- -	19

LOWER FIFTH FORM, 18 BOYS.

No. of Classical Place at Examn, Christmas 1861.	Age.	Date of Entrance into Form.	Date of Admission into School.	Form in which placed on his Admission into School.	Place in French Class of the Lower Fifth Form.	Mathematics. Class.	Mathematics. Division or Section.	Mathematics. Place.
	Yrs. Mths.							
1	14 3	June 1861	Mar. 1859	2nd - -	16	7th -	1	8
2	13 5	June 1861	June 1859	1st - -	3	7th -	1	1
3	14 8	June 1861	June 1859	2nd - -	6	7th -	1	3
4	14 9	June 1861	Sept. 1860	Upper Division -	13	7th -	1	4
5	16 6	June 1861	Jan. 1858	1st - -	12	7th -	1	22
6	15 2	June 1861	June 1859	1st - -	Abs.	6th -	- -	10
7	15 8	June 1861	June 1856	1st - -	15	6th -	- -	16
8	13 10	June 1861	June 1858	1st - -	2	6th -	- -	13
9	15 1	June 1861	June 1856	1st - -	14	7th -	1	20
10	16 1	June 1861	Sept. 1857	2nd - -	17	6th -	- -	18
11	15 5	June 1861	Sept. 1858	2nd - -	7	5th -	- -	4
12	15 4	June 1861	June 1856	1st - -	27	4th -	- -	6
13	12 0	June 1861	Mar. 1858	1st - -	22	—	—	—
14	14 11	June 1861	Sept. 1857	3rd - -	26	7th -	1	27
15	14 8	June 1861	June 1856	1st - -	1	3rd -	- -	11
16	14 2	June 1861	Mar. 1860	Lower Division -	23	—	—	—
17	14 2	June 1861	Jan. 1860	Lower Division -	38	—	—	—
18	12 0	June 1861	Jan. 1860	Lower Division -	11	7th -	1	26

Those boys to whom no Mathematical place is assigned are still in the Arithmetic and Writing School, where they are also taught Writing from Dictation.

For French teaching the Lower Fifth and the Fourth Forms are classed together.

FOURTH FORM, 23 BOYS.

No. of Classical Place at Examn, Christmas 1861.	Age.	Date of Entrance into Form.	Date of Admission into School.	Form in which placed on his Admission into School.	Place in French Class of the Lower Fourth Form.	Mathematics. Class.	Mathematics. Division or Section.	Mathematics. Place.
	Yrs. Mths.							
1	12 5	June 1861	June 1860	Lower Division -	8	—	—	—
2	13 1	June 1861	Jan. 1861	Upper Division -	29	—	—	—
3	12 11	Sept. 1861	Mar. 1860	1st - -	9	7th -	1	19
4	11 3	June 1861	Mar. 1860	3rd - -	4	—	—	—
5	14 8	June 1861	Mar. 1861	Upper Division -	10	—	—	—
6	13 2	June 1861	Sept. 1859	3rd - -	21	7th -	1	6
7	15 2	Dec. 1860	Dec. 1856	1st - -	5	5th -	- -	11
8	11 0	Dec. 1860	Jan. 1859	1st - -	Abs.	—	—	—
9	14 2	Dec. 1860	Jan. 1860	Lower Division -	20	—	—	—
10	12 6	June 1861	Sept. 1859	1st - -	25	—	—	—
11	13 2	Sept. 1861	Mar. 1860	2nd - -	18	—	—	—
12	14 0	June 1861	Jan. 1859	1st - -	24	7th -	1	15
13	11 8	June 1861	May 1859	1st - -	19	—	—	—
14	14 7	June 1861	Jan. 1860	Lower Division -	30	—	—	—
15	14 9	June 1861	Jan. 1859	2nd - -	28	7th -	2	11
16	14 9	June 1861	Mar. 1860	Lower Division -	31	—	—	—
17	12 9	June 1861	Mar. 1858	2nd - -	34	7th -	2	4
18	13 5	June 1861	Sept. 1857	1st - -	Abs.	7th -	1	11
19	14 4	June 1861	June 1858	1st - -	33	7th -	1	12
20	14 10	June 1861	June 1859	1st - -	36	—	—	—
21	13 4	June 1861	Jan. 1860	Lower Division -	32	7th -	2	15
22	14 9	June 1861	Jan. 1860	Lower Division -	35	—	—	—
23	15 2	June 1861	April 1856	1st - -	37	7th -	2	8

Those boys to whom no Mathematical place is assigned are still in the Arithmetic and Writing School, where they are also taught Writing from Dictation.

TABLE B.

MERCHANT TAYLORS'.

Dec. 1861.

Upper Division Form, 25 Boys.

No. of Classical Place at Examn, Christmas 1861.	Age.	Date of Entrance into Form.	Date of Admission into School.	Form in which placed on his Admission into School.	Place in French Class of the Upper Division Form.	Mathematics. Class.	Division or Section.	Place.
	Yrs. Mths.							
1	12 11	Sept. 1861	Jan. 1861	Upper Division -	2	—	—	—
2	16 6	Dec. 1860	Jan. 1860	1st - -	Abs.	7th - -	1	10
3	14 4	Dec. 1860	Sept. 1858	2nd - -	Abs.	7th - -	1	13
4	13 9	June 1861	Mar. 1859	1st - -	7	—	—	—
5	11 11	June 1861	Sept. 1859	1st - -	12	7th - -	2	2
6	13 4	June 1861	June 1858	1st - -	10	—	—	—
7	14 0	Dec. 1860	Dec. 1856	1st - -	15	—	—	—
8	15 1	June 1861	Jan. 1859	1st - -	5	7th - -	1	18
9	13 9	Dec. 1860	Sept. 1858	1st - -	8	7th - -	1	14
10	14 4	Dec. 1860	Mar. 1858	2nd - -	6	7th - -	1	7
11	13 7	June 1861	June 1861	Upper Division -	Abs.	—	—	—
12	14 9	June 1861	Mar. 1860	3rd - -	3	6th - -	- -	11
13	13 3	June 1861	Mar. 1859	1st - -	14	7th - -	1	17
14	12 9	June 1861	June 1858	1st - -	1	—	—	—
15	14 7	Dec. 1860	Sept. 1857	1st - -	18	7th - -	1	24
16	15 5	Sept. 1861	Sept. 1860	2nd - -	Abs.	—	—	—
17	15 10	June 1861	Mar. 1859	1st - -	9	7th - -	2	13
18	14 11	June 1861	June 1856	1st - -	11	7th - -	1	23
19	13 9	June 1861	June 1858	1st - -	17	7th - -	2	14
20	12 8	June 1861	Mar. 1859	1st - -	13	—	—	—
21	16 9	June 1861	Sept. 1859	3rd - -	4	7th - -	2	7
22	13 0	Sept. 1861	Mar. 1858	1st - -	16	7th - -	2	1
23	14 8	Sept. 1861	Mar. 1858	1st - -	19	7th - -	2	12
24	12 4	Sept. 1861	June 1859	1st - -	21	—	—	—
25	13 5	Sept. 1861	Sept. 1857	1st - -	20	—	—	—

Those boys to whom no Mathematical place is assigned are still in the Arithmetic and Writing School, where they are also taught Writing from Dictation.

Lower Division, 32 Boys.

No. of Classical Place at Examn, Christmas 1861.	Age.	Date of Entrance into Form.	Date of Admission into School.	Form in which placed on his Admission into School.	Place in French Class of the Lower Division Form.	Mathematics. Class.	Division or Section.	Place.
	Yrs. Mths.							
1	11 8	June 1861	June 1860	1st - -	9	—	—	—
2	13 8	June 1861	June 1860	1st - -	12	7th - -	1	1
3	13 3	Sept. 1861	Sept. 1861	Lower Division -	1	—	—	—
4	13 3	June 1861	June 1860	1st - -	Abs.	—	—	—
5	11 1	June 1861	June 1860	1st - -	7	—	—	—
6	12 6	Dec. 1860	Sept. 1859	1st - -	6	7th - -	1	9
7	10 4	Sept. 1861	Sept. 1860	1st - -	27	—	—	—
8	13 4	Sept. 1861	June 1861	3rd - -	8	—	—	—
9	12 11	June 1861	Mar. 1860	2nd - -	28	—	—	—
10	13 5	Sept. 1861	Sept. 1860	1st - -	5	—	—	—
11	13 8	Dec. 1860	June 1859	1st - -	3	7th -	2	16
12	12 11	Dec. 1860	Mar. 1859	1st - -	20	7th - -	1	25
13	12 3	June 1861	Jan. 1860	1st - -	10	—	—	—
14	15 6	Dec. 1860	Mar. 1858	1st - -	15	—	—	—
15	11 3	Sept. 1861	Sept. 1859	1st - -	Abs.	—	—	—
16	13 11	June 1861	Jan. 1860	1st - -	11	—	—	—
17	13 0	Sept. 1861	Jan. 1860	1st - -	19	—	—	—
18	12 4	June 1861	Sept. 1859	1st - -	18	—	—	—
19	12 6	June 1861	Mar. 1859	1st - -	14	7th - -	2	3
20	13 9	June 1861	Sept. 1859	1st - -	16	7th - -	2	6
21	15 6	June 1861	June 1860	2nd - -	4	—	—	—
22	11 9	June 1861	June 1860	1st - -	17	7th - -	2	5
23	13 3	June 1861	Mar. 1859	1st - -	13	—	—	—
24	11 6	June 1861	Jan. 1860	1st - -	23	—	—	—
25	13 1	Sept. 1861	Jan. 1861	2nd - -	2	—	—	—
26	12 5	June 1861	Sept. 1858	1st - -	21	—	—	—
27	12 11	June 1861	Jan. 1859	1st - -	24	—	—	—
28	13 0	June 1861	Jan. 1858	1st - -	25	—	—	—
29	14 9	Sept. 1861	Jan. 1859	1st - -	26	—	—	—
30	13 2	Sept. 1861	Sept. 1861	Lower Division -	22	—	—	—
31	13 9	Dec. 1860	Mar. 1858	1st - -	Abs.	7th - -	2	9
32	13 6	June 1861	Mar. 1858	1st - -	Abs.	—	—	—

Those boys to whom no Mathematical place is assigned are still in the Arithmetic and Writing School, where they are also taught Writing from Dictation.

Third Form, 30 Boys.

No. of Classical Place at Examn, Christmas 1861.	Age.	Date of Entrance into Form.	Date of Admission into School.	Form in which placed on his Admission into School.	Mathematics. Class	Division or Section.	Place.
	Yrs. Mths.						
1	11 1	June 1861 -	Jan. 1861 -	1st - -	—	—	—
2	11 0	June 1861 -	June 1860 -	1st - -	—	—	—
3	12 10	June 1861 -	Sept. 1860 -	1st - -	—	—	—
4	11 6	Sept. 1861 -	Sept. 1861 -	3rd - -	—	—	—
5	13 7	March 1861 -	Jan. 1860 -	1st - -	—	—	—
6	13 6	June 1860 -	Sept. 1857 -	1st - -	7th - -	2	10
7	12 6	Sept. 1861 -	March 1861 -	1st - -	7th - -	1	5
8	11 9	June 1861 -	Jan. 1861 -	1st - -	—	—	—
9	10 1	Sept. 1861 -	June 1861 -	2nd - -	—	—	—
10	15 6	Dec. 1860 -	June 1859 -	2nd - -	—	—	—
11	12 11	June 1861 -	June 1861 -	3rd - -	—	—	—
12	13 3	Dec. 1860 -	Jan. 1859 -	1st - -	—	—	—
13	14 6	Dec. 1860 -	Sept. 1858 -	1st - -	—	—	—

French is not taught in the Third Form.

TABLE B.

MERCHANT TAYLORS'.

Dec. 1861.

THIRD FORM—*cont.*

No. of Classical Place at Exam^{n}, Christmas 1861.	Age.	Date of Entrance into Form.	Date of Admission into School.	Form in which placed on his Admission into School.	Mathematics. Class.	Division or Section.	Place.
	Yrs. Mths.						
14	12 1	June 1861 -	Sept. 1860 -	1st.	—	—	—
15	15 10	Dec. 1860 -	Jan. 1860 -	1st.	—	—	—
16	12 5	June 1861 -	Jan. 1860 -	1st.	—	—	—
17	14 10	June 1861 -	Sept. 1860 -	2nd.	—	—	—
18	12 3	March 1861 -	Jan. 1859 -	1st.	—	—	—
19	11 4	June 1861 -	Jan. 1860 -	1st.	—	—	—
20	11 7	June 1861 -	Jan. 1861 -	1st.	—	—	—
21	12 1	June 1861 -	Jan. 1860 -	1st.	—	—	—
22	14 10	March 1861 -	March 1858 -	1st.	—	—	—
23	12 7	June 1861 -	Sept. 1859 -	1st.	—	—	—
24	13 0	June 1861 -	March 1858 -	1st.	—	—	—
25	13 10	June 1861 -	June 1860 -	1st.	—	—	—
26	12 5	June 1861 -	June 1859 -	1st.	—	—	—
27	13 2	June 1861 -	Sept. 1859 -	1st.	—	—	—
28	12 0	June 1861 -	June 1859 -	1st.	—	—	—
29	13 9	June 1861 -	Jan. 1859 -	1st.	—	—	—
30	10 11	June 1861 -	June 1860 -	1st.	—	—	—

The boys to whom no Mathematical place is assigned are still in the Arithmetic and Writing School, where they are also taught Writing from Dictation. French is not taught in the Third Form.

SECOND FORM, 27 BOYS.

No. of Classical Place at Examination, Christmas 1861.	Age.	Date of Entrance into Form.	Date of Admission into School.	Form in which placed on his Admission into School.	Length of any protracted Absence since Admission into School.
	Yrs. Mths.				
1	11 5	June 1861 -	June 1861 -	2nd.	—
2	12 9	June 1860 -	June 1859 -	1st.	—
3	13 5	Dec. 1860 -	March 1860 -	1st.	—
4	14 8	June 1861 -	March 1861 -	1st.	—
5	12 2	June 1861 -	March 1861 -	1st.	—
6	11 1	June 1861 -	Jan. 1861 -	1st.	—
7	12 9	Dec. 1860 -	Sept. 1860 -	1st.	—
8	10 7	March 1861 -	Jan. 1861 -	1st.	—
9	11 4	June 1861 -	Jan. 1861 -	1st.	—
10	12 1	Dec. 1860 -	Sept. 1860 -	1st.	—
11	12 1	Dec. 1860 -	June 1860 -	1st.	—
12	10 1	June 1861 -	March 1861 -	1st.	—
13	10 5	Jan. 1861 -	Jan. 1861 -	2nd.	—
14	11 10	June 1861 -	June 1860 -	1st.	—
15	13 0	March 1861 -	Jan. 1861 -	1st.	—
16	11 11	June 1861 -	Jan. 1861 -	1st.	—
17	11 8	Sept. 1861 -	Sept. 1861 -	2nd.	—
18	11 8	June 1861 -	March 1860 -	1st.	—
19	10 10	Sept. 1861 -	June 1861 -	1st.	—
20	13 0	June 1861 -	March 1861 -	1st.	—
21	11 5	Dec. 1860 -	March 1860 -	1st.	—
22	11 8	Sept. 1861 -	Jan. 1861 -	1st.	—
23	11 7	June 1861 -	Sept. 1860 -	1st.	—
24	10 11	Sept. 1861 -	June 1861 -	1st.	—
25	11 0	June 1861 -	March 1860 -	1st.	—
26	10 11	Sept. 1861 -	March 1861 -	1st.	—
27	10 9	March 1861 -	Sept. 1860 -	1st. - - -	3 months absent.

All the boys are in the Arithmetic and Writing School in the afternoon, where they are also taught Writing from Dictation. French is not taught in the Second Form.

FIRST FORM, 27 BOYS.

No. of Classical Place at Examination, Christmas 1861.	Age.	Date of Entrance into Form.	Date of Admission into School.	Form in which placed on his Admission into School.	Length of any protracted Absence since Admission into School.
	Yrs. Mths.				
1	9 3	Sept. 1861 -	Sept. 1861 -	1st.	—
2	9 7	June 1861 -	June 1861 -	1st.	—
3	10 9	June 1861 -	June 1861 -	1st.	—
4	9 9	Sept. 1861 -	Sept. 1861 -	1st.	—
5	10 4	March 1861 -	March 1861 -	1st.	—
6	11 3	March 1860 -	March 1860 -	1st.	—
7	10 9	June 1861 -	June 1861 -	1st.	—
8	11 8	Sept. 1861 -	Sept. 1861 -	1st.	—
9	10 7	March 1861 -	March 1861 -	1st.	—
10	10 3	June 1861 -	June 1861 -	1st.	—
11	11 7	Sept. 1861 -	Sept. 1861 -	1st.	—
12	11 3	June 1861 -	June 1861 -	1st.	—
13	10 9	Jan. 1861 -	Jan. 1861 -	1st.	—
14	10 11	Sept. 1861 -	Sept. 1861 -	1st.	—
15	11 1	June 1860 -	June 1860 -	1st.	—
16	10 1	Jan. 1861 -	Jan. 1861 -	1st.	—
17	9 9	March 1861 -	March 1861 -	1st.	—
18	11 0	June 1860 -	June 1860 -	1st.	—
19	10 2	Sept. 1861 -	Sept. 1861 -	1st.	—
20	11 0	Sept. 1861 -	Sept. 1861 -	1st.	—
21	12 6	March 1861 -	March 1861 -	1st.	—
22	11 10	June 1861 -	June 1861 -	1st.	—
23	9 9	June 1861 -	June 1861 -	1st.	—
24	9 1	Sept. 1861 -	Sept. 1861 -	1st.	—
25	9 9	March 1861 -	March 1861 -	1st.	—
26	10 4	Sept. 1861 -	Sept. 1861 -	1st.	—
27	9 4	June 1861 -	June 1861 -	1st.	—

All the boys are in the Arithmetic and Writing School in the afternoon, where they are also taught Writing from Dictation. French is not taught in the First Form.

TABLE B.

HARROW.

Dec. 1861.

HARROW.

Monitors and Sixth Form, Upper Division, 31 Boys.

No.	Age.	Date of Entrance into Form or Division.	Date of Admission into School.	Form or Division of Form in which placed on his Admission into School.	Length of any protracted Absence since Admission into School.	Observations by Master making Return.
	Yrs. Mths.					
1	18 3	Sept. 1859	April 1857	1st Shell.	—	—
2	18 6	Jan. 1860	Jan. 1856	3rd Shell.	—	—
3	17 10	Easter 1860	Easter 1858	2nd Shell.	—	—
4 F.*	18 1	Sept. 1860	Jan. 1856	3rd Shell.	—	—
5	18 9	„	Sept. 1857	1st Shell.	—	—
6	18 6	„	Easter 1857	2nd Shell.	—	—
7	18 1	„	Sept. 1857	1st Shell - - -	10 weeks, 1858; 4 weeks, 1860; 3 weeks, 1861.	—
8	18 0	„	„	2nd Shell.	—	—
9	19 3	„	Sept. 1856	4th Shell - - -	6 weeks, 1860.	—
10 F.	17 2	Oct. 1860	Easter 1858	2nd Shell.	—	—
11	18 2	Jan. 1861	Sept. 1858	„	—	—
12	16 10	„	May 1859	1st Shell.	—	—
13	18 1	„	Sept. 1858	„	—	—
14	16 10	Easter 1861	Easter 1859	4th Shell.	—	—
15	19 3	„	Sept. 1856	4th, 2nd.	—	—
16	18 0	„	Easter 1857	3rd Shell.	—	—
17	18 3	Sept. 1861	Jan. 1857	„ - - -	6 weeks, 1861.	—
18	18 9	„	Sept. 1855	4th Shell.	—	—
19	18 5	„	Sept. 1856	3rd Shell.	—	—
20	17 2	„	Sept. 1857	4th, 1st.	—	—
21	18 0	„	Easter 1858	4th Shell.	—	—
22	17 8	„	Jan. 1858	1st Shell - - -	10 weeks, 1861.	—
23	17 2	„	Easter 1858	3rd Shell.	—	—
24	17 4	„	Jan. 1858	„	—	—
25	17 1	„	Sept. 1857	4th, 1st.	—	—
26	16 9	„	Jan. 1858	„ - - -	3 weeks, 1860.	—
27 F.	17 7	„	Easter 1857	4th, 2nd - - -	The October term, 1861.	—
28	18 4	„	„	2nd Shell.	—	—
29	16 8	„	Sept. 1857	3rd Shell - -	6 weeks, 1859; 3 weeks, 1860; 4 weeks, 1861.	—
30	18 4	„	„	„ - - -	3 weeks, 1861.	—
31	17 8	„	Easter 1857	4th Shell.	—	—

Sixth Form, Lower Division, 31 Boys.

1	17 1	April 1861	Sept. 1858	4th, 2nd.	—	—
2	17 3	„	April 1858	4th Shell.	—	—
3	17 11	„	Sept. 1858	2nd Shell - -	1 month, 1861.	—
4	17 3	„	„	1st Shell.	—	—
5	18 8	Jan. 1861	Jan. 1856	4th Shell - -	4 months during 1856	—
6	18 6	Sept. 1860	Sept. 1856	„ - -	One term, 3 months, 1860.	—
7	18 0	April 1861	Jan. 1857	„ - -	2 months, 1857.	—
8	18 2	Jan. 1861	„	4th, 2nd.	—	—
9	15 6	„	April 1858	4th Shell - -	1 month, 1860.	—
10	15 6	Sept. 1861	Sept. 1859	1st Shell.	—	—
11	16 11	„	„	„	—	—
12	15 9	„	April 1858	3rd Shell.	—	—
13	17 10	„	April 1857	4th Shell - -	2 months, 1861.	—
14	15 7	„	May 1859	1st Shell.	—	—
15	17 3	„	April 1858	2nd Shell.	—	—
16	17 8	„	Jan. 1858	4th, 1st - - -	6 weeks, 1860.	—
17	18 0	„	April 1857	„	—	—
18	18 2	„	April 1858	4th Shell.	—	—
19	17 1	„	„	2nd Shell - -	1 month, 1859.	—
20	17 3	„	Sept. 1857	„ - -	1 month, 1860.	—
21	17 6	„	Jan. 1858	4th Shell.	—	—
22	17 10	„	Sept. 1857	3rd, 4th.	—	—
23	17 4	„	Sept. 1858	4th, 1st - - -	1 term, 3 months, 1859; 1 term, 3 months, 1860.	—
24	16 11	„	„	4th Shell.	—	—
25	18 0	„	„	„ - -	1 term, 3 months, 1860.	—
26	17 10	„	Jan. 1858	3rd Shell.	—	—
27	16 10	„	Jan. 1859	1st Shell - - -	1 term, 3 months, 1859.	—
28	17 2	„	April 1857	4th, 2nd - - -	1 month, 1858.	—
29	18 3	„	April 1858	„	—	—
30	16 2	„	„	4th Shell - -	3 months, 1861.	—
31 F.	17 10	„	„	4th, 1st.	—	—

* The letter F. denotes that the boy is a Foundation Scholar.

TABLE B.

HARROW.

Dec. 1861.

	No.	Age.	Date of Entrance into Form or Division.	Date of Admission into School.	Form or Division of Form in which placed on his Admission into School.	Length of any protracted Absence since Admission into School.	Observations by Master making Return.
		Yrs. Mths.					
Fifth Form, First Division, 34 Boys.	1	16 9	Sept. 1861	Jan. 1859	4th Form, 1st remove.	—	—
	2	17 6	May 1861	Sept. 1858	2nd remove, Shell.	—	—
	3	17 1	Sept. 1861	,,	3rd remove, Shell.	—	—
	4	14 10	,,	April 1860	2nd remove, Shell.	—	—
	5	15 8	,,	Jan. 1860	3rd remove, Shell.	—	—
	6	16 11	,,	Sept. 1859	4th remove, Shell.	—	—
	7	18 0	April 1861	Nov. 1859	1st remove, 4th Form.	—	—
	8	15 1	Sept. 1861	April 1859	4th remove, Shell.	—	—
	9	16 5	,,	Jan. 1860	2nd remove, Shell.	—	—
	10	15 8	,,	,,	,,	—	—
	11	16 10	,,	Sept. 1859	3rd remove, Shell.	—	—
	12	16 10	,,	Sept. 1858	4th remove, Shell - -	6 months, various times.	—
	13	18 6	,,	May 1857	3rd remove, Shell - -	2 months, 1857.	—
	14	15 10	,,	April 1859	,, ,,	—	—
	15	17 2	,,	,,	4th remove, Shell.	—	—
	16	16 4	,,	Sept. 1859	2nd remove, Shell.	—	—
	17	17 2	,,	Jan. 1858	4th remove, Shell - -	1 month, 1861.	—
	18	17 0	,,	April 1858	,, ,,	—	—
	19	17 9	,,	Jan. 1858	,, ,,	—	—
	20	16 6	,,	Jan. 1859	,, ,,	—	—
	21	16 9	,,	Sept. 1857	1st remove, 4th Form.	—	—
	22	16 5	,,	Jan. 1859	3rd remove, Shell.	—	—
	23	15 2	,,	May 1860	2nd remove, Shell.	—	—
	24	17 3	,,	Sept. 1858	3rd remove, Shell.	—	—
	25	17 5	,,	,,	1st remove, 4th Form.	—	—
	26	16 11	,,	Sept. 1859	1st remove, Shell.	—	—
	27	16 10	,,	Sept. 1858	3rd remove, Shell.	—	—
	28	16 1	,,	Sept. 1859	2nd remove, Shell - -	1 month, 1860.	—
	29 F.	16 7	,,	Sept. 1854	3rd remove, 4th Form -	2 months, 1860; 1 month, 1861.	—
	30 F.	15 11	,,	Sept. 1858	2nd remove, 4th Form.	—	—
	31	18 3	,,	,,	4th remove, Shell.	—	—
	32	15 11	,,	,,	,, ,,	—	—
	33	16 2	,,	Sept. 1859	3rd remove, Shell -	7 weeks, 1861.	—
	34	18 2	Jan. 1861	Sept. 1857	4th remove, Shell.	—	—
Fifth Form, Second Division, 34 Boys.	1 F.	14 7	Sept. 1861	Sept. 1858	4th Form, 3rd remove -	None - -	Many boys remain in this form as much as a year, but owing to the numbers who leave at the head of the school after the summer term, all, or nearly all, are promoted at that particular time of the year, so that a new set began in September last.
	2	15 11	,,	April 1859	4th Form, 2nd remove -	,, - -	
	3	15 0	,,	April 1860	Shell, 2nd remove -	,, - -	
	4	15 6	,,	May 1860	,, ,, -	6 weeks, 1860 -	
	5	14 8	,,	Jan. 1861	Remove - - -	6 weeks, 1861 -	
	6	14 10	,,	Jan. 1859	4th Form, 1st remove -	5 weeks, 1860 -	
	7	15 0	,,	April 1860	Shell, 2nd remove -	None - -	
	8	16 6	,,	April 1859	4th Form, 1st remove -	,, - -	
	9	16 4	,,	Jan. 1860	Shell, 2nd remove -	,, - -	
	10	16 11	,,	Sept. 1858	4th Form, 2nd remove -	7 weeks, 1858 -	
	11	16 0	,,	,,	4th Form, 3rd remove -	1 term, 1861 -	
	12	16 4	,,	Jan. 1860	Shell, 1st remove -	None - -	
	13	16 6	,,	May 1860	Shell, 3rd remove -	1 month, 1860 -	
	14	15 2	,,	Jan. 1860	Shell, 5th remove -	None - -	
	15	17 8	,,	April 1858	,, ,, -	,, - -	
	16	16 1	,,	Jan. 1860	Shell, 2nd remove -	,, - -	
	17	14 10	,,	April 1860	Shell, 3rd remove -	One month, 1861 -	
	18	16 3	,,	Sept. 1858	4th Form, 1st remove -	None - -	
	19 F.	18 2	,,	Sept. 1857	Shell, 3rd remove -	1 year, 1858; 1860–1	
	20	15 8	,,	Sept. 1860	Shell, 1st remove -	None - -	
	21	18 1	,,	June 1857	4th Form, 1st remove -	,, -	
	22	17 6	,,	April 1858	,, ,, -	1 term, 1861 -	
	23	17 6	,,	,,	Shell, 4th remove -	None - -	
	24	15 8	,,	Jan. 1860	Shell, 2nd remove -	,, - -	
	25	15 1	,,	Sept. 1858	4th Form, 1st remove -	,, - -	
	26	16 11	,,	May 1857	,, ,, -	,, - -	
	27	18 6	,,	Sept. 1856	,, ,, -	,, - -	
	28	17 3	,,	Jan. 1858	Shell, 4th remove -	2 months, 1861 -	
	29	16 2	,,	April 1859	,, ,, -	None - -	
	30	15 9	,,	Jan. 1859	,, ,, -	,, - -	
	31	15 5	,,	May 1859	Shell, 3rd remove -	,, - -	
	32	18 9	,,	Sept. 1858	Shell, 4th remove -	,, - -	
	33	16 10	,,	April 1859	Shell, 3rd remove -	,, - -	
	34	17 11	,,	Jan. 1858	4th Form, 1st remove -	,, - -	
Fifth Form, Third Division, 32 Boys.	1	15 1	Sept. 1861	Jan. 1861	Shell, head remove -	None.	—
	2	15 1	,,	Jan. 1860	Shell, 4th remove -	,,	—
	3	15 11	,,	Sept. 1860	Shell, 2nd remove -	,,	—
	4	14 0	,,	,,	,, -	,,	—
	5	17 7	,,	April 1858	4th Form, 3rd remove -	,,	—
	6	17 11	,,	Jan. 1858	Shell, 4th remove -	,,	—
	7	15 11	,,	Jan. 1860	Shell, 3rd remove -	,,	—
	8	12 11	,,	Jan. 1861	Shell, head remove -	,,	—
	9	14 6	,,	Jan. 1860	4th Form, head remove -	,,	—
	10	15 3	,,	Sept 1860	Shell, 2nd remove -	,,	—
	11	16 0	,,	April 1859	4th Form, head remove -	,,	—
	12	15 6	,,	April 1860	Shell, 3rd remove -	,,	—
	13	17 6	,,	Sept. 1858	4th Form, 3rd remove -	,,	—
	14	15 6	,,	April 1859	4th Form, head remove -	,,	—
	15	14 6	,,	Sept. 1860	Shell, 2nd remove -	,,	—

TABLE B.

HARROW.

Dec. 1861.

	No.	Age.	Date of Entrance into Form or Division.	Date of Admission into School.	Form or Division of Form in which placed on his Admission into School.	Length of any protracted Absence since Admission into School.	Observations by Master making Return.
		Yrs. Mths.					
Fifth Form—*continued.*	16	18 3	Sept. 1861	Sept. 1857	Shell, 4th remove -	2 months	—
	17	16 3	,,	Sept. 1858	4th Form, 3rd remove -	12 weeks about.	—
	18	18 6	,,	Jan. 1858	4th Form, 2nd remove -	None.	—
	19	16 11	,,	Sept. 1859	Shell, 4th remove -	,,	—
	20	15 5	,,	,,	Shell, 3rd remove -	6 weeks.	—
	21	16 6	,,	April 1860	,, -	None.	—
	22	16 9	,,	Jan. 1859	4th Form, head remove -	,,	—
	23	17 5	,,	April 1859	4th Form, 2nd remove -	,,	—
	24	15 4	,,	,,	4th Form, head remove -	,,	—
	25	15 8	,,	Sept. 1859	,,	,,	—
	26	18 2	,,	April 1858	Shell, 4th remove -	,,	—
	27	15 6	,,	Jan. 1859	,,	,,	—
	28 F.	16 0	,,	Sept. 1858	4th Form, head remove -	5 months (about).	—
	29	17 9	,,	,,	,,	3 months.	—
	30	17 6	,,	,,	,,	,,	—
	31	17 2	,,	Jan. 1859	4th Form, 2nd remove -	None.	—
	32	17 0	,,	Sept. 1859	Shell, 4th remove -	,,	—
Fifth Form, Fourth Division, 34 Boys.	1	13 6	Sept. 1861	May 1861	2nd Shell.	—	—
	2 F.	16 1	,,	Jan. 1861	,,	—	—
	3	15 0	,,	Sept. 1860	3rd Shell.	—	—
	4	15 5	,,	Jan. 1860	,, - -	1 month, in May 1860	—
	5	15 3	,,	April 1860	1st div., 4th Form.	—	—
	6	16 3	,,	Sept. 1859	4th Shell.	—	—
	7	15 2	,,	Sept. 1860	3rd Shell.	—	—
	8 F.	16 1	,,	,,	,,	—	—
	9	17 1	,,	Jan. 1859	2nd div., 4th Form.	—	—
	10	16 3	,,	Sept. 1859	4th Shell.	—	—
	11	13 11	,,	Jan. 1861	2nd Shell.	—	—
	12	16 10	,,	Jan. 1860	3rd Shell.	—	—
	13	16 2	,,	Jan. 1858	1st div., 4th Form.	—	—
	14	14 9	,,	May 1861	1st Shell.	—	—
	15	15 7	,,	Jan. 1860	4th Shell.	—	—
	16	15 8	,,	,,	,, - - -	6 weeks	—
	17	15 5	,,	Sept. 1860	3rd Shell - -	3 weeks in 1861.	—
	18	16 3	,,	Sept. 1859	4th Shell - -	6 weeks in 1861.	—
	19	16 3	,,	,,	,,	—	—
	20	15 10	,,	Jan. 1860	1st div., 4th Form -	2 months in 1860.	—
	21	16 7	,,	May 1859	,, -	3 months in 1859.	—
	22	14 10	,,	Jan. 1860	3rd Shell - -	3 months in 1860, and 3 months in 1861.	—
	23	14 10	,,	,,	1st div., 4th Form.	—	—
	24 F.	16 8	,,	Jan. 1858	4th Shell - -	6 weeks in October and November, 1858.	—
	25	15 11	,,	Jan. 1860	3rd Shell.	—	—
	26	17 2	,,	Sept. 1859	1st div., 4th Form.	—	—
	27	16 0	,,	Sept. 1860	2nd Shell.	—	—
	28	15 6	,,	Jan. 1860	3rd Shell.	—	—
	29	17 8	,,	Jan. 1858	1st div., 4th Form.	—	—
	30	17 3	,,	Jan. 1859	,, - -	10 days in 1860.	—
	31	15 10	,,	Sept. 1859	4th Shell.	—	—
	32	16 8	,,	Jan. 1860	1st div., 4th Form.	—	—
	33	18 2	,,	Sept. 1857	,, - -	20 days in 1860.	—
	34	15 0	,,	,,	3rd div., 4th Form -	Since October 28, 1861, 1 month.	—
Remove, 36 Boys.	1	18 1	Sept. 1861	Sept. 1858	4th Form, 2nd div.	—	—
	2	16 4	,,	Sept. 1860	Shell, 3rd div.	—	—
	3	15 6	,,	Sept. 1859	Shell, 4th div.	—	—
	4	16 3	,,	,,	4th Form, 1st div.	—	—
	5	17 7	,,	Jan. 1859	4th Form, 3rd div.	—	—
	6	16 7	,,	Sept. 1859	4th Form, 1st div.	—	—
	7	17 11	,,	April 1857	4th Form, 2nd div.	—	—
	8	17 11	,,	May 1858	4th Form, 1st div.	—	—
	9	16 7	,,	Sept. 1857	4th Form, 2nd div.	—	—
	10	16 3	,,	Sept. 1858	4th Form, 3rd div.	—	—
	11	15 7	,,	April 1860	Shell, 4th div.	—	—
	12	17 5	,,	Jan. 1860	4th Form, 2nd div.	—	—
	13	15 8	,,	March 1860	Shell, 4th div.	—	—
	14	18 3	,,	Sept. 1858	4th Form, 3rd div.	—	—
	15 F.	15 5	,,	April 1860	Shell, 4th div.	—	—
	16	15 3	,,	Jan. 1860	,,	—	—
	17	16 4	,,	,,	4th Form, 1st div.	—	—
	18	16 4	,,	April 1860	Shell, 3rd div.	—	—
	19	16 8	,,	Jan. 1858	3rd Form - -	6 months, 1861.	—
	20	16 0	,,	Sept. 1859	Shell, 4th div. - -	3 months, 1861.	—
	21	15 5	,,	Sept. 1860	Shell, 2nd div. - -	4 months, 1860–61.	—
	22	15 4	,,	,,	4th Form, 1st div.	—	—
	23	15 5	,,	,,	Shell, 4th div.	—	—
	24	15 5	,,	,,	,,	—	—
	25	16 11	,,	Sept. 1859	4th Form, 3rd div.	—	—
	26	14 0	,,	Sept. 1860	Shell, 4th div.	—	—
	27	14 4	,,	,,	,,	—	—
	28 F.	15 10	,,	Jan. 1860	4th Form, 3rd div.	—	—
	29	15 0	,,	Sept. 1860	Shell, 4th div.	—	—
	30	15 7	,,	,,	4th Form, 1st div.	—	—

ABLE B.
ARROW.
ec. 1861.

	No.	Age.	Date of Entrance into Form or Division.	Date of Admission into School.	Form or Division of Form in which placed on his Admission into School.	Length of any protracted Absence since Admission into School.	Observations by Master making Return.
		Yrs. Mths.					
Remove—*continued.*	31	15 5	Sept. 1861	Jan. 1861	Shell, 3rd div.	—	—
	32	15 2	,,	Jan. 1860	4th Form, 2nd div.	—	—
	33	15 3	,,	Jan. 1861	Shell, 2nd div.	—	—
	34	16 1	,,	May 1860	4th Form, 2nd div.	—	—
	35	14 10	,,	April 1860	Shell, 3rd div.	—	—
	36	14 0	,,	Sept. 1861	Remove.	—	—
Shell, First Division, 36 Boys.	1 F.	11 7	Sept. 1861	April 1861	3rd Shell.	—	—
	2	14 11	,,	Sept. 1860	4th, 1st.	—	—
	3 F.	14 5	,,	April 1861	3rd Shell.	—	—
	4	16 2	,,	Sept. 1860	4th, 2nd.	—	—
	5	15 7	,,	Jan. 1861	4th, 1st.	—	—
	6	15 3	,,	Sept. 1860	,,	—	—
	7	15 2	Oct. 1861	Sept. 1861	2nd Shell.	—	—
	8	16 5	Sept. 1861	April 1860	4th, 1st.	—	—
	9	17 8	,,	Sept. 1858	4th, 2nd.	—	—
	10	18 2	,,	Sept. 1857	4th, 3rd.	—	—
	11	16 2	,,	Sept. 1859	4th Shell.	—	—
	12	15 11	,,	Sept. 1860	,,	1 term and 7 weeks	From illness.
	13	14 0	,,	April 1861	3rd Shell.	—	—
	14	12 2	,,	Jan. 1861	4th Shell.	—	—
	15	15 5	,,	Sept. 1860	4th, 1st.	—	—
	16	16 2	,,	April 1859	,,	—	—
	17	14 2	,,	April 1860	4th, 2nd.	—	—
	18	13 3	,,	June 1861	3rd Shell.	—	—
	19	15 9	,,	Jan. 1860	4th, 2nd.	—	—
	20	15 5	,,	March 1861	3rd Shell.	—	—
	21	14 8	,,	Sept. 1860	4th Shell.	—	—
	22	16 1	,,	,,	3rd Shell.	—	—
	23	17 9	,,	Jan. 1857	4th, 3rd	About a year	From illness.
	24	15 10	,,	Jan. 1860	,,	—	—
	25	15 3	,,	Sept. 1860	4th Shell.	—	—
	26	15 4	,,	April 1860	,,	—	—
	27 F.	14 9	,,	,,	4th, 1st.	—	—
	28	15 10	,,	Sept. 1859	,,	—	—
	29	15 8	,,	,,	,,	—	—
	30	16 1	,,	April 1860	4th, 2nd.	—	—
	31	15 1	,,	,,	4th Shell.	—	—
	32	15 5	,,	April 1859	4th, 1st.	—	—
	33	17 8	,,	Jan. 1859	,,	—	—
	34	14 4	,,	April 1861	3rd Shell.	—	—
	35	14 1	,,	,,	3rd Shell.	—	—
	36	17 2	,,	Sept. 1859	4th, 1st.	—	—
Shell, Second Division, 37 Boys.	1 F.	14 5	Sept. 1861	April 1861	Shell, 3rd remove	None.	—
	2	14 8	,,	Jan. 1861	Shell, 4th remove	,,	—
	3	15 8	,,	April 1861	Shell, 3rd remove	,,	—
	4	15 4	,,	April 1860	Shell, 4th remove	Absent one term, not from ill-health; 1861, Jan. to April.	—
	5	16 5	,,	Jan. 1860	4th Form, 3rd remove	None.	—
	6	14 4	,,	April 1861	Shell, 3rd remove	,,	—
	7	15 6	,,	Sept. 1860	Shell, 4th remove	Oct. to Nov. 1861, ill-health.	—
	8	15 2	,,	April 1860	4th Form, 1st remove	None.	—
	9	15 11	,,	Jan. 1860	4th Form, 2nd remove	,,	—
	10	16 8	,,	,,	,, ,,	,,	—
	11	16 6	,,	April 1860	,, ,,	,,	—
	12	16 5	,,	,,	4th Form, 1st remove	Absent 1 month from illness; 1860.	—
	13	16 4	,,	Jan. 1860	4th Form, 3rd remove	None.	—
	14	15 11	,,	Sept. 1859	,, ,,	,,	—
	15	14 3	,,	April 1861	Shell, 3rd remove	,,	—
	16	16 1	,,	Jan. 1860	4th Form, 2nd remove	,,	—
	17	14 10	,,	Jan. 1861	Shell, 4th remove	,,	—
	18	16 7	,,	Sept. 1859	4th Form, 3rd remove	3 weeks, ill-health; 1860.	—
	19	15 7	,,	April 1860	Shell, 4th remove	None.	—
	20	17 2	,,	Jan. 1857	4th Form, 3rd remove	Absent 6 weeks, from ill-health.	—
	21	15 11	,,	Sept. 1860	Shell, 3rd remove	Absent nearly all one term, from ill-health; 1861.	—
	22	14 3	,,	,,	Shell, 4th remove	None of importance.	—
	23	17 3	,,	April 1858	4th Form, 2nd remove	Absent Feb. to July 1861 from ill-health of a relative.	—
	24	15 2	,,	April 1860	4th Form, 1st remove	May to July 1861, from ill-health.	—
	25 F.	12 5	,,	,,	,, ,,	Almost a year, from ill-health, April 1860 to April 1861.	—
	26 F.	15 1	,,	April 1861	Shell, 4th remove	None.	—
	27	14 1	,,	,,	,, ,,	,,	—

TABLE B.

HARROW.

Dec. 1861.

	No.	Age.	Date of Entrance into Form or Division.	Date of Admission into School.	Form or Division of Form in which placed on his Admission into School.	Length of any protracted Absence since Admission into School.	Observations by Master making Return.
		Yrs. Mths.					
Shell, Second Division —*continued.*	28	14 11	Sept. 1861	Jan. 1861	4th Form, 1st remove -	None.	—
	29 F.	12 11	,,	April 1861	Shell, 4th remove - -	,,	—
	30	14 7	,,	Sept. 1860	4th Form, 1st remove -	,,	—
	31	14 11	,,	,,	4th Form, 3rd remove -	,,	—
	32	14 1	,,	Sept. 1861	Shell, 2nd remove - -	,,	—
	33	14 5	,,	,,	,, ,,	,,	—
	34	14 3	,,	,,	,, ,,	,,	—
	35	14 5	,,	,,	,, ,,	,,	—
	36	13 3	,,	,,	,, ,,	,,	—
	37	16 2	Oct. 1861	Sept. 1860	4th Form, 1st remove -	About 2 months, 1861, from ill health.	—
Shell, Third Division, 34 Boys.	1	14 1	Sept. 1861	Sept. 1861	4th, 1st - - - -	None.	—
	2	15 5	,,	Feb. 1861	4th Shell - - -	,,	—
	3	13 4	,,	Sept. 1860	4th, 1st - - - -	,,	—
	4	15 8	,,	Feb. 1861	4th, 2nd - - - -	,,	—
	5	14 11	,,	May 1861	4th Shell - - -	,,	—
	6	15 5	,,	Jan. 1860	4th, 3rd - - - -	,,	—
	7	14 0	,,	April 1860	4th, 2nd - - - -	A month, July 1861.	—
	8	14 8	,,	Sept. 1860	4th Shell - - -	None.	—
	9	15 10	,,	,,	4th, 2nd - - - -	,,	—
	10	13 6	,,	April 1859	4th, 3rd - - - -	,,	—
	11	14 11	,,	Sept. 1861	3rd Shell - - -	,,	—
	12 F.	15 2	,,	Feb. 1861	4th, 2nd - - - -	,,	—
	13	14 11	,,	April 1860	,, - - - -	A month, Feb. 1860.	—
	14	14 4	,,	Sept. 1861	3rd Shell - - -	None.	—
	15	15 4	,,	Jan. 1859	4th, 3rd - - - -	6 weeks, Jan. 1859.	—
	16	13 8	,,	April 1861	4th Shell - - -	3 weeks, Oct. 1861.	—
	17 F.	16 6	,,	Jan. 1859	3rd Form - - -	None.	—
	18	15 7	,,	Jan. 1861	4th, 1st - - - -	6 weeks, Feb. 1861.	—
	19	15 9	,,	Jan. 1859	4th, 2nd - - - -	2 months, 1859, 1861.	—
	20	13 2	,,	April 1861	4th Shell - - -	None.	—
	21	15 3	,,	,,	,, - - - -	,,	—
	22	15 5	,,	Sept. 1860	4th, 1st - - - -	,,	—
	23	16 1	,,	April 1860	4th, 3rd - - - -	,,	—
	24	15 10	,,	,,	4th, 1st - - - -	,,	—
	25	15 3	,,	Sept. 1859	4th, 2nd - - - -	,,	—
	26	15 5	,,	April 1861	4th Shell - - -	,,	—
	27	14 0	,,	Feb. 1861	4th, 1st - - - -	,,	—
	28	16 6	,,	Sept. 1859	4th, 2nd - - - -	,,	—
	29	18 7	,,	Sept. 1857	4th, 3rd - - - -	,,	—
	30	12 7	,,	Jan. 1861	4th Shell - - -	,,	—
	31	15 3	,,	Sept. 1858	3rd Form - - -	,,	—
	32	16 2	,,	Sept. 1860	4th, 2nd - - - -	,,	—
	33	16 6	,,	,,	,, - - - -	,,	—
	34	15 3	,,	Sept. 1861	3rd Shell - - -	,,	—
Shell, Fourth Division, 36 Boys.	1	14 10	Sept. 1861	May 1861	4th, 3rd.	—	—
	2	14 4	Oct. 1861	Sept. 1861	4th, 1st.	—	—
	3	15 4	Sept. 1861	Sept. 1860	4th, 3rd.	—	—
	4	15 11	,,	,,	,,	—	—
	5	14 1	,,	Sept. 1861	4th Shell.	—	—
	6	15 8	,,	Sept. 1859	3rd.	—	—
	7	15 11	,,	Mar. 1860	4th, 3rd.	—	—
	8	17 0	,,	Sept. 1859	,,	—	—
	9	14 2	,,	Sept. 1861	4th Shell.	—	—
	10	14 9	,,	Sept. 1859	4th, 2nd.	—	—
	11 F.	14 8	,,	May 1859	4th, 3rd.	—	—
	12	16 0	,,	June 1860	4th, 2nd.	—	—
	13	14 5	,,	Sept. 1861	4th Shell.	—	—
	14	14 8	,,	,,	,,	—	—
	15	15 9	,,	Jan. 1860	4th, 3rd.	—	—
	16	14 0	,,	Jan. 1861	,,	—	—
	17	15 1	,,	May 1861	4th, 1st.	—	—
	18 F.	14 5	,,	Sept. 1859	3rd.	—	—
	19	14 9	,,	May 1861	4th, 1st.	—	—
	20	14 11	,,	May 1859	4th, 3rd.	—	—
	21	15 4	,,	Sept. 1860	4th, 1st.	—	—
	22	15 10	,,	Jan. 1861	,,	—	—
	23	13 5	,,	Sept. 1861	4th Shell.	—	—
	24 F.	15 5	,,	Sept. 1858	4th, 3rd - - -	One year, 1860.	—
	25	14 2	,,	Sept. 1860	4th, 2nd.	—	—
	26	16 1	,,	,,	4th, 1st.	—	—
	27 F.	14 2	,,	Sept. 1861	4th Shell.	—	—
	28 F.	12 11	,,	,,	,,	—	—
	29	14 0	,,	,,	,,	—	—
	30	15 3	,,	Jan. 1861	4th, 2nd.	—	—
	31 F.	14 8	Oct. 1861	Sept. 1861	4th, 1st.	—	—
	32	15 2	Sept. 1861	Sept. 1860	4th, 2nd.	—	—
	33	16 8	,,	Sept. 1858	4th, 3rd.	—	—
	34	16 1	,,	Sept. 1859	4th, 2nd.	—	—
	35	16 7	,,	Jan. 1861	,,	—	—
	36	14 6	,,	Sept. 1861	4th Shell.	—	—

ABLE B.

ARROW.

ec. 1861.

FOURTH FORM, FIRST DIVISION, 36 BOYS.

No.	Age.	Date of Entrance into Form or Division.	Date of Admission into School.	Form or Division of Form in which placed on his Admission into School.	Length of any protracted Absence since Admission into School.	Observations by Master making Return.
	Yrs. Mths.					
1	14 2	April 1861	—	——	—	—
2	15 2	,,	Jan. 1860	3rd Form.	—	—
3	14 9	,,	April 1860	2nd division, 4th Form -	Six weeks, May 1860	—
4	14 5	,,	Sept. 1860	,, ,,	—	—
5	13 8	,,	April 1861	1st division, 4th Form.	—	—
6	14 11	,,	,,	,, ,,	—	—
7	14 9	,,	,,	,, ,,	—	—
8	16 0	Sept. 1861	Oct. 1860	3rd division, 4th Form.	—	—
9	16 9	,,	Sept. 1860	3rd Form - -	Six weeks, Oct. 1860	—
10	14 7	,,	April 1861	2nd division, 4th Form.	—	—
11	14 4	,,	,,	,, ,,	—	—
12	15 6	,,	Jan. 1861	,, ,,	—	—
13	14 5	,,	April 1861	,, ,,	—	—
14	15 7	,,	April 1860	3rd division, 4th Form.	—	—
15 F.	16 4	,,	Sept. 1859	,, ,,	—	—
16	15 3	,,	April 1860	,, ,,	Six weeks, May 1860	—
17	16 3	,,	,,	,, ,,	—	—
18	17 0	,,	Sept. 1859	,, ,,	—	—
19	15 6	,,	April 1860	,, ,,	—	—
20	17 1	,,	Sept. 1859	,, ,,	—	—
21	16 5	,,	,,	,, ,,	—	—
22	13 1	,,	Sept. 1860	2nd division, 4th Form -	Six weeks, June 1861	—
23	13 1	,,	,,	,, ,,	—	—
24 F.	13 5	,,	,,	3rd Form.	—	—
25	14 8	,,	Sept. 1861	1st division, 4th Form.	—	—
26	13 7	,,	,,	,, ,,	—	—
27	13 10	,,	,,	,, ,,	—	—
28	14 1	,,	,,	,, ,,	—	—
29 F.	14 7	,,	,,	,, ,,	—	—
30	14 10	,,	,,	,, ,,	—	—
31	14 5	,,	,,	,, ,,	—	—
32	14 5	,,	,,	,, ,,	—	—
33	13 2	,,	,,	,, ,,	—	—
34 F.	15 0	,,	April 1861	2nd division, 4th Form.	—	—
35	16 7	,,	Sept. 1860	3rd division, 4th Form.	—	—
36	14 4	Oct. 1861	Sept. 1861	2nd division, 4th Form.	—	—

FOURTH FORM, SECOND DIVISION, 32 BOYS.*

1	16 9	Jan. 1861	Jan. 1860	4th Form, 3rd remove -	Jan. to Easter 1861	—
2	14 2	,,	Jan. 1861	4th Form, 2nd remove.	—	—
3	15 7	April 1861	April 1861	,, ,,	—	—
4	14 4	,,	,,	,, ,,	—	—
5	14 8	,,	,,	,, ,,	—	—
6	13 7	,,	,,	,, ,,	—	—
7	15 9	,,	April 1860	4th Form, 3rd remove.	—	—
8	15 6	,,	Jan. 1860	,, ,, -	Six weeks in Mich. Term 1860.	—
9	14 9	Mich. 1861	April 1861	,, ,,	—	—
10	15 6	,,	Jan. 1861	,, ,,	—	—
11	14 8	,,	April 1861	,, ,,	—	—
12	15 11	,,	Mich. 1860	3rd Form. - -	- - -	Came straight from India.
13	12 3	,,	April 1861	4th Form, 3rd remove.	—	—
14	15 3	,,	,,	3rd Form.	—	—
15	14 2	,,	,,	4th Form, 3rd remove.	—	—
16	15 4	,,	Mich. 1861	,, ,,	—	—
17	16 2	,,	April 1860	,, ,,	—	—
18	14 7	,,	Jan. 1860	3rd Form - -	June and July 1861.	—
19	15 4	,,	Mich. 1860	,, - - -	Easter and Midsummer Terms 1861.	—
20	14 2	,,	Mich. 1861	4th Form, 2nd remove.	—	—
21	13 1	,,	,,	,, ,,	—	—
22	14 11	,,	,,	,, ,,	—	—
23	14 4	,,	,,	,, ,,	—	—
24	13 0	,,	,,	,, ,,	—	—
25	15 2	,,	,,	,, ,,	—	—
26	14 3	,,	,,	,, ,,	—	—
27	14 0	,,	,,	,, ,,	—	—
28	13 2	,,	,,	,, ,,	—	—
29	15 1	Oct. 1861	Jan. 1861	4th Form, 3rd remove.	—	—
30	14 5	Nov. 1861	Mich. 1861	,, ,,	—	—
31	13 2	Mich. 1861	,,	4th Form, 2nd remove -	Absent nearly the whole term.	—
32	13 7	,,	,,	,, ,, -	Absent five weeks, Oct. and Nov.	—

* Average age of 32 boys, 14 yrs, 7 m.

Fourth Form, Third Division, 17 Boys; Third Form, 4 Boys.

No.	Age.	Date of Entrance into Form or Division.	Date of Admission into School.	Form or Division of Form in which placed on his Admission into School.	Length of any protracted Absence since Admission into School.	Observations by Master making Return.
	Yrs. Mths.					
1	14 8	Jan. 1861	Jan. 1861	4th, 3rd - - -	None.	—
2	12 5	,,	,,	,, - - -	,,	—
3	14 2	Nov. 1860	Nov. 1860	,, - - -	,, - -	Admitted in middle of the term.
4	15 4	May 1861	May 1861	3rd Form - -	Four weeks - -	Absent from illness.
5	14 11	Sept. 1861	Sept. 1861	4th, 3rd - - -	None.	—
6	15 11	,,	,,	,, - - -	,,	—
7	14 3	,,	,,	,, - - -	,,	—
8	14 2	,,	,,	,, - - -	,,	—
9	15 3	,,	,,	,, - - -	,,	—
10	12 9	,,	,,	,, - - -	,,	—
11	14 4	,,	,,	,, - - -	,,	—
12	14 9	,,	,,	,, - - -	,,	—
13	14 3	,,	,,	,, - - -	,,	—
14	13 1	May 1861	May 1861	3rd Form - -	,,	—
15	*14 0	Sept. 1861	Sept. 1861	,, - - -	,,	—
16	11 3	,,	,,	,, - - -	,,	—
17	14 0	,,	,,	4th, 3rd - - -	,,	—
18	*14 5	,,	,,	3rd Form - -	,,	—
19	*13 5	,,	,,	,, - - -	,,	—
20	14 0	,,	,,	4th, 3rd - - -	,,	—
21	15 0	,,	,,	,, - - -	,,	—

* Those marked * are in the Third Form, but work *with* the Third Division of the Fourth Form.

RUGBY.

Upper School Sixth Form, 42 Boys.

No.	Age.*	Date of Entrance into Form or Division.	Date of Admission into School.	Form or Division of Form in which placed on his Admission into School.	Length of any protracted Absence since Admission into School.	Set in which the Boy is placed in	
						Mathematics.	Modern Languages or Natural Philosophy.†
	Yrs. Mths.						
1	18 1	Feb. 1860	Feb. 1858	Upper Middle, 1st division	- - -	3	
2	17 5	Aug. 1860	Aug. 1858	5th Form - -	- - -	1	
‡3 F.	18 0	Feb. 1860	Aug. 1857	Upper Middle, 1st division	- - -	1	Nat. Phil.
4	18 8	,,	Feb. 1858	5th Form, 2nd division -	- - -	1	,,
5	18 1	,,	Feb. 1857	,, ,, -	- - -	3	1
6	18 7	,,	Oct. 1856	§Lower Middle, 1st division	- - -	2	1
7	18 4	Aug. 1860	Feb. 1857	Lower Middle, 2nd division	Absent from Oct. 1860 to April 1861	3	Nat. Phil.
8	18 1	,,	Sept. 1859	5th Form - -	- - -	4	2
9 F.	17 11	Oct. 1860	Feb. 1860	,, - -	- - -	2	1
10	17 10	Aug. 1860	Sept. 1859	,, - -	- - -	3	1
11	16 11	Feb. 1861	Feb. 1856	Upper Remove - -	Absent from Aug. 1857 to Feb. 1859	4	1
12	16 6	Aug. 1861	Oct. 1858	Upper Middle, 1st division	- - -	1	1
13	17 2	Feb. 1861	Aug. 1858	5th Form, 2nd division -	- - -	4	2
14	17 5	Aug. 1860	,,	,, ,, -	- - -	2	1
15	18 11	,,	Feb. 1858	Upper Middle, 1st division	- - -	3	2
16 F.	18 0	,,	Sept. 1859	5th Form - -	- - -	1	2
17	18 4	,,	Aug. 1857	Lower Middle, 2nd division	- - -	1	1
18	17 4	Oct. 1860	Aug. 1858	5th Form, 2nd division -	- - -	3	1
19	18 8	,,	Feb. 1857	Lower Middle, 2nd division	- - -	4	1
20	18 0	,,	Oct. 1857	Lower Middle, 1st division	- - -	2	2
21 F.	18 1	,,	Aug. 1856	Lower Middle, 2nd division	- - -	3	1
22 F.	18 5	,,	Feb. 1856	Upper Remove - -	- - -	3	2
23	16 9	Aug. 1861	Oct. 1858	Lower Middle, 1st division	- - -	1	Nat. Phil.
24	18 2	Feb. 1861	Feb. 1858	Lower Middle, 2nd division	- - -	3	,,
25	16 10	,,	Feb. 1859	Upper Middle, 2nd division	- - -	3	1
26 F.	16 8	Aug. 1861	Aug. 1858	5th Form, 2nd division -	- - -	1	Nat. Phil.
27	18 5	Feb. 1861	,,	Upper Middle, 2nd division	- - -	3	1
28	18 1	,,	,,	5th Form, 2nd division -	- - -	2	2
29	17 9	Aug. 1861	Feb. 1859	Upper Middle, 1st division	- - -	2	Nat. Phil.
30	18 3	,,	Feb. 1857	Upper Remove - -	- - -	4	,,
31	17 3	Oct. 1861	Aug. 1858	Upper Middle, 2nd division	- - -	2	2
32	17 9	Aug. 1861	Feb. 1858	Upper Middle, 1st division	- - -	4	2
33	17 2	,,	Oct. 1858	Upper Middle, 2nd division	- - -	3	2
34	16 7	Oct. 1861	April 1860	5th Form - -	- - -	2	2
35	18 1	,,	Aug. 1857	Lower Middle, 2nd division	- - -	4	2
36 F.	16 3	,,	Feb. 1859	Upper Middle, 2nd division	- - -	2	2
37	16 6	,,	Sept. 1859	5th Form, 2nd division -	- - -	4	2
38	18 6	,,	Oct. 1857	Lower Middle, 2nd division	- - -	4	Nat. Phil.
39	17 3	,,	Feb. 1859	Upper Middle, 1st division	- - -	4	2
40	16 10	,,	Sept. 1858	Upper Middle, 2nd division	- - -	4	2
41	17 3	,,	Aug. 1853	3rd Form (lowest at that time).	- - -	4	2
42	19 4	,,	Aug. 1856	Upper Remove - -	- - -	2	2

* The age, in every case, is given to December 1861.

† Wherever Nat. Phil. is put, it indicates that the boy learns Natural Philosophy; where a number, it indicates that the learns modern languages, and that he is placed in the set denoted by the number.

‡ The letter F. denotes that the boy is a Foundationer.

§ In these tables, Lower Middle First Division corresponds to what is now called Upper Middle Third Division; and Lower Middle Second Division to what is now called Lower Middle. The names of these forms are often changed.

TABLE B.

RUGBY.

UPPER SCHOOL. THE TWENTY, 28 BOYS.

No.	Age.	Date of Entrance into Form or Division.	Date of Admission into School.	Form or Division of Form in which placed on his Admission into School.	Length of any protracted Absence since Admission into School.	Set in which the Boy is placed in	
						Mathematics.	Modern Languages or Natural Philosophy.
	Yrs. Mths.						
1 F.	15 11	Aug. 1860	Oct. 1857	Lower Middle, 2nd division	One quarter -	3	Nat. Phil.
2	15 8	Feb. 1861	Feb. 1860	Lower 5th - -	- - -	2	1
3	15 6	„	Oct. 1859	2nd div., Upper Middle -	- - -	1	2
4	16 10	„	Aug. 1859	1st div., Upper Middle -	- - -	2	3
5	16 0	„	Oct. 1859	2nd div., Upper Middle -	- - -	4	3
6	15 8	Aug. 1861	Aug. 1860	Lower 5th - -	- - -	1	1
7 F.	15 11	„	Sept. 1859	1st div., Upper Middle -	- - -	2	1
8	15 6	„	„	„ „ -	- - -	4	3
9	16 8	„	Feb. 1859	2nd div., Lower Middle -	- - -	3	1
10	15 10	„	Sept. 1859	1st div., Upper Middle	- - -	4	1
11 F.	15 6	„	April 1859	2nd div., Upper Middle -	- - -	3	1
12	15 11	„	Oct. 1860	5th Form, 2nd division -	- - -	2	3
13	17 8	„	Feb. 1859	2nd div., Upper Middle -	- - -	1	2
14	17 7	„	April 1858	1st div., Lower Middle -	One half year -	1	1
15	17 11	„	Aug. 1857	2nd div., Lower Middle -	„ -	2	2
16	16 4	„	Sept. 1859	1st div., Upper Middle -	- - -	1	1
17	17 2	„	April 1859	„ „ -	Six weeks -	2	2
18	16 8	Oct. 1861	Aug. 1860	5th Form, 2nd division -	- - -	3	3
19	16 6	„	Oct. 1858	Lower Middle - -	- - -	4	1
20	18 10	„	Aug. 1858	Upper Remove - -	- - -	5	2
21	16 3	„	Sept. 1859	2nd div., Upper Middle -	- - -	1	1
22 F.	18 1	„	Oct. 1855	1st Form - - -	- - -	5	2
23	18 5	„	Aug. 1858	2nd div., Upper Middle -	- - -	3	3
24	16 9	„	Feb. 1861	5th Form - - -	- - -	5	1
25	17 8	„	Aug. 1858	2nd div., Upper Middle -	- - -	3	2
26	17 3	„	„	1st div., Lower Middle -	- - -	1	2
27	16 2	„	Feb. 1859	3rd div., Upper Middle -	- - -	5	3
28	18 2	„	Aug. 1858	Lower 5th - -	Five weeks' absence	4	1

UPPER SCHOOL, FIFTH FORM, UPPER DIVISION, 35 BOYS. MR. C. EVANS.

1	15 5	Feb. 1861	Aug. 1859	Upper Middle, 2nd div. -	- - -	1	3
2	15 11	„	„	1st div., Lower Middle -	6 weeks, Oct., Aug. Oct., 1861.	4	Nat. Phil.
3	17 6	„	Feb. 1858	2nd div., Lower Middle -	- - -	4	2
4	17 11	Oct. 1860	Aug. 1859	1st div., Upper Middle -	- - -	5	2
5	16 6	Feb. 1861	„	2nd div., Upper Middle -	- - -	2	1
6	17 2	„	Feb. 1859	„ „ -	6 weeks, May, June 1861.	6	4
7	17 1	Oct. 1860	Aug. 1858	„ „ -	4 weeks, Nov. 1858	2	1
8	16 9	Aug. 1861	Feb. 1860	„ „ -	- - -	2	1
9	18 0	Feb. 1861	Feb. 1859	„ „ -	- - -	2	1
10	16 1	Aug. 1861	Feb. 1861	5th, 2nd division - -	- - -	1	1
11 F.	16 6	Aug. 1860	Feb. 1860	1st div., Upper Middle -	6 weeks, Nov., Dec. 1860.	4	2
12	15 11	Aug. 1861	Aug. 1859	„ „ -	- - -	5	3
13	16 2	„	Feb. 1861	5th div., 2nd division -	- - -	4	3
14	17 10	Feb. 1861	Aug. 1857	Lower Middle - -	- - -	1	3
15	16 10	Aug. 1861	Aug. 1860	5th div., 2nd division -	- - -	1	2
16	15 2	„	„	„ „ -	- - -	4	4
17	17 5	„	Aug. 1859	1st div., Upper Middle -	- - -	1	3
18	17 6	„	Feb. 1861	5th div., 2nd division -	- - -	3	3
19	15 5	„	Sept. 1859	2nd div., Upper Middle -	8 weeks, April, June 1860.	4	Nat. Phil.
20	16 1	„	Feb. 1860	1st div., Upper Middle -	- - -	3	3
21	17 6	„	Feb. 1858	Upper Remove - -	- - -	5	1
22 F.	16 5	„	Feb. 1860	1st div., Upper Middle -	- - -	4	Nat. Phil.
23	17 9	„	Feb. 1857	Remove - - -	- - -	6	2
24	16 1	„	Feb. 1860	2nd div., Upper Middle -	6 months, Sept., April 1860.	4	4
25	18 3	Oct. 1861	Aug. 1858	Lower Remove - -	- - -	3	2
26 F.	15 6	„	„	„ „ -	- - -	3	1
27	15 11	„	Feb. 1858	2nd div., Upper Middle -	- - -	5	2
28 F.	16 10	„	Aug. 1858	Lower Middle - -	8 weeks, Oct., Dec. 1860.	5	4
29	16 1	„	Aug. 1860	1st div., Upper Middle -	- - -	3	1
30	15 0	„	„	„ „ -	- - -	4	3
31	15 7	„	Feb. 1860	„ „ -	- - -	7	3
32	15 6	„	„	„ „ -	- - -	3	5
33 F.	15 7	„	Oct. 1860	„ „ -	- - -	5	4
34	17 4	„	Feb. 1860	2nd div., Upper Middle -	- - -	3	4
35	16 6	„	„	1st div., Upper Middle -	- - -	4	Nat. Phil.

TABLE B.

RUGBY.

Upper School, Fifth Form, One Portion of Second Division, 34 Boys.
Mr. C. A. Anstey.

No.	Age.	Date of Entrance into Form or Division.	Date of Admission into School.	Form or Division of Form in which placed on his Admission into School.	Length of any protracted Absence since Admission into School.	Set in which the Boy is placed in	
						Mathematics.	Modern Languages or Natural Philosophy.
	Yrs. Mths.						
1	15 5	Aug. 1861	Feb. 1860	Lower Middle		2	Nat. Phil.
2	15 11	„	Sept. 1859	Upper Remove		3	2
3	17 3	Oct. 1860	Jan. 1859	Lower Middle		3	4
4	15 1	„	April 1860	Upper Middle, 2nd div.		6	4
5	16 1	Aug. 1861	Aug. 1861	5th Form, 2nd division		1	3
6	17 2	Aug. 1860	Sept. 1859	Upper Middle, 1st division		2	3
7 F.	15 1	Aug. 1861	Feb. 1859	Lower Remove	6 weeks in 1860	7	4
8	16 1	Aug. 1860	Aug. 1856	Lower Middle		7	Nat. Phil.
9	13 7	Feb. 1861	Feb. 1861	Upper Middle, 1st division		4	4
10	16 1	Aug. 1860	Feb. 1859	Upper Middle, 2nd division		6	2
11	15 5	Oct. 1860	Sept. 1859	„ „		5	4
12	17 10	Feb. 1861	Feb. 1858	Lower Middle		1	Nat. Phil.
13	16 9	„	April 1860	Upper Middle, 1st division		5	Nat. Phil.
14	18 8	Aug. 1861	Feb. 1857	Upper Remove	1 month in 1858	6	Nat. Phil.
15	16 6	„	Sept. 1859	Lower Middle		7	2
16	17 3	April 1861	Feb. 1858	Upper Remove	10 weeks in 1858	2	Nat. Phil.
17	16 3	Aug. 1860	Feb. 1859	Lower Middle, 1st division	6 weeks in 1861	6	3
18	17 2	Feb. 1861	„	„ „		2	Nat. Phil.
19	17 1	„	Sept. 1859	Upper Middle, 1st division		3	4
20	17 8	„	Feb. 1859	Upper Middle, 3rd division		3	5
21	17 10	Aug. 1861	Aug. 1857	Upper Remove		2	Nat. Phil.
22	17 6	„	Feb. 1860	Upper Middle, 2nd division		4	4
23 F.	15 11	Feb. 1861	Sept. 1857	3rd Form, Lower School	3 months in 1859	6	4
24	18 5	April 1861	Aug. 1857	Lower Middle, 1st division		6	5
25	18 6	Aug. 1860	Feb. 1858	Upper Remove	3 months in 1859	2	2
26	17 3	Aug. 1861	May 1860	Upper Middle, 2nd division		7	4
27 F.	17 10	April 1861	Feb. 1855	Fourth Form		7	3
28	18 3	Aug. 1861	Feb. 1857	Upper Remove		5	5
29	15 8	„	Aug. 1861	5th Form, 2nd division		5	5
30	16 8	Oct. 1861	Feb. 1860	Upper Middle, 2nd division		5	5
31	15 9	„	Feb. 1861	Lower Middle		4	5
32	15 7	„	Aug. 1859	Upper Middle, 2nd division		5	5
33	16 1	„	April 1860	Upper Middle, 1st division		4	5
34	16 1	„	Oct. 1860	„ „		5	5

Upper School, Fifth Form, another Part of Second Division, 33 Boys.
Mr. C. T. Arnold.

1	16 5	Aug. 1861	Feb. 1860	1st div., Upper Middle		3	1
2	16 10	Aug. 1860	Feb. 1859	1st div., Lower Middle	2 months, 1861	5	3
3 F.	15 4	Feb. 1861	Sept. 1859	1st div., Upper Middle		7	2
4	16 1	„	Feb. 1861	2nd div., 5th		5	5
5 F.	13 9	Aug. 1861	„	1st div., Upper Middle		6	Nat. Phil.
6	16 8	Aug. 1860	Feb. 1859	2nd div., Upper Middle		6	3
7	15 10	Feb. 1861	Sept. 1859	Lower Middle		6	4
8	16 4	Oct. 1860	Oct. 1860	2nd div., 5th		7	3
9	16 5	„	April 1860	2nd div., Upper Middle		5	Nat. Phil.
10	14 2	Feb. 1861	Aug. 1860	1st div., Upper Middle		3	4
11	16 8	Oct. 1860	Sept. 1859	Lower Middle		2	4
12	18 2	Feb. 1861	Feb. 1858	Upper Remove		5	Nat. Phil.
13	16 5	Aug. 1861	Sept. 1859	2nd div., Upper Middle		3	5
14	17 11	Aug. 1860	Oct. 1859	1st div., Upper Middle		6	4
15	16 9	Aug. 1861	Aug. 1860	„		6	5
16	17 6	Oct. 1860	Aug. 1858	1st div., Lower Middle	2 months, 1859	5	3
17	15 10	Aug. 1861	Aug. 1859	2nd div., Upper Middle		2	Nat. Phil.
18	16 9	„	Aug. 1859	„		3	5
19	15 10	„	Oct. 1860	1st div., Upper Middle		7	2
20	16 5	Feb. 1861	Sept. 1859	2nd div., Upper Middle		6	4
21	15 6	Aug. 1861	Feb. 1861	1st div., Upper Middle		6	5
22	15 4	„	April 1860	„		2	5
23	15 7	Sept. 1861	Sept. 1859	Lower Middle	6 weeks, 1860	7	4
24	17 4	Oct. 1860	Oct. 1860	2nd div., 5th	3 months, 1861	5	5
25	16 0	Aug. 1861	„	1st div., Upper Middle		6	5
26	15 10	„	Aug. 1861	2nd div., 5th		7	5
27	18 3	Aug. 1860	April 1856	4th	6 months, 1858	7	4
28	15 4	Oct. 1861	April 1860	1st div., Upper Middle		4	5
29	14 3	„	Feb. 1861	„		7	2
30	15 9	„	„	„		2	5
31	16 6	„	Aug. 1859	Lower Middle	6 weeks, 1859	6	2
32	15 1	„	Aug. 1860	„		4	4
33	17 7	„	May 1858	2nd div., Lower Middle		3	Nat. Phil.

TABLE B.

RUGBY.

Middle School, Upper Middle Form. Mr. I. F. Burrows.
One Portion of First Division, 38 Boys.

No.	Age.	Date of Entrance into Form or Division.	Date of Admission into School.	Form or Division of Form in which placed on his Admission into School.	Length of any protracted Absence since Admission into School.	Set in which the Boy is placed in	
						Mathematics.	Modern Languages or Natural Philosophy.
	Yrs. Mths.						
1	15 1	Aug. 1860	Aug. 1859	Lower Middle - -	- - -	3	1
2	16 4	,,	Feb. 1860	2nd division, Upper Middle	- - -	3	Nat. Phil.
3	17 1	Feb. 1860	Aug. 1858	Remove - - -	- - -	1	2
4	15 7	Feb. 1861	Aug. 1859	Lower Remove - -	- - -	2	1
5	15 3	,,	,,	Lower Middle - -	3 months in 1860 -	5	3
6	16 11	Aug. 1860	Aug. 1858	2nd division, Upper Middle	- - -	3	1
7	14 10	Aug. 1861	Feb. 1861	,,	- - -	2	3
8 F.	17 2	Feb. 1861	Feb. 1857	4th Form - - -	- - -	5	1
9	14 3	Aug. 1861	Aug. 1861	1st division, Upper Middle	- - -	2	3
10	15 6	Oct. 1860	Feb. 1859	4th Form - - -	- - -	3	1
11	15 11	April 1861	Aug. 1860	2nd diviston, Upper Middle	- - -	3	1
12	17 5	Feb. 1861	Aug. 1859	4th Form - - -	- - -	1	1
13	16 2	,,	Feb. 1860	Lower Middle - -	- - -	1	3
14	14 11	Aug. 1861	Aug. 1860	2nd division, Upper Middle	- - -	3	2
15	16 3	Feb. 1861	,,	,,	- - -	1	4
16	17 4	Aug. 1861	Feb. 1860	4th Form - - -	- - -	2	Nat. Phil.
17	17 6	,,	Feb. 1858	,, - - -	- - -	4	1
18	16 11	April 1861	Oct. 1859	2nd division, Upper Middle	3 months in 1860 -	3	4
19	14 8	,,	Aug. 1860	Lower Middle - -	- - -	4	3
20	16 9	Oct. 1860	Aug. 1859	2nd division, Upper Middle	- - -	3	1
21	16 10	Feb. 1861	Feb. 1860	Lower Middle - -	- - -	1	3
22	14 6	Aug. 1861	Aug. 1861	1st division, Upper Middle	- - -	2	1
23	17 1	Feb. 1861	Feb. 1858	Lower Middle - -	- - -	5	2
24	17 1	Aug. 1861	Aug. 1860	2nd division, Upper Middle	- - -	3	2
25	14 10	,,	Feb. 1860	Lower Middle - -	- - -	1	4
26	15 11	April 1861	Aug. 1860	2nd division, Upper Middle	- - -	1	2
27	15 0	Aug. 1861	Aug. 1861	1st division, Upper Middle	- - -	7	5
28 F.	13 9	,,	,,	,,	- - -	6	4
29	15 5	,,	Feb. 1860	Lower Middle - -	- - -	2	4
30	15 4	,,	Aug. 1861	1st division, Upper Middle	- - -	2	2
31 F.	13 6	,,	,,	,,	- - -	6	3
32	14 9	,,	,,	,,	- - -	6	2
33	15 0	Oct. 1861	,,	2nd division, Upper Middle	- - -	3	2
34	14 1	,,	,,	,,	- - -	4	Nat. Phil.
35	16 4	,,	April 1861	,,	- - -	5	3
36	16 11	,,	Feb. 1860	Lower Middle - -	- - -	6	4
37	16 7	,,	April 1869	,,	- - -	6	3
38	14 11	,,	Oct. 1861	1st division, Upper Middle	- - -	2	2

Middle School, Upper Middle Form. Mr. T. W. Jex Blake.
Another Portion of First Division, 37 Boys.

1 F.	14 3	Aug. 1861	Aug. 1861	1st div., Upper Middle -	- - -	2	1
2	16 1	Feb. 1861	Feb. 1861	Low. School, Upp. Remove	- - -	5	1
3 F.	15 0	Aug. 1860	Feb. 1859	2nd div., Lower Middle -	- - -	1	1
4 F.	13 9	Aug. 1861	Aug. 1861	1st div., Upper Middle -	- - -	4	3
5	16 9	Aug. 1860	Feb. 1858	Upper Remove - -	- - -	1	3
6	17 3	,,	Oct. 1859	2nd div., Upper Middle -	- - -	2	2
7	14 1	Easter 1861	Easter 1861	1st, Upper Middle -	- - -	5	2
8	16 9	Aug. 1860	Aug. 1859	Lower Middle - -	- - -	2	3
9	14 0	Aug. 1861	Aug. 1861	1st div., Upper Middle -	- - -	2	4
10	16 0	Oct. 1860	Oct. 1860	,, - -	- - -	1	1
11	14 4	Aug. 1861	Aug. 1861	,, - -	- - -	7	3
12	15 2	Easter 1861	Feb. 1859	Lower Middle - -	- - -	6	2
13 F.	18 1	Aug. 1860	Sept. 1856	3rd Form - -	- - -	5	3
14	16 0	Aug. 1861	Aug. 1860	2nd div., Upper Middle -	- - -	1	1
15	17 5	Easter 1861	Easter 1859	Upper Remove - -	- - -	5	1
16	18 7	Aug. 1860	Oct. 1858	2nd div., Lower Middle -	- - -	1	2
17 F.	14 3	Oct. 1860	April 1860	Lower Middle - -	- - -	4	2
18	16 10	Aug. 1861	Oct. 1860	2nd div., Upper Middle -	- - -	6	2
19 F.	13 9	Feb. 1861	Feb. 1861	1st div., Upper Middle -	- - -	3	2
20	14 9	April 1861	April 1861	,, - -	- - -	6	4
21	16 3	,,	April 1858	4th Form - -	- - -	1	1
22	17 1	Aug. 1861	Feb. 1859	2nd div., Upper Middle -	- - -	4	4
23	16 1	Feb. 1861	Feb. 1860	,, - -	- - -	1	1
24	16 4	Oct. 1860	Oct. 1860	1st div., Upper Middle -	- - -	3	3
25	16 3	April 1861	Feb. 1859	4th Form - -	- - -	1	1
26	15 7	Feb. 1861	Feb. 1861	1st div., Upper Middle -	- - -	3	2
27	17 6	Aug. 1860	Aug. 1858	2nd div., Lower Middle -	- - -	3	1
28	14 5	Aug. 1861	Feb. 1861	2nd div., Upper Middle -	- - -	2	4
29 F.	15 2	,,	Feb. 1859	,, - -	- - -	5	3
30	15 10	,,	Feb. 1858	3rd Form - -	- - -	6	1
31	16 8	,,	Sept. 1859	Lower Middle - -	5 weeks' absence, October and November 1859.	4	5
32	13 11	Sept. 1861	Aug. 1861	2nd div., Upper Middle -	- - -	3	1
33	16 7	Aug. 1861	Oct. 1860	,, - -	- - -	6	5
34	16 2	,,	Aug. 1860	,, - -	- - -	4	4
35	15 9	Oct. 1861	,,	Lower Middle - -	- - -	2	1
36	15 6	,,	Aug. 1859	,, - -	Easter to Midsummer 1860.	6	2
37	14 9	,,	Aug. 1861	2nd div., Upper Middle -	- - -	5	2

TABLE B.

RUGBY.

MIDDLE SCHOOL, UPPER MIDDLE FORM. MR. A. G. BUTLER. One Portion of Second Division, 34 Boys.

No.	Age.	Date of Entrance into Form or Division.	Date of Admission into School.	Form or Division of Form in which placed on his Admission into School.	Length of any protracted Absence since Admission into School.	Set in which the Boy is placed in	
						Mathematics.	Modern Languages or Natural Philosophy.
	Yrs. Mths.						
1	17 9	Easter 1860	Sept. 1859	Lower Middle		1	4
2 F.	17 1	Oct. 1860	Feb. 1859	„		6	3
3	15 4	Aug. 1861	Aug. 1860	„		4	4
4	15 3	Feb. 1860	Easter 1858	Lower Remove		5	1
5	16 4	Oct. 1860	Sept. 1859	„		3	1
6 F.	15 6	Feb. 1861	Feb. 1861	2nd div. Upper Middle		6	3
7	15 5	„	Feb. 1860	Lower Remove		4	3
8	15 6	„	March 1859	4th		1	1
9 F.	15 11	Oct. 1860	Sept. 1859	Upper Remove		6	2
10	16 0	Easter 1861	Feb. 1860	Lower Middle		6	5
11	15 2	Aug. 1860	Aug. 1860	2nd div., Upper Middle		6	4
12	17 8	June 1860	Oct. 1858	Lower Middle		4	4
13	17 8	Easter 1861	Oct. 1859	„		5	2
14	13 11	April 1861	Oct. 1860	„		4	5
15	14 6	Feb. 1861	Sept. 1858	Upper Remove		4	5
16 F.	13 5	April 1861	Aug. 1860	Lower Middle		4	2
17	17 4	Feb. 1861	Oct. 1859	4th		6	3
18	16 5	„	Sept. 1859	Upper Remove		5	4
19	15 5	Aug. 1861	Aug. 1860	„		4	5
20	16 1	„	Feb. 1861	Lower Middle		7	5
21	16 6	Feb. 1861	„	2nd div., Upper Middle		7	5
22 F.	15 4	„	Aug. 1858	3rd		7	4
23	16 8	Aug. 1861	April 1859	4th		5	1
24	15 10	„	Aug. 1860	Lower Middle		4	2
25	16 9	Feb. 1861	Feb. 1859	„	6 weeks, 1860	4	Nat. Phil.
26	15 10	Oct. 1861	Feb. 1861	Lower Remove		6	4
27	16 2	„	Easter 1861	Upper Remove		1	2
28	16 1	„	April 1859	„		5	4
29	15 9	„	Sept. 1859	4th		6	4
30 F.	17 0	Feb. 1861	Aug. 1858	3rd	2 months, 1861	2	5
31	16 9	Aug. 1861	Feb. 1860	Lower Middle		6	5
32	16 7	Oct. 1861	Sept. 1859	„		5	5
33	16 1	„	Oct. 1861	2nd div., Upper Middle		2	1
34	16 1	„	„	„		5	Nat. Phil.

MIDDLE SCHOOL, UPPER MIDDLE FORM. MR. C. B. HUTCHINSON. Another Portion of Second Division. 32 Boys.

No.	Age.	Date of Entrance into Form or Division.	Date of Admission into School.	Form or Division of Form in which placed on his Admission into School.	Length of any protracted Absence since Admission into School.	Set in which the Boy is placed in	
						Mathematics.	Modern Languages or Natural Philosophy.
1	16 9	Feb. 1861	Sept. 1859	Lower Middle		2	5
2	15 3	Aug. 1860	Aug. 1860	2nd div., Upper Middle		6	3
3	14 8	Feb. 1861	„	Lower Middle		3	3
4	15 2	April 1861	Feb. 1859	Upper Remove		5	2
5	15 4	Feb. 1861	Aug. 1860	1st div., Lower Middle		1	5
6	17 10	April 1860	Sept. 1859	„	Seven weeks	5	3
7	14 11	Feb. 1861	Feb. 1861	2nd div., Upper Middle		4	5
8 F.	14 8	Aug. 1861	Feb. 1859	Third Form		7	3
9	14 5	April 1861	Aug. 1860	Lower Middle		4	4
10 F.	14 4	Aug. 1861	Aug. 1861	2nd div., Upper Middle		5	4
11	17 8	Oct. 1860	Feb. 1859	Fourth Form		6	2
12	16 6	April 1861	Sept. 1859	Lower Remove		6	3
13	15 9	Feb. 1861	Feb. 1861	2nd div., Upper Middle		7	4
14	14 6	„	„	„		5	1
15	16 11	„	Feb. 1860	Upper Remove		3	2
16 F.	16 1	Aug. 1861	Sept. 1859	Lower Middle	18 months	3	5
17	16 9	Oct. 1860	Feb. 1859	2nd div., Lower Middle		5	2
18	13 9	Aug. 1861	Aug. 1861	2nd div., Upper Middle		6	2
19	15 7	„	„	„		2	5
20	18 9	Feb. 1861	Feb. 1858	2nd div., Lower Middle		1	Nat. Phil.
21	18 1	Aug. 1860	Sept. 1859	Lower Middle		2	3
22	15 6	Feb. 1861	Feb. 1861	2nd div., Upper Middle		7	5
23	15 1	Aug. 1861	Feb. 1860	Lower Middle		4	3
24	13 7	„	Aug. 1861	2nd div., Upper Middle		7	4
25	12 9	„	„	„		4	5
26	14 7	„	„	„		4	5
27	13 6	„	„	„		7	4
28	16 4	„	Aug. 1859	Remove		2	5
29	15 9	„	Aug. 1860	Lower Middle		3	5
30 F.	13 10	Oct. 1861	Feb. 1859	Fourth Form		7	4
31	14 3	„	Oct. 1861	2nd div., Upper Middle		6	5
32	14 4	„	„	„		7	3

MIDDLE SCHOOL, UPPER MIDDLE FORM, THIRD DIVISION, 29 BOYS. MR. C. E. MOBERLY.*

No.	Age.	Date of Entrance into Form or Division.	Date of Admission into School.	Form or Division of Form in which placed on his Admission into School.	Length of any protracted Absence since Admission into School.	Set in which the Boy is placed in	
						Mathematics.	Modern Languages or Natural Philosophy.
1	16 1	Sept. 1861	Feb. 1861	Lower Middle		3	2
2	16 6	„	Aug. 1860	„		2	1
3	15 5	„	„	„		2	Nat. Phil.
4	14 7	„	Feb. 1860	2nd div., Upper Middle		3	2
5	15 5	„	Oct. 1860	Lower Middle		3	2
6	15 10	„	Feb. 1861	„		2	2
7	15 3	„	Aug. 1860	„		4	3
8	15 6	„	„	„		4	2
9	14 9	„	Aug. 1861	„		4	1
10	14 8	„	Aug. 1860	„		1	3
11	14 8	„	Aug. 1861	2nd div., Upper Middle		4	3
12 F.	12 2	„	„	„		4	3
13	15 8	„	Feb. 1861	Lower Middle		3	2
14	15 6	„	Aug. 1861	2nd div., Upper Middle		2	1
15	15 3	„	„	„		4	1
16	13 7	„	„	Lower Middle		3	1

* This Form was constituted only in September 1861.

TABLE B.

RUGBY.

No.	Age.	Date of Entrance into Form or Division.	Date of Admission into School.	Form or Division of Form in which placed on his Admission into School.	Length of any protracted Absence since Admission into School.	Set in which the Boy is placed in	
						Mathematics.	Modern Languages or Natural Philosophy.
	Yrs. Mths.						
Middle School, Upper Middle Form, 3rd Div.—*cont.*							
17	13 1	Sept. 1861	Aug. 1861	2nd div., Upper Middle	-	3	2
18	14 11	Oct. 1861	„	„	-	1	2
19	13 11	Sept. 1861	„	„	-	3	1
20	17 9	„	Aug. 1859	Lower Middle	-	2	1
21 F.	15 6	Oct. 1861	Feb. 1860	Third Form	-	2	2
22 F.	11 5	„	Feb. 1859	„	-	4	1
23	15 11	„	Aug. 1860	Lower Middle	-	2	2
24	15 5	„	Oct. 1859	Upper Remove	-	2	2
25	15 4	„	„	Lower Middle	Ten days	4	2
26	16 0	„	Feb. 1861	„	-	1	1
27	15 3	„	Oct. 1861	„	-	4	1
28	16 11	„	Feb. 1861	Fourth Form	1 week for journey from Canada.	1	1
29	14 1	„	Oct. 1861	3rd, Upper Middle	-	2	1
Middle School, Lower Middle Form. Mr. E. A. Scott. One Division. 30 Boys.							
1	15 10	Aug. 1861	Aug. 1861	Lower Middle	-	1	2
2	16 8	Feb. 1861	Feb. 1861	„	-	1	2
3	16 9	April 1860	April 1860	„	4 weeks,	2	3
4	17 0	Aug. 1860	Oct. 1856	3rd	1 month	2	1
5	16 11	Feb. 1861	Aug. 1859	Remove	-	4	3
6	16 0	Aug. 1860	Feb. 1859	Lower Remove	-	1	2
7	16 2	Aug. 1861	Aug. 1861	Lower Middle	-	2	3
8	14 6	„	Aug. 1860	Remove	-	1	3
9	15 3	April 1861	Aug. 1859	3rd	1 fortnight	4	1
10	16 3	Aug. 1860	Aug. 1860	Lower Middle	-	2	1
11	16 11	Oct. 1861	Aug. 1859	3rd	1 half year	4	1
12	15 2	Aug. 1861	Feb. 1861	Lower Remove	1 fortnight	1	1
13	15 2	Oct. 1860	Oct. 1860	„	-	1	2
14 F.	14 7	Aug. 1860	Aug. 1858	3rd	3 months	3	2
15	15 10	April 1861	Feb. 1861	Remove	-	2	1
16	14 7	Aug. 1861	Aug. 1861	Lower Middle	-	4	3
17 F.	12 4	„	Feb. 1860	Lower Remove	-	4	2
18	17 4	Oct. 1860	Feb. 1859	„	5 weeks	3	3
19	17 5	April 1860	Oct. 1857	3rd	14 weeks	2	Nat. Phil.
20	15 5	Aug. 1861	Aug. 1861	Lower Middle	-	3	1
21	15 0	„	„	Lower Remove	-	3	3
22 F.	13 7	„	„	Lower Middle	1 fortnight	4	3
23	16 6	Feb. 1861	Feb. 1861	„	-	2	3
24	14 1	Aug. 1861	Aug. 1861	„	-	3	3
25	15 7	Oct. 1861	Feb. 1860	4th	-	4	3
26	16 3	„	April 1860	Lower Remove	5 weeks	4	3
27	16 8	„	Sept. 1859	„	1 half year	3	2
28	15 6	„	Oct. 1860	Upper Remove	-	4	2
29	13 9	„	Oct. 1861	Lower Middle	-	2	3
30	15 4	„	Feb. 1860	4th	9 weeks	3	3
Middle School, Lower Middle Form. Mr. J. Percival. Another Division, 27 Boys.							
1	16 3	Aug. 1860	Aug. 1860	Lower Middle	3 months, 1860	3	2
2	15 4	Aug. 1861	Aug. 1861	„	-	1	3
3	16 4	Christmas 1860.	Sept. 1859	Lower Remove	-	4	2
4	12 3	Aug. 1861	Aug. 1861	Lower Middle	-	3	2
5	14 11	Feb. 1861	Feb. 1860	Upper Remove	-	3	2
6	14 3	Aug. 1861	Aug. 1859	3rd Form	-	4	1
7	15 6	Feb. 1861	Feb. 1861	Lower Middle	-	4	Nat. Phil.
8	15 5	Aug. 1861	Aug. 1861	„	-	4	3
9	14 3	„	„	„	-	3	1
10	14 10	„	Feb. 1861	Upper Remove	-	3	2
11	15 9	Aug. 1860	Aug. 1860	Lower Middle	-	1	1
12	15 5	April 1861	April 1861	„	-	1	1
13	16 6	Feb. 1861	Sept. 1859	Lower Remove	-	3	3
14	15 10	Sept. 1861	Feb. 1858	4th Form	-	4	2
15	15 1	Feb. 1861	Feb. 1861	Lower Middle	-	3	3
16	15 2	„	„	„	-	3	3
17	16 3	April 1861	Feb. 1859	Lower Remove	-	3	2
18	16 0	Aug. 1861	Aug. 1861	Lower Middle	-	4	2
19	15 10	„	„	„	-	4	3
20	15 1	Aug. 1860	Aug. 1860	„	-	4	3
21	15 3	Aug. 1861	Aug. 1861	„	-	4	3
22	16 1	Oct. 1861	Aug. 1860	Upper Remove	-	3	2
23	14 8	„	Sept. 1859	Lower Remove	-	3	3
24 F.	12 4	„	Aug. 1860	„	-	4	3
25	16 1	„	Feb. 1859	4th Form	-	3	3
26	14 2	„	Sept. 1861	Lower Middle	-	1	3
27	15 10	„	„	„	-	1	2

TABLE B.

RUGBY.

	No.	Age.	Date of Entrance into Form or Division.	Date of Admission into School.	Form or Division of Form in which placed on his Admission into School.	Length of any protracted Absence since Admission into School.	Set in which the Boy is placed in	
							Mathematics.	Modern Languages or Natural Philosophy.
		Yrs. Mths.						
Lower School, Remove, 42 Boys. Mr. H. J. Buckoll.	1	15 7	Nov. 1861	Oct. 1861	Upper Remove*			2
	2	16 8	Feb. 1861	Aug. 1860	The Form next below the Remove.			1
	3	16 6	Oct. 1860	Feb. 1860	Form next below the Remove.			1
	4	15 7	Aug. 1860	Aug. 1860	Upper Remove			2
	5	16 4	Oct. 1860	Aug. 1858	2nd Form			2
	6	14 10	Feb. 1861	Feb. 1861	Upper Remove			2
	7	15 8	Aug. 1860	Aug. 1860	„			1
	8	15 5	Feb. 1861	Feb. 1861	„			2
	9	14 10	„	Aug. 1860	Form below the Remove			2
	10	15 4	„	Sept. 1859	3rd Form			1
	11	15 4	Sept. 1861	Aug. 1861	Upper Remove*			1
	12 F.	13 5	Feb. 1861	Feb. 1860	4th Form			1
	13	14 10	Aug. 1861	Aug. 1861	Upper Remove			2
	14	15 0	April 1861	April 1859	3rd Form			3
	15	14 6	Feb. 1861	Aug. 1860	Form below the Remove			1
	16	13 9	Aug. 1861	Aug. 1861	Upper Remove			1
	17	16 4	Feb. 1861	Feb. 1860	Form below the Remove			1
	18	15 6	Easter 1861	„	3rd Form			1
	19	14 3	Aug. 1861	Aug. 1861	Upper Remove			2
	20 F.	12 0	Feb. 1861	Sept. 1859	1st Form	One month, 1861		1
	21	14 4	April 1861	April 1861	Upper Remove			2
	22	14 4	Aug. 1861	Aug. 1861	„			2
	23	15 2	„	Aug. 1860	4th Form			3
	24	15 6	April 1861	Sept. 1859	„			3
	25 F.	14 0	Aug. 1860	Aug. 1859	3rd Form	One month, 1861		2
	26	15 6	Aug. 1861	Feb. 1860	4th Form			2
	27	14 6	„	Aug. 1861	Upper Remove			1
	28	14 7	„	„	„			2
	29	15 7	„	April 1860	Form below the Remove*			3
	30 F.	13 1	Aug. 1859	Aug. 1858	3rd Form	Three weeks, 1861		1
	31	13 11	Aug. 1861	Aug. 1861	Upper Remove			2
	32	15 7	„	Feb. 1861	Form below the Remove*			3
	33	15 3	„	Aug. 1861	Upper Remove			1
	34 F.	11 6	April 1861	Feb. 1859	3rd Form	Three weeks, 1861		1
	35	14 9	Aug. 1861	Aug. 1860	Form below the Remove			3
	36 F.	14 9	Aug. 1860	Feb. 1859	3rd Form			1
	37	13 3	Aug. 1861	Feb. 1861	Form below the Remove			2
	38	13 6	Oct. 1861	„	4th Form			3
	39	13 3	„	Easter 1861	Form below the Remove			1
	40	13 9	Nov. 1861	Nov. 1861	Upper Remove			1
	41	15 2	Oct. 1861	Aug. 1861	4th Form			Nat. Phil.
	42	14 1	Nov. 1861	Sept. 1859	„			3
Lower School. Mr. A. W. Potts. Fourth Form.	1 F.	14 1	April 1860	Feb. 11, 1859	3rd Form			2
	2 F.	14 7	Feb. 1861	Feb. 1861	4th Form			4
	3 F.	12 6	Aug. 1860	Sept. 1859	1st Form*			2
	4	13 3	„	„	4th Form			3
	5	15 3	Aug. 1861	Aug. 1861	„			2
	6 F.	10 10	Feb. 1861	Oct. 1859	1st Form			3
	7	14 1	„	Feb. 1860	3rd Form			3
	8	15 3	„	„	„			4
	9	13 7	Aug. 1861	Aug. 1861	4th Form			4
	10 F.	11 7	Oct. 1860	Aug. 1859	2nd Form	Two months during this half year.		3
	11 F.	11 6	Aug. 1861	Aug. 1860	1st Form			3
	12 F.	13 2	„	„	„			3
	13 F.	14 7	Oct. 1861	Aug. 1858	„			2
	14	13 1	„	Oct. 1861	4th Form			2
Third Form.	15 F.	9 4	Aug. 1861	Aug. 1860	1st Form			3
	16 F.	14 6	Oct. 1860	Feb. 1860	„			3
	17 F.	13 6	Aug. 1860	Sept. 1859	„			4
	18	14 1	„	Oct. 1859	„			4
	19	13 10	Aug. 1861	Aug. 1860	„			4
	20 F.	11 4	„	Feb. 1861	„			4
	21	13 8	Oct. 1861	Aug. 1861	„			4
	22	14 3	Aug. 1861	„	3rd Form			4
Second Form.	23 F.	10 11	Feb. 1861	Feb. 1861	2nd Form			4
	24 F.	10 2	Aug. 1861	Aug. 1861	1st Form			4

Note.—In consequence of the inequality of the boys in classical work, I divide the Form this half-year (October, 1861,) into two divisions ; viz., Upper Remove and Lower Remove. In classical work, these Forms are heard alternately. In divinity, history, &c., where they are all nearly on a par, they are all heard together. In consequence of the above alteration, the Form which was previously called the Lower Remove, is now the Fourth.

* Each of these boys was placed at first on a Form above that stated, and, being found unequal to it, was afterwards put down.

† The First Form is empty just at present.

TABLE B b.

RUGBY.

General Arrangement of Rugby School for teaching Modern Languages.

I. Sixth Form - - - - - divided into 2 Sets.

II. Upper School, consisting of Twenty, Fifth, and Two Second Fifths - - - - - „ 5 Sets.

III. Middle School, Upper Division, consisting of two Divisions of Upper Middle I. and Upper Middle II. - - - - - - „ 5 Sets.

IV. Middle School, Lower Division, consisting of Upper Middle III. and Two Divisions of Lower Middle - - - - - - „ 3 Sets.

V. Lower School, consisting of two Removes, Fourth, Third, Second - - - - „ 4 Sets.

Making a total of 19 sets, none exceeding 30 in number, and averaging 22-23.

These are taught by four masters, of whom two are engaged solely in teaching modern languages.

Rev. P. Bowden Smith takes	-	8 Sets.
G. Vecqueray, Esq.	„ -	8 „
Rev. C. E. Moberly	„ -	2 „
Rev. C. T. Arnold	„ -	1 „

Each set has two lessons a week, and all lessons are prepared out of school.

All boys must learn either modern languages or natural philosophy; at the present time about 425 are learning modern languages, and 40 natural philosophy (the latter chiefly in the 6th or Upper School); 4 boys are learning both.

French and German are taught throughout I. and II., and in the Upper Sets of III., IV., and V.; French only, in the Lower Sets of III., IV., and V.

To render this possible, boys who are very backward in either subject, or both, are required to have private tuition till their knowledge of modern languages is more on a level with their classical work.

During the present half-year, 16 boys have had such private tuition for the whole half-year, and 24 for a quarter.

Supplementary Table (B b.) for Rugby School as arranged for Modern Languages and Mathematics.

ARRANGEMENT OF THE SCHOOL FOR MODERN LANGUAGES.

	No.	Classical Form in which the Boy now is.	Corresponding No. of the Boy in Classical Form.	Age.	Date of Admission into School.	Date of Entrance into Set.	Books used.
				Yrs. Mths.			
Sixth Form, 1st Set, 15 Boys.	1	All these are in the 6th Form.	1	18 1	Feb. 1858	Feb. 1860	Göthe, Italienische Reise; Voltaire, Alzire; Heimann's German Exercises, Part II.; Mariette, Half-hours of French Translation.
	2		2	17 5	Aug. 1858	Aug. 1860	
	3		17	18 4	Aug. 1857	Feb. 1861	
	4		6	18 7	Oct. 1856	„	
	5		10	17 10	Sept. 1859	„	
	6		14	17 5	Aug. 1858	Oct. 1860	
	7		5	18 1	Feb. 1857	Feb. 1861	
	8		11	16 11	Feb. 1856	Aug. 1861	
	9		21	18 1	Aug. 1856	„	
	10		12	16 6	Oct. 1858	„	
	11		27	18 5	Aug. 1858	Oct. 1861	
	12		19	18 8	Feb. 1857	„	
	13		18	17 4	Aug. 1858	„	
	14		25	16 10	Feb. 1859	„	
	15		9	17 11	Feb. 1860	„	
Hours of Work,— Monday 10½ to 11. Wednesday 12½ to 1½. Total 1¾ hours per week. P. Bowden Smith. Nov. 30, 1861.							
Sixth Form, 2nd Set, 16 Boys.	1	All these are in the 6th Form.	16	18 0	Sept. 1859	Aug. 1860	Madame de Stael, De l'Allemagne: Mariette, Half-hours of French Translations; Lessing, Minna von Barnhelm; Heiman, German Exercises, Part II.
	2		28	18 1	Aug. 1858	Feb. 1861	
	3		22	18 5	Feb. 1856	Oct. 1860	
	4		32	17 9	Feb. 1858	Aug. 1861	
	5		8	18 1	Sept. 1859	Aug. 1860	
	6		20	18 0	Oct. 1857	Oct. 1860	
	7		33	17 2	Oct. 1858	Aug. 1861	
	8		39	17 3	Feb. 1859	Oct. 1861	
	9		41	17 3	Aug. 1853	„	
	10		34	16 7	April 1860	„	
	11		40	16 10	Sept. 1858	„	
	12		31	17 3	Aug. 1858	„	
	13		37	16 6	Sept. 1859	„	
	14		36	16 3	Feb. 1859	„	
	15		42	19 4	Aug. 1856	„	
	16		35	18 1	Aug. 1857	„	
Hours of Work,— Monday 10½ to 11. Wednesday 12½ to 1¼. Total 1½ hours per week. G. Vecqueray. Dec. 2, 1861.							
Upper School. (Including the Twenty, 5th, and 2 Divisions of 2nd, 5th.) 1st Set, 20 Boys.	1	20	9	16 8	Feb. 1859	April 1861	Michelet, Louis XI. et Charles le Téméraire; Life of Turenne (for translation into French); Göthe, Götz von Berlichingen; Wittich's German Exercises.
	2	20	7	15 11	Sept. 1859	Feb. 1861	
	3	20	6	15 8	Aug. 1860	April 1861	
	4	5th	26	15 6	Aug. 1858	„	
	5	5th	5	16 6	Aug. 1859	„	
	6	5th	8	16 9	Feb. 1860	Aug. 1861	
	7	20	24	16 9	Feb. 1861	„	
	8	20	2	15 8	Feb. 1860	„	
	9	20	19	16 6	Oct. 1858	April 1861	
	10	5th	21	17 6	Feb. 1858	„	
	11	5th	10	16 1	Feb. 1861	Aug. 1861	
	12	20	11	15 6	April 1859	April 1861	
	13	20	28	18 2	Aug. 1858	„	
	14	20	10	15 10	Sept. 1859	„	
	15	5th	7	17 1	Aug. 1858	Aug. 1861	
	16	20	16	16 4	Sept. 1859	„	
	17	5th	29	16 1	Aug. 1860	Oct. 1861	
	18	20	14	17 7	April 1858	„	
	19	5th	9	18 0	Feb. 1859	„	
	20	20	21	16 3	Sept. 1859	„	
Hours of Work,— Tuesday 9½ to 10½. Thursday 9½ to 10½. Total, 2 hours per week. G. Vecqueray. Dec. 2, 1861.							

TABLE B b.

RUGBY.

ARRANGEMENT OF THE SCHOOL FOR MODERN LANGUAGES.

Upper School.

2nd Set, 23 Boys.

Hours of Work,—

Tuesday 9½ to 10½.
Thursday 9½ to 10½.

Total, 2 hours per week.

N.B.
2nd, 5th, (A.) represents Mr. Anstey's Div.
2nd, 5th, (B.) represents Mr. Arnold's Div.

P. Bowden Smith.
Nov. 30, 1861.

No.	Classical Form in which the Boy now is.	Corresponding No. of the Boy in Classical Form.	Age. Yrs.	Mths.	Date of Admission into School.	Date of Entrance into Set.	Books used.
1	5th - - -	25	18	3	Aug. 1858	Aug. 1861	Schiller's Gedichte; Roche, Ecrivains Français, Vol. II.; Heimann's German Exercises, Part I.; Life of Turenne (for translation into French).
2	20 - - -	22	18	1	Oct. 1855	Feb. 1861	
3	20 - - -	20	18	10	Aug. 1858	Oct. 1860	
4	5th - - -	3	17	6	Feb. 1858	Feb. 1861	
5	2nd, 5th (B.) -	3	15	4	Sept. 1859	Oct. 1860	
6	20 - - -	25	17	8	Aug. 1858	Feb. 1861	
7	5th - - -	11	16	6	Feb. 1860	April 1860	
8	5th - - -	27	15	11	Feb. 1858	April 1861	
9	20 - - -	13	17	8	Feb. 1859	Aug. 1861	
10	5th - - -	23	17	9	Feb. 1857	April 1861	
11	20 - - -	15	17	11	Aug. 1857	Oct. 1861	
12	20 - - -	3	15	6	Oct. 1859	Aug. 1861	
13	2nd, 5th (A.) -	25	18	6	Feb. 1858	„	
14	5th - - -	4	17	11	Aug. 1859	April 1861	
15	5th - - -	15	16	10	Aug. 1860	Aug. 1861	
16	2nd, 5th (B.) -	19	15	10	Oct. 1860	Oct. 1861	
17	2nd, 5th (A.) -	15	16	6	Sept. 1859	„	
18	20 - - -	17	17	2	April 1859	„	
19	2nd, 5th (A.) -	2	15	11	Sept. 1859	„	
20	2nd, 5th (A.) -	10	16	1	Feb. 1859	„	
21	20 - - -	26	17	3	Aug. 1858	„	
22	2nd, 5th (B.) -	31	16	6	Aug. 1859	„	
23	2nd, 5th (B.) -	29	14	3	Feb. 1861	„	

Upper School.

3rd Set, 24 Boys.

Hours of Work,—

Tuesday 11 to 12.
Thursday 11 to 12.
Total, 2 hours a week.

C. T. Arnold.
Dec. 2, 1861.

No.	Classical Form in which the Boy now is.	Corresponding No. of the Boy in Classical Form.	Age. Yrs.	Mths.	Date of Admission into School.	Date of Entrance into Set.	Books used.
1	20th - - -	18	16	8	Aug. 1860	Oct. 1861	Hauffs Märchen; Mémoires de Cléry Vol. IX. of Barrière's Bibliotheque des Mémoires, relatifs à l'histoire de France, 18e siecle.; Wittich's Exercises (German); Life of Arago, re-translated into French; German Accidence for use of Rugby School.
2	2nd, 5th (B.) -	6	16	8	Feb. 1859	Aug. 1861	
3	20th - - -	5	16	0	Oct. 1859	Aug. 1860	
4	5th - - -	31	15	7	Feb. 1860	Oct. 1860	
5	2nd, 5th (A.) -	6	17	2	Sept. 1859	Feb. 1861	
6	2nd, 5th (B.) -	8	16	4	Oct. 1860	Aug. 1861	
7	20th - - -	8	15	6	Sept. 1859	„	
8	20th - - -	23	18	5	Aug. 1858	„	
9	5th - - -	1	15	5	Aug. 1859	„	
10	2nd, 5th (B.) -	16	17	6	Aug. 1858	Oct. 1860	
11	5th - - -	12	15	11	Aug. 1859	Aug. 1861	
12	20th - - -	27	16	2	Feb. 1859	April 1860	
13	2nd, 5th (A.) -	17	16	3	„	Aug. 1861	
14	5th - - -	17	17	5	Aug. 1859	„	
15	20th - - -	4	16	10	„	Feb. 1861	
16	5th - - -	18	17	6	Feb. 1861	Oct. 1861	
17	2nd, 5th (B.) -	2	16	10	Feb. 1859	„	
18	5th - - -	13	16	2	Feb. 1861	„	
19	5th - - -	30	15	0	Aug. 1860	„	
20	20th - - -	12	15	11	Oct. 1860	„	
21	2nd, 5th (A.) -	5	16	1	Aug. 1861	„	
22	„ - -	27	17	10	Feb. 1855	„	
23	5th - - -	14	17	10	Aug. 1857	„	
24	5th - - -	20	16	1	Feb. 1860	„	

Upper School.

4th Set, 24 Boys.

Hours of Work,—

Tuesday 10½ to 11½.
Thursday 10½ to 11½.

Total, 2 hours a week.

G. Vecqueray.
Dec. 2, 1861.

No.	Classical Form in which the Boy now is.	Corresponding No. of the Boy in Classical Form.	Age. Yrs.	Mths.	Date of Admission into School.	Date of Entrance into Set.	Books used.
1	5th - - -	6	17	2	Feb. 1859	Feb. 1861	Mignet Histoire de la Revolution Française, Vol. II.; Ahn's French Grammar and Exercise; Herder, Der Cid.; Wittich's German Exercises; Primary German Grammar.
2	5th - - -	34	17	4	Feb. 1860	Aug. 1861	
3	2nd, 5th (A.) -	3	17	3	Jan. 1859	Feb. 1861	
4	2nd, 5th (B.) -	27	18	3	April 1856	Aug. 1860	
5	„ - -	14	17	11	Oct. 1859	Feb. 1861	
6	2nd, 5th (A.) -	22	17	6	Feb. 1860	Aug. 1861	
7	5th - - -	28	16	10	Aug. 1858	„	
8	5th - - -	20	16	1	Feb. 1860	„	
9	2nd, 5th (A.) -	7	15	1	Feb. 1859	„	
10	„ - -	26	17	3	May 1860	„	
11	2nd, 5th (B.) -	20	16	5	Sept. 1859	„	
12	2nd, 5th (A.) -	11	15	5	„	„	
13	2nd, 5th (B.) -	7	15	10	„	„	
14	2nd, 5th (A.) -	19	17	1	„	„	
15	5th - - -	16	15	2	Aug. 1860	„	
16	2nd, 5th (A.) -	4	15	1	April 1860	„	
17	2nd, 5th (B.) -	32	15	1	Aug. 1860	Oct. 1861	
18	„ - -	11	16	8	Sept. 1859	„	
19	„ - -	10	14	2	Aug. 1860	„	
20	2nd, 5th (A.) -	9	13	7	Feb. 1861	„	
21	5th - - -	24	16	1	Feb. 1860	„	
22	2nd, 5th (B.) -	17	15	10	Aug. 1860	„	
23	2nd, 5th (A.) -	23	15	11	Sept. 1857	„	
24	2nd, 5th (B.) -	23	15	7	Sept. 1859	„	

TABLE B b.

RUGBY.

ARRANGEMENT OF THE SCHOOL FOR MODERN LANGUAGES.

No.	Classical Form in which the Boy now is.	Corresponding No. of the Boy in Classical Form.	Age.	Date of Admission into School.	Date of Entrance into Set.	Books used.
			Yrs. Mths.			
1	2nd, 5th (B.) -	4	16 1	Feb. 1861	Feb. 1861	Ahn's 3rd German Course; Wittich's German Exercises; German Accidence; La Fontaine, Fables; Hamel's French Exercises.
2	2nd, 5th (A.) -	28	18 3	Feb. 1857	Aug. 1861	
3	5th - -	32	15 6	Feb. 1860	Feb. 1861	
4	2nd, 5th (A). -	24	18 5	Aug. 1857	April 1861	
5	2nd, 5th (B.) -	13	16 5	Sept. 1859	Aug. 1861	
6	2nd, 5th (A.) -	20	17 8	Feb. 1859	Feb. 1861	
7	2nd, 5th (B.) -	21	15 6	Feb. 1861	Aug. 1861	
8	,, -	18	16 9	Aug. 1859	,,	
9	,, -	26	15 10	Aug. 1861	,,	
10	2nd, 5th (A.) -	29	15 8	,,	,,	
11	2nd, 5th (B.) -	25	16 0	Oct. 1860	,,	
12	,, -	24	17 4	,,	Oct. 1860 (absent 3 months)	
13	,, -	15	16 9	Aug. 1860	Aug. 1861	
14	,, -	22	15 4	April 1860	,,	
15	2nd, 5th (A.) -	32	15 7	Aug. 1859	Oct. 1861	
16	2nd, 5th (B.) -	28	15 4	April 1860	,,	
17	,, -	30	15 9	Feb. 1861	,,	
18	2nd, 5th (A.) -	31	15 9	,,	,,	
19	,, -	34	16 1	Oct. 1860	,,	
20	,, -	33	16 1	April 1860	,,	
21	,, -	30	16 8	Feb. 1860	,,	

UPPER SCHOOL.
5TH SET, 21 BOYS.
Hours of Work,—
Tuesday 10½ to 11½.
Thursday 10½ to 11½.
Total, 2 hours per week.
P. BOWDEN SMITH.
Nov. 30, 1861.

No.	Classical Form in which the Boy now is.	Corresponding No. of the Boy in Classical Form.	Age.	Date of Admission into School.	Date of Entrance into Set.	Books used.
1	1st, Upp. Mid. (A.) -	22	14 6	Aug. 1861	Aug. 1861	Buchheim's extracts from "Göthe's Italienische Reise;" Wittich's German Exercises; Cornille, Horace; Life of Schamyl (for Translation into French).
2	1st, Upp. Mid. (B.) -	15	17 5	April 1859	Aug. 1860	
3	,, -	25	16 3	Feb. 1859	,,	
4	,, -	2	16 1	Feb. 1860	,,	
5	1st, Upp. Mid. (A.) -	11	15 11	Aug. 1860	,,	
6	2nd, Upp. Mid. (A.)	8	15 6	Feb. 1859	Aug. 1861	
7	1st, Upp. Mid. (A.) -	1	15 1	Aug. 1859	Aug. 1860	
8	1st, Upp. Mid. (B.) -	35	15 9	Aug. 1860	April 1861	
9	1st, Upp. Mid. (A.) -	10	15 6	Feb. 1859	Aug. 1860	
10	,, -	12	17 5	Aug. 1859	,,	
11	1st, Upp. Mid. (B.) -	10	16 0	Oct. 1860	Oct. 1860	
12	1st, Upp. Mid. (A.) -	4	15 7	Aug. 1859	Aug. 1860	
18	2nd, Upp. Mid. (A.)	5	16 6	Sept. 1859	Aug. 1861	
14	1st, Upp. Mid. (B.) -	1	14 3	Aug. 1861	,,	
15	,, -	14	16 0	Aug. 1860	April 1861	
16	,, -	32	13 11	Aug. 1861	Aug. 1861	
17	,, -	23	16 1	Feb. 1860	Feb. 1861	
18	,, -	27	17 6	Aug. 1858	Aug. 1858	
19	,, -	3	15 0	Feb. 1859	Aug. 1861	
20	1st, Upp. Mid. (A.) -	20	16 9	Aug. 1859	Feb. 1861	
21	2nd, Upp. Mid. (B.)	14	14 6	Feb. 1861	,,	
22	2nd, Upp. Mid. (A.)	4	15 3	April 1858	Aug. 1861	
23	1st, Upp. Mid. (B.) -	30	15 10	Feb. 1858	,,	
24	,, -	21	16 3	April 1858	,,	
25	1st, Upp. Mid. (A.) -	6	16 11	Aug. 1858	Oct. 1861	
26	,, -	17	17 6	Feb. 1858	,,	
27	2nd, Upp. Mid. (A.)	23	16 8	April 1859	,,	
28	1st, Upp. Mid. (A.) -	8	17 2	Feb. 1857	,,	
29	2nd, Upp. Mid. (A.)	33	16 1	Oct. 1861	,,	

MIDDLE SCHOOL, UPPER DIVISION.
(Including the 2 Divisions of 1st Upp. Mid., and of 2nd Upp. Mid.)
1ST SET, 29 BOYS.
Hours of Work,—
Wednesday 3¼ to 4¼.
Friday 3¼ to 4¼.
Total, 2 hours per week.
N.B.
1st, Upp. Mid.(A.) represents Mr. Burrows' Div.
1st, Upp. Mid.(B.) represents Mr. Blake's Div.
2nd, Upp. Mid. (A) represents Mr. Butler's Div.
2nd, Upp. Mid. (B.) represents Mr. Hutchinson's Div.
P. BOWDEN SMITH.
Nov. 30, 1861.

No.	Classical Form in which the Boy now is.	Corresponding No. of the Boy in Classical Form.	Age.	Date of Admission into School.	Date of Entrance into Set.	Books used.
1	1st, Upp. Mid. (A.) -	33	15 0	Aug. 1861	Aug. 1861	Mignet, Hist. de la Révolution Fr., Vol. I.; Ahn's French Grammar and Exercises; Lessing, Fabeln.; Lettau, Blucher's Leben; Wittich's German Exercises.
2	2nd, Upp. Mid. (A.)	24	15 10	Aug. 1860	,,	
3	1st, Upp. Mid. (B.) -	6	17 3	Oct. 1859	Aug. 1860	
4	,, -	12	15 2	Feb. 1859	Feb. 1861	
5	2nd, Upp. Mid. (B.)	11	17 8	,,	April 1861	
6	1st, Upp. Mid. (A.) -	3	17 1	Aug. 1858	Aug. 1860	
7	2nd, Upp. Mid. (B.)	15	16 11	Feb. 1860	Aug. 1861	
8	,, -	4	15 2	Feb. 1859	,,	
9	2nd, Upp. Mid. (A.)	13	17 8	Oct. 1859	,,	
10	1st, Upp. Mid. (B.) -	17	14 3	April 1860	,,	
11	2nd, Upp. Mid. (B.)	17	16 9	Feb. 1859	Feb. 1861	
12	1st, Upp. Mid. (A.) -	4	15 7	Aug. 1859	Aug. 1861	
13	2nd, Upp. Mid. (B.)	18	13 9	Aug. 1861	,,	
14	1st, Upp. Mid. (A.) -	24	17 1	Aug. 1860	,,	
15	,, -	30	15 4	Aug. 1861	,,	
16	1st, Upp. Mid. (B.) -	36	15 6	Aug. 1859	,,	
17	2nd, Upp. Mid. (A.)	16	13 5	Aug. 1860	April 1861	
18	1st, Upp. Mid. (A.) -	32	14 9	Aug. 1861	Aug. 1861	
19	1st, Upp. Mid. (B.) -	37	14 9	,,	,,	
20	1st, Upp. Mid. (A.) -	14	14 11	Sept. 1860	,,	
21	1st, Upp. Mid. (B.) -	19	13 9	Feb. 1861	,,	
22	1st, Upp. Mid. (A.) -	26	15 11	Aug. 1860	April 1861	
23	2nd, Upp. Mid. (A.)	9	15 11	Sept. 1859	,,	
24	1st, Upp. Mid. (A.) -	23	17 1	Feb. 1858	Aug. 1861	
25	1st, Upp. Mid. (B.) -	7	14 1	Easter 1861	Oct. 1861	
26	,, -	18	16 10	Oct. 1860	,,	
27	2nd, Upp. Mid. (A.)	27	16 2	Easter 1861	,,	
28	1st, Upp. Mid. (A.) -	38	14 11	Oct. 1861	,,	

MIDDLE SCHOOL, UPPER DIVISION.
2ND SET, 28 BOYS.
Hours of Work,—
Wednesday, 3¼ to 4¼.
Friday 3¼ to 4¼.
Total, 2 hours per week.
G. VECQUERAY.
Dec. 2, 1861.

TABLE B b.

RUGBY.

ARRANGEMENT OF THE SCHOOL FOR MODERN LANGUAGES.

Middle School, Upper Division.

3rd Set, 28 Boys.

Hours of Work,—
Wednesday 3½ to 4½.
Friday 3½ to 4½.

Charles E. Moberly.

No.	Classical Form in which the Boy now is.	Corresponding No. of the Boy in Classical Form.	Age. Yrs.	Mths.	Date of Admission into School.	Date of Entrance into Set.	Books used.
1	2nd, Upper Mid. (A.)	17	17	4	Oct. 1859	Aug. 1861	Ségur, Napoleon et la Grande Armée; Hamel, Grammar and Exercises; German Syntax; Niebuhr, Griechische Helden Erzählungen.
2	2nd, Upper Mid. (B.)	8	14	8	Feb. 1859	„	
3	1st, Upper Mid. (A.)	13	16	2	Feb. 1860	„	
4	1st, Upper Mid. (A.)	35	16	4	April 1861	„	
5	1st, Upper Mid. (B.)	13	18	1	Sept. 1856	Feb. 1861	
6	2nd, Upper Mid. (A.)	7	15	5	Feb. 1860	„	
7	1st, Upper Mid. (B.)	29	15	2	Feb. 1859	April 1861	
8	1st, Upper Mid. (B.)	4	13	9	Aug. 1861	Aug. 1861	
9	1st, Upper Mid. (A.)	7	14	10	Feb. 1861	Feb. 1861	
10	2nd, Upper Mid. (B.)	2	15	3	Aug. 1860	April 1861	
11	1st, Upper Mid. (B.)	8	16	9	Aug. 1859	Feb. 1861	
12	1st, Upper Mid. (B.)	11	14	4	Aug. 1861	Aug. 1861	
13	1st, Upper Mid. (B.)	5	16	9	Feb. 1858	Feb. 1861	
14	2nd, Upper Mid. (B.)	12	16	6	Sept. 1859	April 1861	
15	1st, Upper Mid. (A.)	19	14	8	Aug. 1860	Aug. 1861	
16	2nd, Upper Mid. (B.)	3	14	8	„	April 1861	
17	2nd Upper Mid. (B.)	6	17	10	Sept. 1859	„	
18	2nd, Upper Mid. (B.)	21	18	1	„	Oct. 1860	
19	2nd, Upper Mid. (B.)	23	15	1	Feb. 1860	Aug. 1861	
20	1st, Upper Mid. (A.)	31	13	6	Aug. 1861	„	
21	2nd, Upper Mid. (A.)	2	17	1	Feb. 1859	Feb. 1861	
22	1st, Upper Mid. (A.)	9	14	3	Aug. 1861	Oct. 1861	
23	1st, Upper Mid. (A.)	37	16	7	April 1859	„	
24	2nd, Upper Mid. (A.)	6	15	6	Feb. 1861	„	
25	1st, Upper Mid. (B.)	24	16	4	Oct. 1860	„	
26	1st, Upper Mid. (A.)	5	15	3	Aug. 1859	„	
27	2nd, Upper Mid. (B.)	32	14	4	Oct. 1861	„	
28	1st, Upper Mid. (A.)	21	16	10	Feb. 1860	„	

Middle School, Upper Division.

4th Set, 26 Boys.

Hours of Work,—
Wednesday 4¼ to 5¼.
Friday 4¼ to 5¼.
Total, 2 hours per week.

G. Vecqueray.
Dec. 2, 1861.

No.	Classical Form in which the Boy now is.	Corresponding No. of the Boy in Classical Form.	Age. Yrs.	Mths.	Date of Admission into School.	Date of Entrance into Set.	Books used.
1	Upp. Mid. (B.) -	9	14	0	Aug. 1861	Aug. 1861	Valentin, Hist. des Ducs de Bourgogne; Ahn's French Grammar and Exercises; Primary German Grammar.
2	1st, Upp. Mid. (A.) -	36	16	11	Feb. 1860	Feb. 1861	
3	„ -	18	16	11	Oct. 1859	„	
4	1st, Upp. Mid. (B.) -	34	16	2	Aug. 1860	Aug. 1861	
5	1st, Upp. Mid. (A.) -	29	15	5	Feb. 1860	„	
6	„ -	15	16	3	Aug. 1860	„	
7	2nd, Upp. Mid. (B.)	27	13	6	Aug. 1861	„	
8	1st, Upp. Mid. (A.) -	25	14	10	Feb. 1860	„	
9	2nd, Upp. Mid. (A.)	12	17	8	Oct. 1858	„	
10	1st, Upp. Mid. (B.) -	22	17	1	Feb. 1859	Feb. 1861	
11	2nd, Upp. Mid. (A.)	1	17	9	Sept. 1859	„	
12	1st, Upp. Mid. (B.) -	20	14	9	April 1861	„	
13	2nd, Upp. Mid. (A.)	18	16	5	Sept. 1859	„	
14	2nd, Upp. Mid. (B.)	10	14	4	Aug. 1861	Aug. 1861	
15	„ -	24	13	7	„	„	
16	1st, Upp. Mid. (A.) -	28	13	9	„	„	
17	1st, Upp. Mid. (B.) -	28	14	5	Feb. 1861	Oct. 1861	
18	2nd, Upp. Mid. (A.)	28	16	1	April 1859	„	
19	„ -	29	15	9	Sept. 1859	„	
20	2nd, Upp. Mid. (B.) -	30	13	10	Feb. 1859	„	
21	2nd, Upp. Mid. (A.)	26	15	10	Feb. 1861	„	
22	„ -	22	15	4	Aug. 1858	„	
23	2nd, Upp. Mid. (B.)	13	15	9	Feb. 1861	„	
24	„ -	9	14	5	Aug. 1860	„	
25	2nd, Upp. Mid. (A.)	3	15	4	„	„	
26	„ -	11	15	2	„	Aug. 1860	

Middle School (U. D.)

5th Set, 23 Boys.

Hours of Work,—
Wednesday 4¼ to 5¼.
Friday 4¼ to 5¼.
Total, 2 hours per week.

P. Bowden Smith.
Nov. 30, 1861.

No.	Classical Form in which the Boy now is.	Corresponding No. of the Boy in Classical Form.	Age. Yrs.	Mths.	Date of Admission into School.	Date of Entrance into Set.	Books used.
1	2nd, Upp. Mid. (A.)	14	13	11	Oct. 1860	April 1861	Karcher, Biographies Militaires; Ahn's French Exercises.
2	2nd, Upp. Mid. (B.) -	26	14	7	Aug. 1861	Aug. 1861	
3	„ -	1	16	3	Aug. 1859	Feb. 1861	
4	„ -	25	12	9	Aug. 1861	Aug. 1861	
5	1st Upp. Mid. (B.) -	33	16	7	Oct. 1860	Oct. 1860	
6	2nd Upp. Mid. (A.) -	19	15	5	Aug. 1860	Aug. 1861	
7	„ -	10	16	0	Feb. 1860	April 1861	
8	„ -	20	16	1	Feb. 1861	Aug. 1861	
9	2nd, Upp. Mid. (B.) -	5	15	4	Aug. 1860	Feb. 1861	
10	„ -	19	15	7	Aug. 1861	Aug. 1861	
11	1st Upp. Mid. (A.) -	27	15	0	„	„	
12	2nd, Upp. Mid. (B.) -	7	14	11	Feb. 1861	Feb. 1861	
13	2nd, Upp. Mid. (A.) -	21	16	6	„	„	
14	1st, Upp. Mid. (B.) -	31	16	8	Sept. 1859	Aug. 1860	
15	2nd, Upp. Mid. (B.) -	28	16	4	Aug. 1859	Aug. 1861	
16	„ -	22	15	6	Feb. 1861	Feb. 1861	
17	„ -	16	16	1	Sept. 1859	Aug. 186	
18	2nd, Upp. Mid. (A.)	15	14	6	Sept. 1858	„	
19	„ -	30	17	0	Aug. 1858	Feb. 1861	
20	2nd, Upp. Mid. (B.) -	29	15	9	Aug. 1860	Oct. 1861	
21	2nd, Upp. Mid. (A.)	31	16	9	Feb. 1860	Aug. 1861	
22	2nd, Upp. Mid. (B.) -	31	14	3	Oct. 1861	Oct. 1861	
23	2nd, Upp. Mid. (A.) -	32	16	7	Aug. 1859	„	

TABLE B b.

RUGBY.

ARRANGEMENT OF THE SCHOOL FOR MODERN LANGUAGES.

MIDDLE SCHOOL, L. DIV.
(Including the 3rd Upp. Mid., and the 2 Divs. of Lower Middle.)
1ST SET, 23 BOYS.

Hours of Work,—
Tuesday 8¼ to 9¼.
Thursday 8¼ to 9¼.
In summer 7¼ to 8¼.
Total, 2 hours per week.

N.B.
Lower Middle (A.) Mr. Scott's Division.
Lower Middle (B.) Mr. Percival's Division.

G. VECQUERAY.
Dec. 2, 1861.

No.	Classical Form in which the Boy now is.	Corresponding No. of the Boy in Classical Form.	Age. Yrs. Mths.	Date of Admission into School.	Date of Entrance into Set.	Books used.
1	Lower Mid. (A.) -	12	15 2	Feb. 1861	Aug. 1861	About, Le Roi des Montagnes; Ahn's French Grammar and Exercises; Niebuhr, Griechische Helden Erzählungen; Wittich's German Exercises; Primary German Grammar.
2	Lower Mid. (B.) -	12	15 5	April 1861	April 1861	
3	3rd, Upp. Mid. -	28	16 11	Feb. 1861	Feb. 1861	
4	Lower Mid. (A.) -	4	17 0	Oct. 1856	Aug. 1860	
5	„ -	15	15 10	Feb. 1861	April 1861	
6	Lower Mid. (B.) -	6	14 3	Aug. 1859	Feb. 1861	
7	Lower Mid. (A.) -	10	16 3	Aug. 1860	Aug. 1860	
8	3rd, Upp. Mid. -	15	15 3	Aug. 1861	Aug. 1861	
9	Lower Mid. (B.) -	9	14 3	„	„	
10	Lower Mid. (A.) -	9	15 3	Aug. 1859	May 1861	
11	3rd, Upp. Mid. -	2	16 6	Aug. 1860	Aug. 1860	
12	„ -	9	14 9	Aug. 1861	Aug. 1861	
13	Lower Mid. (A.) -	20	15 5	„	„	
14	3rd, Upp. Mid. -	14	15 6	„	„	
15	„ -	16	13 7	„	„	
16	Lower Mid. (B.) -	11	15 9	Aug. 1860	Feb. 1861	
17	3rd, Upp. Mid. -	26	16 0	Feb. 1861	Oct. 1861	
18	„ - -	27	15 3	Oct. 1861	Nov. 1861	
19	„ - -	22	11 5	Feb. 1859	„	
20	„ - -	20	17 9	Aug. 1859	Oct. 1861	
21	„ - -	19	13 11	Aug. 1861	„	
22	„ - -	29	14 1	Oct. 1861	„	
23	Lower Mid. (A.) -	11	16 11	Aug. 1859	„	

MIDDLE SCHOOL, LOWER DIVISION.
2ND SET, 30 BOYS.

Hours of Work,—
Tuesday 7¼ to 8¼.
Thursday 7¼ to 8¼.

CHARLES E. MOBERLY.

No.	Classical Form in which the Boy now is.	Corresponding No. of the Boy in Classical Form.	Age. Yrs. Mths.	Date of Admission into School.	Date of Entrance into Set.	Books used.
1	3rd, Upper Middle; Mr. Moberly.	5	15 5	Oct. 1860	Aug. 1860	Voltaire, Charles XII.; Hamel, Grammar and Exercises; Niebuhr, Helden Erzählungen; German Accidence.
2	Lower Middle; Mr. Percival.	5	14 11	Feb. 1861	Aug. 1861	
3	Lower Middle; Mr. Percival.	17	16 3	Feb. 1859	April 1861	
4	3rd, Upper Middle; Mr. Moberly.	23	15 11	Aug. 1860	Aug. 1860	
5	3rd, Upper Middle; Mr. Moberly.	6	15 10	Feb. 1861	Feb. 1861	
6	3rd, Upper Middle; Mr. Moberly.	1	16 1	„	„	
7	Lower Middle; Mr. Percival.	14	15 10	Feb. 1858	Sept. 1861	
8	3rd, Upper Middle; Mr. Moberly.	18	14 11	Aug. 1861	„	
9	3rd, Upper Middle; Mr. Moberly.	8	15 6	Aug. 1860	Aug. 1860	
10	Lower Middle; Mr. Scott.	6	16 0	Feb. 1859	Aug. 1861	
11	Lower Middle; Mr. Percival.	1	16 3	Aug. 1860	Aug. 1860	
12	3rd, Upper Middle; Mr. Moberly.	24	15 5	Oct. 1859	Aug. 1861	
13	3rd, Upper Middle; Mr. Moberly.	4	14 7	Feb. 1860	„	
14	Lower Middle; Mr. Scott.	17	12 4	„	„	
15	Lower Middle; Mr. Percival.	10	14 10	Feb. 1861	„	
16	Lower Middle; Mr. Percival.	18	16 0	Aug. 1861	„	
17	Lower Middle; Mr. Scott.	13	15 2	Oct. 1860	Feb. 1861	
18	Lower Middle; Mr. Scott.	14	14 7	Aug. 1858	Aug. 1860	
19	Lower Middle; Mr. Percival.	4	12 3	Aug. 1861	Aug. 1861	
20	Lower Middle; Mr. Percival.	22	16 2	Aug. 1860	Oct. 1861	
21	Lower Middle; Mr. Scott.	28	15 6	Oct. 1860	„	
22	Lower Middle; Mr. Scott.	27	16 8	Sept. 1859	„	
23	3rd, Upper Middle; Mr. Moberly.	13	15 8	Feb. 1861	„	
24	3rd, Upper Middle; Mr. Moberly.	21	15 6	„	„	
25	Lower Middle; Mr. Percival.	3	16 4	Sept. 1859	„	
26	Lower Middle; Mr. Scott.	1	15 10	Aug. 1861	„	
27	3rd, Upper Middle; Mr. Moberly.	17	13 1	„	„	
28	Lower Middle; Mr. Percival,	27	15 10	Sept. 1861	„	
29	3rd, Upper Middle; Mr. Moberly.	25	15 4	Oct. 1859	„	
30	Lower Middle; Mr. Scott.	2	16 8	Feb. 1861	„	

TABLE B b.

RUGBY.

ARRANGEMENT OF THE SCHOOL FOR MODERN LANGUAGES.

No.	Classical Form in which the Boy now is.	Corresponding No. of the Boy in Classical Form.	Age.	Date of Admission into School.	Date of Entrance into Set.	Books used.
			Yrs. Mths.			
Middle School, Lower Division.						
3rd Set, 30 Boys.						
Hours of Work,—						
Tuesday, Thursday: 7¼ to 8¼ in summer, 8¼ to 9¼ in winter.						
Total, 2 hours per week.						
P. Bowden Smith. Nov. 30, 1861.						
1	Low. Mid. (B.)	8	15 5	Aug. 1861	Aug. 1861	Miss Sewell's "Contes Faciles"; Ahu's French Exercises; French Accidence.
2	,,	2	15 4	,,	,,	
3	3rd, Upp. Mid.	7	15 3	Aug. 1860	Aug. 1860	
4	,,	10	14 8	,,	,,	
5	Low. Mid. (A.)	3	16 9	April 1860	April 1860	
6	,,	18	17 4	Feb. 1859	Oct. 1860	
7	,,	7	16 2	Aug. 1861	Aug. 1861	
8	,,	8	14 6	Aug. 1860	,,	
9	Low. Mid. (B.)	21	15 3	Aug. 1861	,,	
10	3rd, Upp. Mid.	12	12 2	,,	,,	
11	Low. Mid. (A.)	16	14 7	,,	,,	
12	,,	21	15 0	,,	,,	
13	,,	5	16 11	Aug. 1859	Feb. 1861	
14	Low. Mid. (B.)	16	15 2	Feb. 1861	,,	
15	,,	13	16 6	Sept. 1859	,,	
16	,,	19	15 10	Aug. 1861	Aug. 1861	
17	Low. Mid. (A.)	22	13 7	,,	,,	
18	Low. Mid. (B.)	15	15 1	Feb. 1861	Feb. 1861	
19	Low. Mid. (A.)	24	14 1	Aug. 1861	Aug. 1861	
20	,,	23	16 6	Feb. 1861	Feb. 1861	
21	Low. Mid. (B.)	20	15 1	Aug. 1860	Aug. 1860	
22	3rd, Upp. Mid.	11	14 8	Aug. 1861	Aug. 1861	
23	Low. Mid. (B.)	24	12 4	Aug. 1860	Oct. 1861	
24	,,	23	14 8	Sept. 1859	,,	
25	Low. Mid. (A.)	25	15 7	Feb. 1860	,,	
26	Low. Mid. (B.)	25	16 1	Feb. 1859	,,	
27	Low. Mid. (A.)	26	16 3	April 1860	,,	
28	Low. Mid. (B.)	26	14 2	Oct. 1861	,,	
29	Low. Mid. (A.)	29	13 9	,,	,,	
30	,,	30	15 4	Feb. 1860	,,	
Lower School. (Including the Upper Remove, Lower Remove, 4th, 3rd, 2nd.)						
1st Set, 18 Boys.						
Hours of Work,—						
Wednesday 9½ to 10½. Friday 9½ to 10½.						
Total, 2 hours per week.						
N B. *Upp.* and *Low.* remove are numbered in one Form, "Remove." 1*st* Form does not now exist. 3*rd* and 2*nd* Forms only number 10 together.						
P. Bowden Smith. Nov. 30, 1861.						
1	Remove	18	15 6	Feb. 1860	Aug. 1860	Miss Sewell's "Extraits Choisis"; Hamel's French Exercises; German Accidence; Heimann's 50 lessons (German Exercises).
2	,,	20	12 0	Sept. 1859	April 1860	
3	,,	17	16 4	Feb. 1860	Oct. 1860	
4	,,	10	15 4	Sept. 1859	Feb. 1861	
5	,,	2	16 8	Aug. 1860	Aug. 1860	
6	,,	12	13 5	Feb. 1860	Feb. 1861	
7	,,	27	14 6	Aug. 1861	Aug. 1861	
8	,,	7	15 8	Aug. 1860	April 1861	
9	,,	34	11 6	Feb. 1859	Oct. 1860	
10	,,	33	15 3	Aug. 1861	Aug. 1861	
11	,,	30	13 1	Aug. 1858	Feb. 1861	
12	,,	36	14 9	Feb. 1859	April 1861	
13	,,	15	14 6	Aug. 1860	Aug. 1861	
14	,,	39	13 3	April 1861	,,	
15	,,	11	15 4	Aug. 1861	,,	
16	,,	40	13 9	Oct. 1861	Oct. 1861	
17	,,	3	16 6	Feb. 1860	,,	
18	,,	16	13 9	Aug. 1861	,,	
Lower School.						
2nd Set, 20 Boys.						
Hours of Work,—						
Wednesday 10½ to 11½. Friday 10½ to 11½.						
Total, 2 hours per week.						
P. Bowden Smith. Nov. 30, 1861.						
1	Remove	4	15 7	Aug. 1860	Feb. 1861	Lamé Fleury, "Mythologie"; Hamel's French Exercises; French Accidence; German Accidence.
2	,,	19	14 3	Aug. 1861	Aug. 1861	
3	,,	22	14 4	,,	,,	
4	,,	9	14 10	Aug. 1860	Aug. 1860	
5	,,	6	14 10	Feb. 1861	Feb. 1861	
6	,,	25	14 0	Aug. 1859	Aug. 1860	
7	,,	13	14 10	Aug. 1861	Sept. 1861	
8	,,	37	13 3	Feb. 1861	Aug. 1861	
9	,,	31	13 11	Aug. 1861	,,	
10	,,	8	15 5	Feb. 1861	,,	
11	,,	28	14 7	Aug. 1861	,,	
12	4th -	3	12 6	Sept. 1859	,,	
13	4th -	5	15 3	Aug. 1861	,,	
14	Remove	5	16 4	Aug. 1858	Feb. 1861	
15	4th -	1	14 1	Feb. 1859	Aug. 1861	
16	Remove	21	14 4	April 1861	April 1861	
17	,,	26	15 6	Feb. 1860	,,	
18	4th -	13	14 7	Aug. 1858	Aug. 1861	
19	4th -	14	13 1	Oct. 1861	Oct. 1861	
20	Remove	1	15 7	,,	,,	

TABLE B b.

RUGBY.

ARRANGEMENT OF THE SCHOOL FOR MODERN LANGUAGES.

ARRANGEMENT OF THE SCHOOL FOR MATHEMATICS.

	No.	Classical Form in which the Boy now is.	Corresponding No. of the Boy in Classical Form.	Age.	Date of Admission into School.	Date of Entrance into Set.	Books used.
Lower School.				Yrs. Mths.			
3rd Set, 16 Boys.	1	Lower Remove	32	15 7	Feb. 1861	Feb. 1861	A primary French Grammar, Ahn's French Grammar and Exercises; Gasc, Histoires amusantes et instructives.
	2	,,	38	13 6	,,	Aug. 1861	
Hours of Work,—	3	,,	35	14 9	Aug. 1860	April 1861	
Wednesday 10¼ to 11.	4	,,	24	15 6	Sept. 1859	Aug. 1861	
Friday - 10¼ to 11.	5	4th Form	12	13 2	Aug. 1860	,,	
Total, 1½ hours per week.	6	Lower Remove	23	15 2	,,	April 1861	
N.B.	7	4th Form	4	13 3	Sept. 1859	Aug. 1861	
1. The Upp. and Low. Rem. are numbered as one Form, Remove.	8	Lower Remove	29	15 7	April 1860	April 1861	
	9	Remove	14	15 0	April 1859	,,	
2. The 1st Form does not now exist.	10	Lower Remove	42	14 1	Sept. 1859	,,	
	11	3rd Form	15	9 4	Aug. 1860	Aug. 1861	
3. The 3rd and 2nd Forms only number 10 together.	12	4th Form	11	11 6	,,	,,	
	13	,,	7	14 1	Feb. 1860	,,	
	14	3rd Form	16	14 6	,,	,,	
	15	4th Form	6	10 10	Oct. 1859	April 1861	
	16	,,	10	11 7	Aug. 1859	,,	
G. Vecqueray.							
Dec. 2, 1861.							
Lower School.							
4th Set, 11 Boys.	1	3rd Form	19	13 10	Aug. 1860	Aug. 1860	French Primary Grammar; Gasc's first French Book.
	2	,,	20	11 4	Feb. 1861	Feb. 1861	
Hours of Work,—	3	4th Form	2	14 7	,,	,,	
Wednesday 11 to 11½.	4	,,	8	15 3	Feb. 1860	Feb. 1860	
Friday - 11 to 11½.	5	3rd Form	22	14 3	Aug. 1861	Aug. 1861	
Total, 1½ hours a week.	6	,,	17	13 6	Sept. 1859	Sept. 1859	
N.B.	7	,,	18	14 1	Oct. 1859	Oct. 1859	
1. The Upp. and Low. Rem. are numbered as one Form, Remove.	8	,,	21	13 8	Aug. 1861	Aug. 1861	
2. The 1st Form does not now exist.	9	2nd Form	23	10 11	Feb. 1861	Feb. 1861	
3. The 3rd and 2nd Forms only number 10 together.	10	4th Form	9	13 7	Aug. 1861	Aug. 1861	
	11	2nd Form	24	10 2	,,	,,	
G. Vecqueray.							
Dec. 2, 1861.							
Sixth Form, 1st Set, 8 Boys.	1	6th	2	17 5	Aug. 1858	Aug. 1860	Euclid; Todhunter's Algebra, Trigonometry, Conic Sections, Differential Calculus; Drew's Geometrical Conic Sections; Parkinson's Mechanics.
	2	6th	3	18 0	Aug. 1857	Feb. 1860	
Hours of Work,—	3	6th	4	18 8	Feb. 1858	Oct. 1861	
Wednesday 4 to 5,	4	6th	12	16 6	Oct. 1858	,,	
Friday - 4 to 5, with Mr. Mayor.	5	6th	16	18 0	Sept. 1859	Feb. 1861	
Saturday - 10½ to 11½, with Dr. Temple.	6	6th	17	18 4	Aug. 1857	Oct. 1861	
	7	6th	23	16 9	Oct. 1858	Aug. 1861	
R. B. Mayor.	8	6th	26	16 8	Aug. 1858	Oct. 1861	
The Euclid through the school is taught for the most part on a black board. A boy is put on in a proposition, questions are asked and the different steps explained; deductions and problems are then worked out. In the Middle School places are taken as in form. Occasionally, while an examination paper is given to the set, each boy is called up and heard singly. In arithmetic, algebra, and the higher subjects, new rules are explained, and examples worked out on the board. The work done by each boy both in and out of school is looked over by the master, and difficulties are explained. Papers are given every two or three weeks.							
Sixth Form, 2nd Set, 10 Boys.	1	6th	6	18 7	Oct. 1856	Oct. 1861	Euclid; Beasley's Trigonometry; Todhunter's Algebra; Colenso's Algebra.
	2	6th	9	17 11	Feb. 1860	Feb. 1861	
Hours of Work,—	3	6th	14	17 5	Aug. 1858	Aug. 1860	
Wednesday 4 to 5.	4	6th	20	18 0	Oct. 1857	Feb. 1861	
Friday - 4 to 5.	5	6th	28	18 1	Aug. 1858	Oct. 1861	
Saturday - 10½ to 11½.	6	6th	29	17 9	Feb. 1859	,,	
	7	6th	31	17 3	Aug. 1858	,,	
C. Elsee.	8	6th	34	16 7	April 1860	,,	
	9	6th	36	16 3	Feb. 1859	,,	
	10	6th	42	19 4	Aug. 1856	,,	
Sixth Form, 3rd Set, 12 Boys.	1	6th Form	1	18 1	Feb. 1858	Feb. 1861	Todhunter's Algebra, Pott's Euclid.
	2	,,	5	18 1	Feb. 1857	,,	
Hours of Work,—	3	,,	7	18 4	,,	April 1861	
Wednesday, 4 to 5, with	4	,,	10	17 10	Sept. 1859	Oct. 1861	
Mr. Wilson, in algebra.	5	,,	15	18 11	Feb. 1858	Feb. 1861	
Friday, 4 to 5, with Dr.	6	,,	18	17 4	Aug. 1858	,,	
Temple, in Euclid.	7	,,	21	18 1	Aug. 1856	Aug. 1861	
Saturday, 9½ to 10½, with	8	,,	22	18 5	Feb. 1856	,,	
Mr. Wilson, in algebra.	9	,,	24	18 2	Feb. 1852	Feb. 1861	
	10	,,	25	16 10	Feb. 1859	Aug. 1861	
	11	,,	27	18 5	Aug. 1858	Oct. 1861	
J. M. Wilson	12	,,	33	17 2	Oct. 1858	,,	

TABLE B b.

RUGBY.

ARRANGEMENT OF THE SCHOOL FOR MATHEMATICS.

	No.	Classical Form in which the Boy now is.	Corresponding No. of the Boy in Classical Form.	Age.	Date of Admission into School.	Date of Entrance into Set.	Books used.
				Yrs. Mths.			
Sixth Form, 4th Set, 12 Boys.	1	6th	8	18 1	Sept. 1859	Aug. 1860	Euclid, Colenso's Arithmetic, Todhunter's Algebra.
	2	6th	11	16 11	Feb. 1856	Feb. 1861	
	3	6th	13	17 2	Aug. 1858	,,	
	4	6th	19	18 8	Feb. 1857	Oct. 1860	
Hours of Work,—	5	6th	30	18 3	,,	Aug. 1861	
Wednesday 4 to 5.	6	6th	32	17 9	Feb. 1858	,,	
Friday 2.35 to 3.35.	7	6th	35	18 1	Aug. 1857	Oct. 1861	
Saturday 10¼ to 11¼.	8	6th	37	16 6	Sept. 1859	,,	
With Dr. Temple.	9	6th	38	18 6	Oct. 1857	,,	
	10	6th	39	17 3	Feb. 1859	,,	
	11	6th	40	16 10	Sept. 1858	,,	
R. B. Mayor.	12	6th	41	17 3	Aug. 1853	,,	
Upper School. (Including the 20, 5th Form, and the 2 Divisions of 2nd 5th.) 1st Set, 14 Boys.	1	The Twenty	3	15 6	Oct. 1859	Oct. 1861	Beasley's Plane Trigonometry, Hutton's Logarithms. Todhunter's Algebra, Potts' Euclid, Sheets of Geometrical Problems. Papers are set every 3 weeks. This is made a small set in order that boys of higher attainments may be worked singly in subjects different from those worked in the set, where this is seen to be desirable.
	2	,,	6	15 8	Aug. 1860	,,	
	3	,,	13	17 8	Feb. 1859	Oct. 1860	
	4	,,	14	17 7	April 1858	Aug. 1860	
	5	,,	16	16 4	Sept. 1859	Aug. 1861	
	6	,,	21	16 3	,,	Jan. 1861	
	7	,,	26	17 3	Aug. 1858	Aug. 1860	
Hours of Work,—	8	5th	1	15 5	Aug. 1859	Aug. 1861	
Monday 9½ to 11.	9	5th	10	16 1	Feb. 1861	,,	
Friday 11 to 12¼.	10	5th	14	17 10	Aug. 1857	Oct. 1860	
	11	5th	15	16 10	Aug. 1860	Aug. 1860	
	12	5th	17	17 5	Aug. 1859	,,	
	13	2nd 5th	5	16 1	Aug. 1861	Aug. 1861	
J. M. Wilson.	14	,,	12	17 10	Feb. 1858	Aug. 1860	
Upper School. 2nd Set, 20 Boys.	1	The Twenty	2	15 8	Feb. 1860	Feb. 1861	Potts' Euclid, Colenso's Algebra Todhunter's Algebra.
	2	,,	4	16 10	Aug. 1859	Oct. 1860	
	3	,,	7	15 11	Sept. 1859	April 1861	
	4	,,	12	15 11	Oct. 1860	Feb. 1861	
	5	,,	15	17 11	Aug. 1857	Aug. 1861	
	6	,,	17	17 2	April 1859	Feb. 1861	
	7	5th	5	16 6	Aug. 1859	Aug. 1860	
	8	5th	7	17 1	Aug. 1858	Oct. 1860	
Hours of Work,—	9	5th	8	16 9	Feb. 1860	,,	
Monday 9½ to 11.	10	5th	9	18 0	Feb. 1859	Aug 1860	
Friday 11 to 12¼.	11	2nd 5th (Mr. Anstey's)	1	15 5	Feb. 1860	Aug. 1861	
	12	,,	6	17 2	Sept. 1859	Feb. 1861	
	13	,,	16	17 3	Feb. 1858	April 1861	
	14	,,	18	17 2	Feb. 1859	Feb. 1861	
C. Elsee.	15	,,	21	17 10	Aug. 1857	Aug. 1861	
	16	,,	25	18 6	Feb. 1858	Aug. 1860	
	17	2nd 5th (Mr. Arnold's)	11	16 8	Sept. 1859	Oct. 1861	
	18	,,	17	15 10	Aug. 1860	Aug. 1861	
	19	,,	22	15 4	April 1860	,,	
	20	,,	30	15 9	Feb. 1861	Oct. 1861	
Upper School. 3rd Set, 22 Boys.	1	The Twenty	1	15 11	Oct. 1857	Feb. 1861	Euclid, Algebra (Hall's and Colenso's), Colenso's Arithmetic.
	2	,,	9	16 8	Feb. 1859	Aug. 1861	
	3	,,	11	15 6	April 1859	Oct. 1861	
	4	,,	18	16 8	Aug. 1860	,,	
	5	,,	23	18 5	Aug. 1858	April 1861	
	6	,,	25	17 8	,,	Aug. 1860	
	7	5th	18	17 6	Feb. 1861	Aug. 1861	
	8	5th	20	16 1	Sept. 1859	Feb. 1861	
	9	5th	25	18 3	Aug. 1858	Aug. 1861	
Hours of Work,—	10	5th	26	15 6	,,	Oct. 1861	
Monday 9½ to 11.	11	5th	29	16 1	Aug. 1860	Feb. 1861	
Friday 11 to 12¼.	12	5th	32	15 6	Feb. 1860	,,	
	13	5th	34	17 4	,,	Oct. 1860	
	14	2nd 5th (Mr. Anstey's)	2	15 11	Sept. 1859	Aug. 1861	
	15	,, ,,	3	17 3	Jan. 1859	Oct. 1860	
R. B. Mayor.	16	,, ,,	19	17 1	Sept. 1859	Oct. 1861	
	17	,, ,,	20	17 8	Feb. 1859	April 1861	
	18	2nd 5th (Mr. Arnold's)	1	16 5	Feb. 1860	,,	
	19	,, ,,	10	14 2	Aug. 1860	Oct. 1861	
	20	,, ,,	13	16 5	Sept. 1859	Aug. 1861	
	21	,, ,,	18	16 9	Aug. 1859	,,	
	22	,, ,,	33	17 7	May 1858	Oct. 1861	

TABLE B b.

RUGBY.

ARRANGEMENT OF THE SCHOOL FOR MATHEMATICS.

Upper School. 4th Set, 21 Boys.

Hours of Work,—
Monday 11 to 12¼.
Friday 11 to 12¼.

J. Percival.

No.	Classical Form in which the Boy now is.	Corresponding No. of the Boy in Classical Form.	Age.	Date of Admission into School.	Date of Entrance into Set.	Books used.
			Yrs. Mths.			
1	The Twenty -	4	16 10	Aug. 1859	Aug. 1861	Hall's Algebra; Colenso's Algebra; Colenso's Arithmetic; Potts' Euclid.
2	„ - -	8	15 6	Sept. 1859	Feb. 1861	
3	„ - -	10	15 10	„	„	
4	„ - -	19	16 6	Oct. 1858	„	
5	„ - -	28	18 2	Aug. 1858	Aug. 1860	
6	5th - -	2	15 11	Aug. 1859	Oct. 1860	
7	5th - -	3	17 6	Feb. 1858	„	
8	5th - -	11	16 6	Feb. 1860	Feb. 1861	
9	5th - -	13	16 2	Feb. 1861	April 1861	
10	5th - -	16	15 2	Aug. 1860	Aug. 1861	
11	5th - -	19	15 5	Sept. 1859	„	
12	5th - -	22	16 5	Feb. 1860	„	
13	5th - -	24	16 1	„	Aug. 1860	
14	5th - -	30	15 0	Aug. 1860	Oct. 1861	
15	5th - -	35	16 6	Feb. 1860	Aug. 1861	
16	2nd 5th, Mr. Anstey's	9	13 7	Feb. 1861	Oct. 1861	
17	„ „ -	22	17 6	Feb. 1860	„	
18	„ „ -	31	15 9	Feb. 1861	„	
19	„ „ -	33	16 1	April 1860	„	
20	2nd 5th, Mr. Arnold's	28	15 4	„	„	
21	„ „ -	32	15 1	Aug. 1860	„	

Upper School. 5th Set, 23 Boys.

Hours of Work,—
Monday 11 to 12¼.
Friday 9½ to 11.

C. Elsee.

No.	Classical Form in which the Boy now is.	Corresponding No. of the Boy in Classical Form.	Age.	Date of Admission into School.	Date of Entrance into Set.	Books used.
1	The Twenty -	20	18 10	Aug. 1858	Oct. 1861	Potts' Euclid; Colenso's Algebra.
2	„ - -	22	18 1	Oct. 1855	Aug. 1861	
3	„ - -	24	16 9	Feb. 1861	„	
4	„ - -	27	16 2	Feb. 1859	„	
5	5th - -	4	17 11	Aug. 1859	Oct. 1860	
6	5th - -	12	15 11	„	April 1860	
7	5th - -	21	17 6	Feb. 1858	Feb. 1861	
8	5th - -	27	15 11	„	„	
9	5th - -	28	16 10	Aug. 1858	Aug. 1861	
10	5th - -	33	15 7	Oct. 1860	April 1861	
11	5th, 2nd Div., Mr. Anstey's.	11	15 5	Sept. 1859	Oct. 1861	
12	„ „ -	13	16 9	April 1860	Aug. 1861	
13	„ „ -	28	18 3	Feb. 1857	„	
14	„ „ -	29	15 8	Aug. 1861	„	
15	„ „ -	38	16 8	Feb. 1860	Oct. 1861	
16	„ „ -	32	15 7	Aug. 1859	„	
17	„ „ -	34	16 1	Oct. 1860	„	
18	5th, 2nd Div., Mr. Arnold's.	2	16 10	Feb. 1859	Aug. 1861	
19	„ „ -	4	16 1	Feb. 1861	„	
20	„ „ -	9	16 5	April 1860	Oct. 1860	
21	„ „ -	12	18 2	Feb. 1858	Aug. 1861	
22	„ „ -	16	17 6	Aug. 1858	Oct. 1860	
23	„ „ -	24	17 4	Oct. 1860	Oct. 1861	

Upper School. 6th Set, 17 Boys.

Hours of Work,—
Monday 11 to 12¼.
Friday 9½ to 11.

R. B. Mayor.

No.	Classical Form in which the Boy now is.	Corresponding No. of the Boy in Classical Form.	Age.	Date of Admission into School.	Date of Entrance into Set.	Books used.
1	5th - -	6	17 2	Feb. 1859	Feb. 1861	Euclid; Algebra (Hall's or Colenso's); Arithmetic (Colenso's).
2	5th - -	23	17 9	Feb. 1857	Aug. 1861	
3	2nd 5th, Mr. Anstey's	4	15 1	April 1860	Oct. 1860	
4	„ „ -	10	16 1	Feb. 1859	Feb. 1861	
5	„ „ -	14	18 8	Feb. 1857	Aug. 1861	
6	„ „ -	17	16 3	Feb. 1858	„	
7	„ „ -	23	15 11	Sept. 1857	Oct. 1861	
8	„ „ -	24	18 5	Aug. 1857	April 1861	
9	2nd 5th, Mr. Arnold's	5	13 9	Feb. 1861	Aug. 1861	
10	„ „ -	6	16 8	Feb. 1859	„	
11	„ „ -	7	15 10	Sept. 1859	„	
12	„ „ -	14	17 11	Oct. 1859	Aug. 1860	
13	„ „ -	15	16 9	Aug. 1860	Aug. 1861	
14	„ „ -	20	16 5	Sept. 1859	„	
15	„ „ -	21	15 6	Feb. 1861	„	
16	„ „ -	25	16 0	Oct. 1860	„	
17	„ „ -	31	16 6	Aug. 1859	„	

Upper School. 7th Set, 13 Boys.

Hours of Work,—
Monday 11 to 12¼.
Friday 9½ to 11.

J. M. Wilson.

No.	Classical Form in which the Boy now is.	Corresponding No. of the Boy in Classical Form.	Age.	Date of Admission into School.	Date of Entrance into Set.	Books used.
1	5th - - -	31	15 7	Feb. 1860	Jan. 1861	Colenso's Arithmetic. Potts' Euclid. Colenso's Algebra. Sheets of Geometrical Problems. Many of the boys in this set being very backward or very slow, it is made an exceptionally small set, in order that boys may be worked singly, or by twos and threes. All however do the same Euclid.
2	2nd 5th, Mr. Anstey's	7	15 1	Feb. 1859	Aug. 1861	
3	„ -	8	16 1	Aug. 1856	Jan. 1861	
4	„ -	15	16 6	Sept. 1859	Aug. 1861	
5	„ -	26	17 3	May 1860	„	
6	„ -	27	17 10	Feb. 1855	Jan. 1861	
7	2nd 5th, Mr. Arnold's	3	15 4	Sept. 1859	Aug. 1860	
8	„ -	8	16 4	Oct. 1860	„	
9	„ -	19	15 10	„	Aug. 1861	
10	„ -	23	15 7	Sept. 1859	Sept. 1861	
11	„ -	26	15 10	Aug. 1861	Aug. 1861	
12	„ -	27	18 3	April 1856	Aug. 1860	
13	„ -	29	14 3	Feb. 1861	Oct. 1861	

TABLE B b.

RUGBY.

ARRANGEMENT OF THE SCHOOL FOR MATHEMATICS.

Upper Middle School
(Including the 2 Divisions of 1st Upper Middle, and 2 Divisions of 2nd Upper Middle.)
1st Set, 20 Boys.

Hours of Work,—
Monday 12½ to 1¼.
Tuesday 9½ to 10½.
Wednesday 12½ to 1½.
Thursday 10½ to 11½.

C. Elsee.

No.	Classical Form in which the Boy now is.	Corresponding No. of the Boy in Classical Form.	Age.	Date of Admission into School.	Date of Entrance into Set.	Books used.
			Yrs. Mths.			
1	1st, Upp. Mid.; Mr. Burrows.	3	17 1	Aug. 1858	Oct. 1859	Potts' Euclid; Colenso's Algebra; Hall's Algebra; Todhunter's Algebra.
2	„ -	12	17 5	Aug. 1859	Aug. 1861	
3	„ -	13	16 2	Feb. 1860	Aug. 1860	
4	„ -	15	16 3	Aug. 1860	Feb. 1861	
5	„ -	21	16 10	Feb. 1860	„	
6	„ -	25	14 10	„	Aug. 1861	
7	„ -	26	15 11	Aug. 1860	„	
8	1st., Upp. Mid.; Mr. Blake.	3	15 0	Feb. 1859	Aug. 1860	
9	„ -	5	16 9	Feb. 1858	Aug. 1861	
10	„ -	10	16 0	Oct. 1860	Oct. 1860	
11	„ -	14	16 9	Aug. 1860	Aug. 1861	
12	„ -	16	18 7	Oct. 1858	Aug. 1859	
13	„ -	21	16 3	April 1858	Feb. 1861	
14	„ -	23	16 1	Feb. 1860	„	
15	„ -	25	16 3	Feb. 1859	Feb. 1860	
16	2nd, Upp. Mid.; Mr. Butler.	1	17 9	Sept. 1859	Oct. 1860	
17	„ -	8	15 6	March 1859	Feb. 1861	
18	„ -	27	16 2	April 1861	Oct. 1861	
19	2nd, Upp. Mid.; Mr. Hutchinson.	5	15 4	Aug. 1860	Feb. 1861	
20	„ -	20	18 9	Feb. 1858	„	

Upper Middle School.
2nd Set, 20 Boys.

Hours of Work,—
Monday 12¾ to 1½.
Tuesday 10½ to 11½.
Wednesday 12¾ to 1½.
Thursday 10½ to 11½.

J. M. Wilson.

No.	Classical Form in which the Boy now is.	Corresponding No. of the Boy in Classical Form.	Age.	Date of Admission into School.	Date of Entrance into Set.	Books used.
1	1st, Up. Mid., 1st Div.	4	15 7	Aug. 1859	Feb. 1861	Potts' Euclid, Books III., IV.; Colenso's Algebra; Colenso's Arithmetic; Sheets of Geometrical Problems. Places not taken in Euclid.
2	„ „	7	14 10	Feb. 1861	Aug. 1861	
3	„ „	9	14 3	Aug. 1861	Oct. 1861	
4	„ „	16	17 4	Feb. 1860	Feb. 1861	
5	„ „	22	14 6	Aug. 1861	Aug. 1861	
6	„ „	29	15 5	Feb. 1860	Feb. 1861	
7	„ „	30	15 4	Aug. 1861	Oct. 1861	
8	„ „	38	14 11	Oct. 1861	„	
9	1st, Up. Mid., 2nd Div.	1	14 3	Aug. 1861	Aug. 1861	
10	„ „	6	17 3	Oct. 1859	„	
11	„ „	8	16 9	Aug. 1859	Feb. 1861	
12	„ „	9	14 0	Aug. 1861	Aug. 1861	
13	„ „	28	14 5	Feb. 1861	Feb. 1861	
14	„ „	35	15 9	Aug. 1860	April 1861	
15	2nd, Up. Mid., 1st Div.	30	17 0	Aug. 1858	Oct. 1861	
16	„ „	33	16 1	Oct. 1861	„	
17	2nd, Up. Mid., 2nd Div.	1	16 9	Sept. 1859	Aug. 1861	
18	„ „	19	15 7	Aug. 1861	„	
19	„ „	21	18 1	Sept. 1859	„	
20	„ „	28	16 4	Aug. 1859	„	

Upper Middle School.
3rd Set, 20 Boys.

Hours of Work,—
Monday 12¼ to 1.20.
Tuesday 9½ to 10½.
Wednesday 12½ to 1.20.
Thursday 9½ to 10.20.

J. Percival.

No.	Classical Form in which the Boy now is.	Corresponding No. of the Boy in Classical Form.	Age.	Date of Admission into School.	Date of Entrance into Set.	Books used.
1	1st, Upper Middle; Mr. Burrows.	1	15 1	Aug. 1859	Aug. 1861	Hall's Algebra; Colenso's Algebra; Colenso's Arithmetic; Potts' Euclid.
2	„ „	2	16 4	Feb. 1860	„	
3	„ „	6	16 11	Aug. 1858	Feb. 1861	
4	„ „	10	15 6	Feb. 1859	„	
5	„ „	11	15 11	Aug. 1860	Aug. 1860	
6	„ „	14	14 11	„	„	
7	„ „	18	16 11	Oct. 1859	Oct. 1861	
8	„ „	20	16 9	Aug. 1859	Feb. 1861	
9	„ „	24	17 1	Aug. 1860	Aug. 1860	
10	„ „	33	15 0	Aug. 1861	Aug. 1861	
11	1st, Upper Middle; Mr. Blake.	19	13 9	Feb. 1861	Feb. 1861	
12	„ „	24	16 4	Oct. 1860	Aug. 1861	
13	„ „	26	15 7	Feb. 1861	Oct. 1861	
14	„ „	27	17 6	Aug. 1858	Aug. 1858	
15	„ „	32	13 11	Aug. 1861	Oct. 1861	
16	2nd, Upper Middle; Mr. Butler.	5	16 4	Sept. 1859	Feb. 1861	
17	2nd, Upper Middle; Mr. Hutchinson.	3	14 8	Aug. 1860	Oct. 1861	
18	„ „	15	16 11	Feb. 1860	Aug. 1861	
19	„ „	16	16 1	Sept. 1859	„	
20	„ „	29	15 9	Aug. 1860	Oct. 1861	

TABLE B b.

RUGBY.

ARRANGEMENT OF THE SCHOOL FOR MATHEMATICS.

Upper Middle School.
4th Set, 22 Boys.

Hours of Work,—
Monday 12.35 to 1.25.
Tuesday $9\frac{1}{2}$ to $10\frac{1}{2}$.
Wednes. 12.35 to 1.25.
Thursday $10\frac{1}{2}$ to $11\frac{1}{2}$.

R. B. Mayor.

No.	Classical Form in which the Boy now is.	Corresponding No. of the Boy in Classical Form.	Age.	Date of Admission into School.	Date of Entrance into Set.	Books used.
			Yrs. Mths.			
1	1st, Upper Middle; Mr. Burrows.	17	17 6	Feb. 1858	Aug. 1861	Euclid; Colenso's Arithmetic; Colenso's or Hall's Algebra.
2	" "	19	14 8	Aug. 1860	Oct. 1861	
3	" "	34	14 1	Aug. 1861	Aug. 1861	
4	1st, Upper Middle; Mr. Blake.	4	13 9	"	Oct. 1861	
5	" "	17	14 3	April 1860	April 1861	
6	" "	22	17 1	Feb. 1859	Oct. 1861	
7	" "	31	16 8	Sept. 1859	Aug. 1861	
8	" "	34	16 2	Aug. 1860	"	
9	2nd, Upper Middle; Mr. Butler.	3	15 4	"	"	
10	" "	7	15 5	Feb. 1860	Feb. 1861	
11	" "	12	17 8	Oct. 1858	Aug. 1860	
12	" "	14	13 11	Oct. 1860	April 1861	
13	" "	15	14 6	Sept. 1858	Feb. 1861	
14	" "	16	13 5	Aug. 1860	April 1861	
15	" "	19	15 5	"	Aug. 1861	
16	" "	24	15 10	"	"	
17	" "	25	16 9	Feb. 1859	"	
18	2nd, Upper Middle; Mr. Hutchinson.	7	14 11	Feb. 1861	Feb. 1861	
19	" "	9	14 5	Aug. 1860	Aug. 1861	
20	" "	23	15 1	Feb. 1860	"	
21	" "	25	12 9	Aug. 1861	Oct. 1861	
22	" "	26	14 7	"	Aug. 1861	

Upper Middle School.
5th Set, 22 Boys.

Hours of Work,—
Monday 12.35 to 1.25.
Tuesday $10\frac{1}{2}$ to $11\frac{1}{2}$.
(With Mr. Mayor.)
Wednes. 12.35 to 1.25.
Thursday $9\frac{1}{2}$ to $10\frac{1}{2}$.
(In the Writing School.)

R. B. Mayor.

No.	Classical Form in which the Boy now is.	Corresponding No. of the Boy in Classical Form.	Age.	Date of Admission into School.	Date of Entrance into Set.	Books used.
1	1st, Upper Middle; Mr. Burrows.	5	15 3	Aug. 1859	Aug. 1861	Euclid; Colenso's Arithmetic.
2	" "	8	17 2	Feb. 1857	Aug. 1860	
3	" "	23	17 1	Feb. 1858	Aug. 1861	
4	" "	35	16 4	April 1861	April 1861	
5	1st, Upper Middle; Mr. Blake.	2	16 1	Feb. 1860	Oct. 1861	
6	" "	7	14 1	April 1861	"	
7	" "	13	18 1	Sept. 1856	Aug. 1861	
8	" "	15	17 5	April 1859	Oct. 1861	
9	" "	29	15 2	Feb. 1859	Aug. 1861	
10	" "	37	14 9	Aug. 1861	"	
11	2nd, Upper Middle; Mr. Butler.	4	15 3	April 1858	"	
12	" "	13	17 8	Oct. 1859	April 1861	
13	" "	18	16 5	Sept. 1859	Feb. 1861	
14	" "	23	16 8	April 1859	Aug. 1861	
15	" "	28	16 1	"	Oct. 1861	
16	" "	32	16 7	Sept. 1859	"	
17	" "	34	16 1	Oct. 1861	"	
18	2nd, Upper Middle; Mr. Hutchinson.	4	15 2	Feb. 1859	April 1861	
19	" "	6	17 10	Sept. 1859	April 1860	
20	" "	10	14 4	Aug. 1861	Aug. 1861	
21	" "	14	14 6	Feb. 1861	Feb. 1861	
22	" "	17	16 9	Feb. 1859	Oct. 1860	

Upper Middle School.
6th Set, 24 Boys.

Hours of Work,—
Tuesday, $10\frac{1}{2}$ to $11\frac{1}{4}$.
(With Mr. Elsee.)
Wednesday, $12\frac{1}{2}$ to $1\frac{1}{4}$.
(In the Writing School.)
Thursday, $9\frac{1}{4}$ to $10\frac{1}{2}$.
(With Mr. Elsee.)
Saturday, $11\frac{1}{2}$ to $12\frac{1}{4}$.
(In the Writing School.)

C. Elsee.

No.	Classical Form in which the Boy now is.	Corresponding No. of the Boy in Classical Form.	Age.	Date of Admission into School.	Date of Entrance into Set.	Books used.
1	1st, Upper Middle; Mr. Burrows.	27	15 0	Aug. 1861	Aug. 1861	Potts' Euclid; Colenso's Arithmetic.
2	" - -	31	13 6	"	"	
3	" - -	32	14 9	"	Oct. 1861	
4	" - -	36	16 11	Feb. 1860	Aug. 1861	
5	" - -	37	16 7	April 1859	"	
6	1st, Upper Middle; Mr. Blake.	12	15 2	Feb. 1859	Feb. 1861	
7	" - -	18	16 10	Oct. 1860	April 1861	
8	" - -	20	14 9	April 1861	Aug. 1861	
9	" - -	30	15 10	Feb. 1858	Feb. 1861	
10	" - -	33	16 7	Oct. 1860	Aug. 1861	
11	" - -	36	15 6	Aug. 1859	April 1861	
12	2nd, Upper Middle; Mr. Butler.	2	17 1	Feb. 1859	Oct. 1861	
13	" - -	6	15 6	Feb. 1861	Aug. 1861	
14	" - -	10	16 0	"	Oct. 1861	
15	" - -	11	15 2	Aug. 1860	April 1861	
16	" - -	17	17 4	Oct. 1859	Feb. 1861	
17	" - -	26	15 10	Feb. 1861	Oct. 1861	
18	" - -	29	15 9	Sept. 1859	"	
19	" - -	31	16 9	Feb. 1860	"	
20	2nd, Upper Middle; Mr. Hutchinson.	2	15 3	Aug. 1861	"	
21	" - -	11	17 8	Feb. 1859	Oct. 1860	
22	" - -	12	16 6	Sept. 1859	Aug. 1861	
23	" - -	18	13 9	Aug. 1861	"	
24	" - -	31	14 3	Oct. 1861	Oct. 1861	

TABLE B b.

RUGBY.

ARRANGEMENT OF THE SCHOOL FOR MATHEMATICS.

	No.	Classical Form in which the Boy now is.	Corresponding No. of the Boy in Classical Form.	Age.	Date of Admission into School.	Date of Entrance into Set.	Books used.
				Yrs. Mths.			
Upper Middle School.	1	1st, Upper Middle; Mr. Burrows.	27	15 0	Aug. 1861	Aug. 1861	Euclid; Colenso's Arithmetic.
7th Set, 13 Boys.	2	1st, Upper Middle; Mr. Blake.	11	14 4	„	„	
Hours of Work,—	3	2nd, Upper Middle; Mr. Butler.	9	15 11	Sept. 1859	Oct. 1860	
Tuesday, 9½; Thursday, 9½; with the Rev. C. Evans.	4	„ - -	20	16 1	Feb. 1861	Aug. 1861	
	5	„ - -	21	16 6	„	Feb. 1861	
	6	„ - -	22	15 4	Aug. 1858	„	
Wednesday, 12½; Saturday, 11½; with the writing master.	7	2nd, Upper Middle; Mr. Hutchinson.	8	14 8	Feb. 1859	Aug. 1861	
	8	„ - -	13	15 9	Feb. 1861	Feb. 1861	
	9	„ - -	22	15 6	„	„	
R. B. Mayor.	10	„ - -	24	13 7	Aug. 1861	Aug. 1861	
	11	„ - -	27	13 6	„	„	
	12	„ - -	30	13 10	Feb. 1859	Oct. 1861	
	13	„ - -	32	14 4	Oct. 1861	„	
Lower Middle School.	1	3rd, Upper Middle -	10	14 8	Aug. 1860	Oct. 1860	Hall's Algebra; Colenso's Algebra; Colenso's Arithmetic; Potts' Euclid.
(Including 3rd Upper Middle and the 2 Divisions of Lower Middle.)	2	„ - -	18	14 11	Aug. 1861	Oct. 1861	
	3	„ - -	26	16 0	Feb. 1861	Feb. 1861	
	4	„ - -	28	16 11	„	April 1861	
	5	Lower Middle; Mr. Scott.	1	15 10	Aug. 1861	Aug. 1861	
	6	„ - -	2	16 8	Feb. 1861	April 1861	
1st Set, 15 Boys.	7	„ - -	6	16 0	Feb. 1859	„	
	8	„ - -	8	14 6	Aug. 1860	Aug. 1861	
Hours of Work,—	9	„ - -	12	15 2	Feb. 1861	„	
	10	„ - -	13	15 2	Oct. 1860	Oct. 1860	
Wednesday 10¼ to 11¼.	11	Lower Middle; Mr. Percival.	2	15 4	Aug. 1861	Aug. 1861	
Friday 12½ to 1.20.	12	„ - -	11	15 9	Aug. 1860	Feb. 1861	
Saturday 9½ to 11¼.	13	„ - -	12	15 5	April 1861	April 1861	
	14	„ - -	26	14 2	Sept. 1861	Oct. 1861	
J. Percival.	15	„ - -	27	15 10	„	„	
Lower Middle.	1	3rd Upper Middle -	2	16 6	Aug. 1860	Oct. 1861	Euclid, Colenso's Arithmetic.
	2	„ „ -	3	15 5	„	„	
2nd Set, 17 Boys.	3	„ „ -	6	15 10	Feb. 1861	April 1861	
	4	„ „ -	14	15 6	Aug. 1861	Feb. 1861	
Hours of Work,—	5	„ „ -	20	17 9	Aug. 1859	„	
	6	„ „ -	21	15 6	Feb. 1860	Oct. 1861	
Wednesday 10½ to 11½.	7	„ „ -	23	15 11	Aug. 1860	April 1861	
Tuesday 2¼ to 3. (With the writing master.)	8	„ „ -	24	15 5	Oct. 1859	Feb. 1861	
	9	„ „ -	29	14 1	Oct. 1861	Oct. 1861	
	10	Lower Middle -	3	16 9	April 1860	Feb. 1861	
Thursday 2¼ to 3. (With the writing master.)	11	„ - -	4	17 0	Oct. 1856	Oct. 1861	
	12	„ - -	7	16 2	Aug. 1861	Aug. 1861	
	13	„ - -	10	16 3	Aug. 1860	Oct. 1861	
Saturday 9½ to 10½.	14	„ - -	15	15 10	Feb. 1861	Aug. 1861	
	15	„ - -	19	17 5	Oct. 1857	April 1861	
R. B. Mayor.	16	„ - -	23	16 6	Feb. 1861	Feb. 1861	
	17	„ - -	29	13 9	Oct. 1861	Oct. 1861	
Lower Middle.	1	3rd, Upper Middle -	1	16 1	Feb. 1861	Feb. 1861	Colenso's Arithmetic; Potts' Euclid, Book I. From 9½ to 10¼ on Wednesday about half the set come in to *learn* the Euclid, and I teach it them on the board. This is entirely optional with them. At 10¼ the rest of the set come in, and the Euclid is said. Places taken as in form, then a proposition is written out. On Saturday examples are worked in arithmetic; places taken as in form. Papers occasionally set.
	2	„ „ -	4	14 7	Feb. 1860	Aug. 1861	
	3	„ „ -	5	15 5	Oct. 1860	Feb. 1861	
	4	„ „ -	13	15 8	Feb. 1861	Aug. 1861	
	5	„ „ -	16	13 7	Aug. 1861	„	
3rd Set, 26 Boys.	6	„ „ -	17	13 1	„	Oct. 1861	
	7	„ „ -	19	13 11	„	Aug. 1861	
	8	Lower Mid., 1st div.	14	14 7	Aug. 1858	Feb. 1861	
	9	„ „ -	18	17 4	Feb. 1859	„	
Hours of Work,—	10	„ „ -	20	15 5	Aug. 1861	Aug. 1861	
	11	„ „ -	21	15 0	„	„	
Wednesday 9½ to 11¼.	12	„ „ -	24	14 0	„	„	
Saturday 10½ to 11¼.	13	„ „ -	27	16 8	Sept. 1859	Oct. 1861	
Wednesday 12½ to 1¼. (With the writing master.)	14	„ „ -	30	15 4	Feb. 1860	„	
	15	Lower Mid., 2nd div.	1	16 3	Aug. 1860	Feb. 1861	
	16	„ „ -	4	12 3	Aug. 1861	Aug. 1861	
Saturday 11½ to 12¼. (With the writing master.)	17	„ „ -	5	14 11	Feb. 1860	„	
	18	„ „ -	9	14 3	Aug. 1861	Oct. 1861	
	19	„ „ -	10	14 10	Feb. 1861	Aug. 1861	
	20	„ „ -	13	16 6	Sept. 1859	Feb. 1861	
J. M. Wilson.	21	„ „ -	15	15 1	Feb. 1861	„	
	22	„ „ -	16	15 2	„	„	
	23	„ „ -	17	16 3	Feb. 1859	Oct. 1861	
	24	„ „ -	22	16 2	Aug. 1860	„	
	25	„ „ -	23	14 8	Sept. 1859	„	
	26	„ „ -	25	16 1	Feb. 1859	„	

TABLE B b.

RUGBY.

ARRANGEMENT OF THE SCHOOL FOR MATHEMATICS.

ARRANGEMENT OF THE SCHOOL FOR NATURAL PHILOSOPHY.

	No.	Classical Form in which the Boy now is.	Corresponding No. of the Boy in Classical Form.	Age.	Date of Admission into School.	Date of Entrance into Set.	Books used.
				Yrs. Mths.			
Lower Middle. 4th Set, 27 Boys. *Hours of Work,*— Wednesday 10¼ to 11¼. Saturday 9⅛ to 10½. Wednesday 2½ to 3½. Saturday 12½ to 1¼. C. Elsee.	1	3rd Upper Middle -	7	15 3	Aug. 1860	Aug. 1860	Potts' Euclid; Colenso's Arithmetic.
	2	,, ,, -	8	15 6	,,	,,	
	3	,, ,, -	9	14 9	Aug. 1861	Aug. 1861	
	4	,, ,, -	11	14 8	,,	,,	
	5	,, ,, -	12	12 2	,,	,,	
	6	,, ,, -	15	15 3	,,	,,	
	7	,, ,, -	22	11 5	Feb. 1859	Aug. 1860	
	8	,, ,, -	25	15 4	Oct. 1859	Oct. 1860	
	9	,, ,, -	27	15 3	Aug. 1861	Aug. 1861	
	10	Lower Middle -	5	16 11	Aug, 1859	Feb. 1861	
	11	Lower Middle; Mr. Scott.	9	15 3	,,	April 1861	
	12	,, ,, -	16	14 7	Aug. 1861	Aug. 1861	
	13	,, ,, -	17	12 4	Feb. 1860	,,	
	14	,, ,, -	22	13 7	Aug. 1861	,,	
	15	,, ,, -	25	15 7	Feb. 1860	Oct. 1861	
	16	,, ,, -	26	16 3	April 1860	,,	
	17	,, ,, -	28	15 6	Oct. 1860	,,	
	18	Lower Middle -	3	16 4	Sept. 1859	Feb. 1861	
	19	Lower Middle; Mr. Percival.	6	14 3	Aug. 1859	,,	
	20	,, ,, -	7	15 6	Feb. 1861	,,	
	21	,, ,, -	8	15 5	Aug. 1861	Aug. 1861	
	22	,, ,, -	14	15 10	Feb. 1858	Oct. 1861	
	23	,, ,, -	18	16 0	Aug, 1861	Aug. 1861	
	24	,, ,, -	19	15 10	,,	,,	
	25	,, ,, -	20	15 1	Aug. 1860	Aug. 1860	
	26	,, ,, -	21	15 3	Aug. 1861	Aug. 1861	
	27	,, ,, -	24	12 4	Aug. 1860	Oct. 1861	
Sixth Form and Upper School. (Including the 6th, the Twenty, 5th, and 2 Divisions of 2nd 5th.) 29 Boys. *Hours of Work,*— Tuesday 9½ to 10½. Thursday 9½ to 10½. J. M. Wilson.	1	6th Form - -	3	18 0	Aug. 1857	Feb. 1858	Fownes's Chemistry; Golding Bird's Introduction to Natural Philosophy. From Feb. to June the subject was the chemistry of the metalloids; from Aug. to Dec. the chapters in Golding Bird's Treatise on Magnetism, frictional and voltaic electricity, and the elementary parts of electro-dynamics, illustrated in all parts by experiments. For manner of teaching, *vid.* note to Natural Philosophy reports of Middle and Lower Schools.
	2	,, - -	4	18 8	Feb. 1858	,,	
	3	,, - -	7	18 4	Feb. 1857	Feb. 1859	
	4	,, - -	13	17 2	Aug. 1858	Aug. 1861	
	5	,, - -	15	18 11	Feb. 1858	Aug. 1860	
	6	,, - -	23	16 9	Oct. 1859	Aug. 1859	
	7	,, - -	24	18 2	Feb. 1858	,,	
	8	,, - -	26	16 8	Aug. 1858	Oct. 1861	
	9	,, - -	29	17 9	Feb. 1859	Aug. 1859	
	10	,, - -	30	18 3	Feb. 1857	Feb. 1859	
	11	,, - -	38	18 6	Oct. 1857	Feb. 1858	
	12	The Twenty -	1	15 11	,,	Jan. 1858	
	13	,, - -	18	16 8	Oct. 1860	Oct. 1861	
	14	,, - -	2	15 11	Aug. 1859	Feb. 1859	
	15	5th - -	19	15 5	Sept. 1859	Aug. 1860	
	16	,, - -	22	16 5	Feb. 1860	Feb. 1860	
	17	,, - -	35	16 6	,,	Feb. 1861	
	18	,, - -	1	15 5	,,	Feb. 1860	
	19	5th Form, 1st Div. -	8	16 1	Aug. 1856	Feb. 1859	
	20	,, -	12	17 10	Feb. 1858	Feb. 1858	
	21	,, -	13	16 9	April 1860	April 1860	
	22	,, -	14	18 8	Feb. 1857	Aug. 1860	
	23	,, -	16	17 3	Feb. 1858	Oct. 1861	
	24	,, -	18	17 2	Feb. 1859	Feb. 1859	
	25	,, -	21	17 10	Aug. 1857	Aug. 1861	
	26	5th Form, 2nd Div. -	5	13 9	Feb. 1861	,,	
	27	,, -	9	16 5	April 1860	April 1860	
	28	,, -	12	18 2	Feb. 1858	Aug. 1859	
	29	,, -	33	17 7	May 1858	,,	
Middle and Lower Schools. 12 Boys. *Hours of Work.* Wednesday 2½ to 3½. Friday 2½ to 3½. J. M. Wilson.	1	1st, Upp. Mid., 1st Div.	2	16 4	Feb. 1860	Aug. 1860	Fownes's Manual of Chemistry; Golding Bird's Introduction to Natural Philosophy.
	2	,, ,,	16	17 4	,,	Feb. 1861	
	3	,, ,,	34	14 1	Aug. 1861	Aug. 1861	
	4	1st, Upp. Mid., 2nd Div.	13	18 1	Sept. 1856	Aug. 1859	
	5	2nd, Upp. Mid., 1st Div.	34	16 1	Oct. 1861	Oct. 1861	
	6	,, ,,	25	16 9	Feb. 1859	Aug. 1859	
	7	2nd, Upp. Mid., 2nd Div.	20	18 9	Feb. 1858	Feb. 1860	
	8	3rd, Upp. Mid. -	3	15 5	Aug. 1860	Feb. 1861	
	9	Lower Mid., 1st Div. -	10	16 3	,,	Aug. 1860	
	10	,, ,,	19	17 5	Oct. 1857	Feb. 1861	
	11	Lower Mid., 2nd Div.	7	15 6	Feb. 1861	,,	
	12	*Lower Remove -	41	15 2	Aug. 1861	Aug. 1861	

Manner of teaching:

1. Chemistry. Lectures are given, illustrated by experiments and diagrams, following generally the arrangement of the text book; and during the lecture *vivâ voce* questions are constantly put to secure that the experiments shall be properly understood. Notes are taken, and reports, written out of school, with sketches of all the apparatus used, are shown up weekly or fortnightly, corrected, and returned. Every four weeks a paper is set on the previous seven lectures; and all who can obtain 75 per cent. on the aggregate of the marks given to these papers receive prizes. Weekly and quarterly marks are given for the note books and the papers.

2. Electricity. In this subject note books are not required, and a more accurate acquaintance with a certain assigned portion of the text book is therefore expected.

3. This course is occasionally interrupted by a lecture on some other subject of special interest, *e.g.*, Spectrum Analysis.

* An exceptional case. The Lower School is not generally admitted to the Natural Philosophy Class.

TABLE B.

SHREWSBURY.

Dec. 1861.

SHREWSBURY.

	No.	Age.	Date of Entrance into Form or Division.	Date of Admission into School.	Form or Division of Form in which placed on his Admission into School.	Length of any protracted Absence since Admission into School.	Observations by Master making Return.
		Yrs. Mths.					
Sixth Form, 1st and 2nd Divisions, 23 Boys. — Upper (Præpostors).	1*	17 9	Feb. 1860	Feb. 1859	Upper 5th - -	None.	—
	2	17 11	Feb. 1861	Aug. 1860	Lower 6th - -	,,	—
	3	17 3	Aug. 1861	Easter 1856	1st - -	,,	—
	4	18 11	Feb. 1861	Aug. 1860	Lower 6th - -	,,	—
	5	17 2	Feb. 1860	Aug. 1857	Lower 4th - -	,,	—
	6	16 11	Oct. 1860	Aug. 1858	Upper 5th - -	,,	—
	7	17 9	,,	Oct. 1858	Lower 5th - -	,,	—
	8	17 3	Aug. 1861	Aug. 1860	Lower 6th - -	,,	—
	9	18 2	,,	,,	Upper 5th - -	,,	—
	10	18 3	Oct. 1861	Easter 1859	Lower 4th - -	,,	—
	11	18 3	,,	Feb. 1853	2nd - -	,,	—
	12	18 6	,,	Easter 1858	Lower 5th - -	,,	—
	13[a]	16 7	,,	Easter 1859	,, - -	,,	[a] There is an extra Præpostor at this time on account of the physical incapacity of one boy to take the routine duties of the office.
	14	18 4	Aug. 1860	Feb. 1859	Upper 5th - -	,,	—
	15F	15 2	Easter 1861	Oct. 1858	2nd - -	,,	—
	16	17 7	Aug. 1861	Aug. 1861	Lower 6th - -	,,	—
	17	17 11	Oct. 1861	Feb. 1859	2nd - -	,,	—
	18	17 9	,,	Aug. 1857	Lower 4th - -	,,	—
	19	15 6	,,	Easter 1861	Upper 5th - -	,,	—
	20	17 2	Feb. 1860	Aug. 1859	,, - -	,,	—
	21F	17 3	Oct. 1861	Easter 1854	1st - -	,,	—
	22	16 4	,,	Feb. 1859	Upper 4th - -	,,	—
	23	17 3	,,	Aug. 1856	Lower 4th - -	,,	—
	One place vacant.						
Fifth Form, 1st and 2nd Divisions, 35 Boys. — Upper.	1	15 9	Oct. 1860	Feb. 1860	Lower 5th - -	None.	—
	2	16 4	Oct. 1859	Aug. 1857	Lower 4th - -	,,	—
	3	16 3	,,	Aug. 1859	Upper 4th - -	,,	—
	4F	15 3	Easter 1861	Oct. 1856	1st - - -	,,	—
	5	17 4	,,	Aug. 1856	Lower 4th - -	,,	—
	6	15 3	Aug. 1861	Aug, 1861	Upper 5th - -	,,	—
	7	15 4	,,	,,	,, - -	,,	—
	8	18 2	,,	Feb. 1855	1st - -	- - -	Has often been absent for periods not exceeding a fortnight or three weeks.
	9	16 2	Feb. 1861	Feb. 1859	Lower 3rd - -	None.	
	10	16 9	Aug. 1860	Aug. 1859	Upper 3rd - -	,,	
	11	14 11	Aug. 1861	Aug. 1858	,, - -	,,	
	12F	18 0	,,	Aug. 1857	2nd - - -	- - -	Remark on No. 8 applies in this case also.
	13	18 0	,,	Aug. 1861	Upper 5th - -	None.	
	14F	18 2	Oct. 1861	Feb. 1861	Lower 5th - -	,,	—
	15	15 10	Apr. 1861	Aug. 1860	Upper 3rd - -	,,	—
	16	17 0	Feb. 1861	Feb. 1860	Upper 4th - -	,,	—
	17	15 2	Aug. 1861	Aug. 1860	,, - -	,,	—
	18	16 5	,,	April 1861	,, - -	,,	—
	19	15 9	Feb. 1861	Feb. 1857	Upper 3rd - -	,,	—
	20	18 0	Aug. 1861	Feb. 1860	,, - -	,,	—
	21	15 2	,,	Oct. 1860	Upper 4th - -	,,	—
	22F	18 6	,,	April 1861	,, - -	,,	—
	23	15 7	,,	Aug. 1860	,, - -	,,	—
	24	15 2	,,	Aug. 1861	Lower 5th - -	,,	—
	25	16 7	,,	,,	,, - -	,,	—
	26	15 3	Oct. 1861	,,	Upper 4th - -	,,	—
	27	16 1	,,	,,	,, - -	,,	—
	28	16 4	,,	Feb. 1860	Upper 3rd - -	,,	—
	29	19 0	,,	Aug. 1857	1st - -	,,	—
	30	16 8	,,	April 1859	Upper 3rd - -	,,	—
	31	16 4	,,	Feb. 1858	2nd - -	,,	—
	32	15 5	,,	Aug 1859	Lower 4th - -	,,	—
	33	15 6	,,	,,	,, - -	,,	—
	34	16 2	,,	Feb. 1859	,, - -	,,	—
	35	15 5	,,	Aug. 1861	Lower 5th - -	,,	—

* The letter F denotes that the boy is a Foundation scholar.

[For the meaning of this term in reference to Shrewsbury School, see answers to questions 13, 15, Part II.]

TABLE B.

SHREWSBURY.

FOURTH FORM, TWO DIVISIONS, 34 BOYS.

	No.	Age.	Date of Entrance into Form or Division.	Date of Admission into School.	Form or Division of Form in which placed on his Admission into School.	Length of any protracted Absence since Admission into School.	Observations by Master making Return.
Upper	1	16 2	Aug. 1860	Feb. 1859	Lower 3rd.	—	—
	2	13 11	Feb. 1861	Oct. 1858	2nd.	—	—
	3F	17 2	Aug. 1861	April 1855	1st.	—	—
	4F	15 6	„	Feb. 1860	„	—	—
	5	18 3	„	Oct. 1859	2nd.	—	—
	6	16 6	„	Feb. 1859	Lower 4th.	—	—
	7	15 9	„	Aug. 1861	Upper 4th.	—	—
	8	12 8	„	„	„	—	—
	9	15 8	„	„	„	—	—
	10	15 11	„	„	„	—	—
	11	18 3	Oct. 1861	Feb. 1860	Lower 3rd.	—	—
	12F	13 7	„	Aug. 1859	1st.	—	—
	13	13 11	„	Aug. 1858	„	—	—
	14	14 10	„	April 1860	Lower 3rd.	—	—
	15F	14 3	„	Oct. 1858	1st.	—	—
	16F	14 10	„	Feb. 1858	2nd.	—	—
Lower	17	14 2	Mar. 1861	Aug. 1860	Lower 3rd.	—	—
	18	14 4	Aug. 1861	Feb. 1861	Upper 3rd.	—	—
	19	15 5	Aug. 1860	Feb. 1859	2nd.	—	—
	20	14 3	„	Feb. 1858	1st.	—	—
	21	12 2	Aug. 1861	Aug. 1860	2nd.	—	—
	22F	14 1	„	Feb. 1861	Upper 3rd.	—	—
	23	15 6	„	„	„	—	—
	24	15 3	„	„	„	—	—
	25	13 9	„	Aug. 1861	Lower 4th.	—	—
	26	14 11	Feb. 1861	Aug. 1859	2nd.	—	—
	27	15 3	„	Aug. 1860	Upper 3rd.	—	—
	28	15 10	Aug. 1861	Aug. 1861	Lower 4th.	—	—
	29F	13 11	Oct. 1861	„	Upper 3rd.	—	—
	30	16 0	„	Feb. 1860	2nd.	—	—
	31	14 10	„	Aug. 1860	Upper 3rd.	—	—
	32	13 3	„	Feb. 1859	1st.	—	—
	33F	15 3	„	Aug. 1860	Lower 3rd.	—	—
	34F	13 10	„	Aug. 1859	2nd.	—	—

THIRD, SECOND, AND FIRST FORM, 40 BOYS.

		Yrs. Mths.				
Upper Third	1	14 9	Aug. 1861	April 1861	2nd.	—	—
	2	15 6	Oct. 1861	Aug. 1861	Lower 3rd.	—	—
	3	11 7	„	„	„	—	—
	4	14 6	„	„	„	—	—
	5F	11 9	Aug. 1861	Feb. 1860	2nd.	—	—
	6F	15 0	Feb. 1861	Feb. 1861	Upper 3rd.	—	—
	7	14 10	Oct. 1861	„	„	—	—
	8	14 0	Aug. 1861	Aug. 1861	„	Absent since Oct.	—
	9	13 4	„	„	„	—	—
	10	16 11	„	„	„	—	—
	11	13 4	„	Aug. 1860	2nd.	—	—
	12	15 7	Oct. 1861	Feb. 1861	„	—	—
	13	16 7	„	„	Lower 3rd.	—	—
	14	13 0	Aug. 1861	Feb. 1860	2nd.	—	—
	15	13 6	„	„	„	—	—
	16F	13 4	Oct. 1861	April 1861	Lower 3rd.	—	—
	17F	13 10	Aug. 1861	Feb. 1859	1st.	—	—
Lower Third	18	16 11	„	Feb. 1861	2nd.	—	—
	19	16 0	„	Feb. 1860	„	—	—
	20F	12 4	„	Feb. 1861	„	—	—
	21F	11 7	„	Aug. 1861	Lower 3rd.	—	—
	22F	13 10	April 1861	April 1861	„	—	—
	23	15 3	Aug. 1861	Aug. 1861	2nd.	—	—
	24	12 2	„	Aug. 1860	„	—	—
	25	12 7	Oct. 1861	Aug. 1861	1st.	—	—
	26	10 5	„	Feb. 1861	2nd.	—	—
	27	11 4	Aug. 1861	April 1861	„	—	—
	28	13 8	„	Feb. 1861	„	—	—
	29	13 2	Aug. 1861	Aug. 1861	Lower 3rd.	—	—
	30F	15 7	Aug. 1861	„	2nd.	—	—
	31	11 6	Oct. 1861	„	„	—	—
Second	32	11 7	Aug. 1861	„	1st.	—	—
	33	14 6	„	Feb. 1861	2nd.	—	—
	34	16 0	Feb. 1860	Feb. 1860	„	—	—
	35F	10 6	Aug. 1861	Aug. 1861	„	—	—
	36F	12 6	„	„	„	—	—
	37	13 0	„	Feb. 1861	1st.	—	—
	38F	12 10	„	Aug. 1861	2nd.	—	—
	39	12 8	„	„	„	—	—
First	40	11 8	„	„	1st.	—	—

TABLE C.

SHOWING

1, 2. The authors or books, whether books of reference or others, used in each division.

3. The authors construed or translated *vivâ voce*, and the quantity of each within a given period.

4. The method of hearing such construing or translating lessons.

5, 6. The authors whose language and whose substance respectively have been committed to memory, and the quantity of each within the same period.

7. The kinds and quantities, so far as they can be given, of composition done during the same period.

8. Other subjects of instruction forming part of the work of the division, and taught either by lectures, demonstration, experiment, or observation, with the amount of time devoted to each during the same period.

9. The methods employed to test individual proficiency in such other subjects.

TABLE C.—ETON.

ETON - - - - - - - -

	1. Authors or Books used, (not being mere Books of Reference), with the Editions.	2. Authors or Books used, being merely Books of Reference, including Maps and Illustrations.	3. Authors construed or translated *vivâ voce*, and the Quantity of each in the Year ending with the Summer Holidays 1861.	4. Method of Hearing the Form in such construing or translating Lessons.	5. Authors whose Language has been committed to Memory, and the Quantity of each in the same Year.	6. Authors whose Substance and Matter have been committed to Memory and the Quantity of each in the same Year.
Division I., Sixth Form and Part of Upper Fifth, 32 Boys. Number of Boys from the Division who have left the School during the same Year, 27.	Greek Testament, *Wordsworth, Benton, Alford, Oxford;* Homer, *Oxford, Rothe;* Cicero, *Matthiæ Selection, Leipzig*, 1849; Tacitus, *The Leipzig Classics;* Euripides, *Badham;* Æschylus, *Paley, Blomfield, Klausen, Peile;* Lucretius, *Bernays;* Virgil, *Conington, Heyne;* Thucydides, *Arnold's;* Demosthenes, *Penrose's;* Horace, *Orellius;* Theocritus, *Eton Poetæ Græci.*	*Merivale's* Roman Empire, Decline and Fall of Roman Republic; Grote's and Thirlwall's Greece; Arnold's Rome; Hallam's Constitutional History (portions set for examination at the close of each school time); Smith's Dictionaries of Antiquities, Biography, or Geography.	Greek Testament, St. Paul's Epistles to Philippians; I. and II. Timothy, Hebrews, St. James' Epistles, St. Peter's I. and II.; Homer, Odyssey, Lib. XVII., v. 461, to XXIII., v. 168; Cicero's Epistles, Matthiæ Selection, Ep. 77 to Ep. 148; Tacitus, Annals, Lib. IV., c. xl. to end; Euripides, Ion, from v. 811 to end; Æschylus, Agamemnon, the whole play; Lucretius, selections, p. Lib. I., III., V.; Virgil. Georg., I., II.; Thucydides, Lib. III. c. xviii. to end; Demosthenes adversus Zenotherium et adv. Apaterium; Horace, Sat., II., ii., 126, to Ep. II., ii., 204; Ode, Lib. IV., Epodes 1-7; Theocritus, Idyll VIII., v. 54 to end; Idylls X., XI., XIII., XV., XVIII., XIX.	Each boy as he is called up reads over in the original language the passage which he is about to translate, he then construes it word for word. Remarks are made upon the passage, questions asked upon the history, geography, and antiquities, in illustration of the passage. The construction, where required, illustrated and explained. The boy then reads the passage off in English.	All the poetry which is construed excepting the Greek play is said by heart; only about 50 lines per week of the Greek play, and about 40 lines of Latin elegiacs, which have not been construed in school.	None.
Division II., Part of Upper Fifth Form, 32 Boys. Number of Boys from the Division who have left the School during the same Year (no account kept).	Homer's Odyssey, *Oxford edition;* Thucydides, *Arnold;* Æschylus, Agamemnon, *Paley;* Demosthenes, *Penrose;* Lucretius, Lib. III. and Lib. V.; Cicero's Letters, *Mathiæ;* Horace (generally *Orellius*); Virgil, mostly *Conington;* Theocritus (*Poetæ Græci*); Ovid's Fasti, *Paley;* Greek Testament, principally *Wordsworth's edition;* Hallam, Merivale.	Eton Greek Grammar; Jelf's Appendix; Smith's Classical Dictionary; Ainsworth's maps or Keith Johnstone's; Poetæ Scenci Græci; Grote's History of Greece; Merivale's Roman Republic.	Odyssey, 325th line of Σ to 355th line of Ω; Thucydides, 3rd Book, 56th ch. to end; Æsch., whole of Agamemnon; Demosth., Speeches against Zenotherius Apaturius Phormis Lacritus; 280 lines of 3rd Book of Lucretius, 55 lines of 5th Book; Cicero, 124 Letter to end of 158; Horace, 2nd Book of Sat. VIII. to Ars Poetica; 4th Book of Odes; Virgil, Eclogues; Theocritus, two Idylls, Lib. I. to 400th line of Lib. II.; Greek Test., Epistle to Hebrews; Epistle of St. James.	About four or six boys called up each school time, the whole lesson is construed through and often reconstrued or translated *vivâ voce;* questions put in history, geography, grammar, mythology, &c.; places not changed. There are three construing school times, on Monday, Wednesday, and Friday, therefore the number of boys called up each whole school day amounts either to 12 or 18, sometimes more, sometimes less.	100 lines of Homer weekly; 70 lines of Horace weekly; 36 lines of Theocritus occasionally; 40 lines of Ovid's Fasti weekly; 70 lines of Virgil or Lucretius weekly; 60 lines of Greek play weekly; 40 lines of Demosthenes occasionally.	It is impossible to state with accuracy the amount of matter committed to memory in the course of a year. In my division the boys repeat 80 lines of Homer per week; 70 lines of Horace; 40 lines of Ovid; 50 lines of Greek play; 40 lines of Greek or Latin prose.
Divisions III., IV., V., VI., VII., VIII., IX., including the whole of the Fifth Form except that part of the Upper Fifth comprised in Divisions I., II., about 300 Boys. Number of Boys from the Division who have left the School during the same Year (no account kept).	Homer's Iliad; Virgil's Æneid; Horace; Greek extracts in prose; Greek extracts in poetry; Latin extracts in prose; in the Greek Testament the Acts of the Apostles. The choice of editions to be used is not defined.	None are specified unless when a particular volume or subject is to be prepared for the collections, but the boys have access to an excellent public library.	Homer, first four Books; Virgil, Books V. and VI.; Horace, nearly the whole of the Satires and Epistles, and B. II. and Part III. of the Odes (which in the Summer months are substituted for Virgil); Herodotus and Thucydides, about 60 pages of the Extracts; Theocritus, in the Poetæ, about 20 pages; Livy, in the Latin Extracts, about 70 pages.	They are (commonly) called up singly to construe and parse, errors or questions unanswered being passed down to the rest. Sometimes it is found useful to allow them to take places accordingly, sometimes to arrange a first class of the best; but these modes have been less used since the establishment of the system of collections in every last week.	All the Homer, Virgil, and Horace, and Poetæ Græci mentioned in column 3; also Ovid (in the Eton Extracts); also lessons of Greek syntax, with occasional lessons from the Livy (or Cicero) Extracts.	Some history was set for the collections at the end of each school time, but I have no memoranda of the subjects specified; as an instance, I can give the last piece set (in this December), it was Arnold's History, chapters xxi., xliv., xlv.

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TABLE C.—ETON.

7. The Kinds and Quantities (so far as they can be given) of Composition done in the Form in the same Year.					8. Other Subjects of Instruction forming Part of the regular Work of the Form, and taught either by Lecture, Demonstration, Experiment, or Observation, with the Amount of Time devoted to them, or of Ground gone over in the same Year.	9. Methods employed to test individual Proficiency in such "other Subjects."
			ORIGINAL.		None.	None.
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	Opportunities of doing nine copies. with liberty to do Greek iambics in the place of 3.	Two exercises.	None.		
Prose.	Two Essays.	Ten exercises.	None.	None.		
			TRANSLATION.			
Verse.	None.	Two exercises from Milton.	Three exercises from Massinger or Shakspeare.	None.		
Prose.	Four copies from Livy or Cicero.	Two exercises from Gibbon.	Two exercises, one from Robertson's Charles V., one from Lord Erskine's Speeches.	None.		
			ORIGINAL.		Portions of modern history (Hallam); portions of ancient history, Merivale, or Arnold, or Grote, are set during the school time, and an examination in them takes place at the close of each term.	By examination; boys classed according to marks.
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	One exercise weekly, elegiac or hexameter, or lyric; 36 elegiacs, 70 hexameters; 8 stanzas lyrics.	Greek iambics occasionally, Greek elegiacs at the option of the pupil, and as a substitute for the Latin.	None.		
Prose.	An occasional essay on a theological subject.	Theme of 30, 40, 50, or 60 lines on a given subject, with heads, weekly.	None.	None.		
			TRANSLATION.			
Verse.	None, excepting when boys leave school and write a "vale!"	Frequent translations from the poets. From 30 to 40 lines.	Greek iambics, translations, Milton, Shakespeare, about 40 lines, usually once a month.	None.		
Prose.	Translations from Tacitus or Cicero, about 40 lines, usually once a month.	Translations from modern authors, about 40 lines, once a month as theme.	Rarely set in my division.	None.		
			ORIGINAL.		None.	None.
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	One copy every week, varying from about 30 to 60 lines.	May be done instead of Latin, about 10 copies are done by 6 or 10 boys in the year.	None.		
Prose.	None.	The same.	May be, but is very rarely done.	None.		
			TRANSLATION.			
Verse.	None.	None.	None.	None.		
Prose.	None.	About 4 or 5 copies in a school time.	None.	None.		

ETON.—TABLE C.

	1. Authors or Books used (not being mere Books of Reference), with the Editions.	2. Authors or Books used, being merely Books of Reference, including Maps and Illustrations.	3. Authors construed or translated *vivâ voce*, and the Quantity of each in the Year ending with the Summer Holidays 1861.	4. Method of hearing the Form in such construing or translating Lessons.	5. Authors whose Language has been committed to Memory, and the Quantity of each in the same Year.	6. Authors whose Substance and Matter have been committed to Memory, and the Quantity of each in the same Year.
Divisions X., XI., XII., XIII. The Remove. About 160 Boys. Number of Boys from these Divisions who have left the School during the same Year (no account kept).	(*a.*) Greek Testament, no special edition prescribed; (*b.*) Horace, no special edition prescribed; (*c.*) Virgil, no special edition prescribed; Poetæ Græci, pars 1, *Eton edition*; (*d.*) Scriptores Græci, *Eton edition*; Cornelius Nepos, *Eton edition*; Electa Ex Ovidio, *Eton edition*. These portions only are read in the Remove,— (*a.*) The Gospel of St. Mark. (*b.*) Odes, and Epodes 1 and 2. (*c.*) Æneid, Books I., II., III. (*d.*) All the extracts from Xenophon except the Anabasis.	The Bible; Eton Greek Grammar; (*a.*) Eton Atlas; Eton Compendium of Geography (Arrowsmith); Outlines of Astronomy, Society for Promoting Christian Knowledge; (*b.*) Smith's School History of Greece. Large wall maps Kieppert, Johnstone, Sydow, are provided by some of the Masters at their own expense. (*a.*) The ancient Maps only are done in the Remove. (*b.*) The portion called "the Macedonian Period" only done in the Remove. (*c.*) The "Student's Manual of Ancient Geography," edited by Dr. Smith, is now (June 1862) substituted for the Eton Compendium by Arrowsmith.	St. Mark's Gospel; Poetæ Græci, about 1,280 lines; Scriptores Græci, about 800 lines; Cornelius Nepos, about 800 lines; Virgil, about 1,100 lines; Horace, about 512 stanzas. *Quantity done weekly.* St. Mark's Gospel, about 16 verses; Poetæ Græci, about 40 lines; Scriptores Græci, about 25 lines; Cornelius Nepos, about 25 lines; Virgil, sometimes 40 lines, sometimes 25 lines; Horace, about 16 stanzas. [According to the present arrangement (1862) the weekly quantity of Virgil is 30 lines; Cornelius Nepos, 50 lines.]	Call up one boy at a time, by selection, to construe, parse, and explain historical, mythological, geographical, and antiquarian allusions. All errors passed down and places taken accordingly. Observations and explanations made by the Master. About 6 boys called up each lesson on the average.	Poetæ Græci, about 1,280 lines; Virgil, about 1,100 lines (1862, 960 lines); Horace, about 512 stanzas; (*a.*) Short Ovid about 700 lines. Each Master is at liberty to set a piece of Milton to be learnt by heart in "Collections." (*a.*) 20 lines a week in Lower Remove; 24 lines a week in Upper Remove.	Eton Compendium of Geography; Smith's History of Greece to the Macedonian Period; Outlines of Astronomy. All the more important matter in each volume. *See* note (*c.*) in column 2.
Divisions XIV., XV., XVI., XVII. 4th Form. About 160 Boys. Number of Boys from these Divisions who have left the School during the same Year (no account kept.)	Farnaby Epigrams, *Eton edition*; Greek Testament, *Oxford text*; Æsop's Fables, *Eton edition*; Greek Grammar, *Eton edition*; Ovid Selections, *Eton edition*; Ovid Metamorphoses, Selections, *Eton edition*; Cæsar, *Eton edition*; Smith's History of Greece; Schmidt's History of Rome; Gleig's History of England; Arnold's Latin Composition, Part I.; Arnold's Greek Composition, Part I.	Liddell and Scott; various Latin Dictionaries; various Gradus ad Parnassum.	Farnaby, about 432 lines; Æsop, about 964 lines; Ovid E., about 720 lines; Ovid Metam. about 650 lines; Greek Test., St. Matthew's Gospel, 20 chapters; Cæsar, about 660 lines.	Call up any boy to construe, explain allusions and parse. Questions passed down, and places taken. Written derivations exacted for Greek lessons. Written account of proper names in Ovid lessons. From 7 to 10 boys called up in the whole lesson. The Master explains and illustrates all needful matter.	Ovid Electa (the same amount as construed in school); Ovid Metamorphoses, by Middle and Lower Fourth (the same amount as construed in school); Farnaby, by Upper Fourth (the same amount as construed in school); Greek Grammar, the Accidence (some parts of it two or three times over).	None.
Lower School.	Greek Testament; Excerpta Græca; Palestra Latina; Ovidii Electa; Wilkins' Delectus or Hutton's Principia Tirocinium; Greek and Latin Grammar; Clyde's Geography; Hume's (Student's) England; Bradley's Latin Exercises.	None.	The following is the average of each lesson:—8 verses of Greek Testament; 8 lines of Excerpta Græca; 18 lines of Ovid and Palestra Latina in the upper divisions; in the other divisions the amount is proportioned to their powers.	Four, five, or six boys are called up together; each boy in the division is required to hold up his hand if he can answer the question given, or correct a fault, and places are taken according to proficiency. By this means the attention of the whole division is arrested, and at least one-half of the whole division is called up each schooltime. Questions are given, arising out of the lesson, either in history, geography, or construction of sentences. In the composition lessons each master is continually moving among the boys, stimulating work, and removing difficulties which may arise. The work done in each composition lesson is finally looked over at the next school time.	18 lines of Ovid, and certain portions of grammar are said by heart on two mornings by each of the first two divisions; the other divisions repeat in proportion to their ability.	None.

TABLE C.—ETON.

7. The Kinds and Quantities* (so far as they can be given) of Composition done in the Form in the same Year.					8. Other Subjects of Instruction forming part of the regular Work of the Form, and taught either by Lecture, Demonstration, Experiment, or Observation, with the Amount of Time devoted to them, or of Ground gone over in the same Year.	9. Methods employed to test individual Proficiency in such "other Subjects."
	ORIGINAL.					
	English.	Latin.	Greek.	Modern Foreign.	None.	None.
rse.	None.	32 copies of elegiacs, 480 lines the minimum (14 for Lower Remove, 16 for Upper Remove, weekly). [1862, 21 copies; min., 316 lines.] 8 copies of lyrics, alcaics or sapphics, 28 stanzas the minimum (3 for the Lower Remove, 4 for the Upper Remove each copy). [1862, 11 copies, min., 39 stanzas.]	None.	None.		
ose.	None. (Except by way of answering questions, examination papers, &c.).	26 themes, 390 lines the minimum, (14 for Lower Remove, 16 for Upper Remove, each copy.) [1862, 21 copies, min., 316 lines.]	None.	None.		
	TRANSLATION.					
rse.	None.	A piece of English verse may be occasionally set instead of an original subject for Latin verses.	None.	None.		
ose.	8 copies from Cornelius Nepos, about 200 lines.	3 copies, about 75 lines. [1862, 11 copies, about 275 lines.]	24 copies, about 188 sentences of Arnold's "Introduction to Greek Prose Composition," Part I.	None.		
	ORIGINAL.				None.	None.
	English.	Latin.	Greek.	Modern Foreign.		
rse.	None.	None.	None.	None.		
ose.	None.	None.	None.	None.		
	TRANSLATION.					
rse.	None.	2 copies of Latin verse in each regular week set by the tutor, varying from 10 to 24 lines, either full sense or ideas at the discretion of the tutor.	None.	None.		
ose.		One Arnold's Exercise per week.	One Arnold's Exercise per week.			
	[For Fourth Form Composition *vide* Form D.]					
	TRANSLATION.				None.	None.
rse.	English.		Latin.			
	12 verses. 2 exercises either set by the Lower Master for his division, or from Bradley for the lower division. (These are independent of the composition done in school). A translation is done most weeks by the lower forms, occasionally by the higher.					

* The minimum quantities are here given. In the original exercises most boys show up about 20 lines, and the more painstaking from 24 to 30 or upwards, and in lyrics sometimes as many as 8 or 10 stanzas.

WINCHESTER.—TABLE C.

WINCHESTER - - - - - -

	1. Authors or Books used (not being mere Books of Reference). with the Editions.	2. Authors or Books used, being merely Books of Reference, including Maps and Illustrations.	3. Authors construed or translated *vivâ voce*, and the Quantity of each in the year ending with the Summer Holidays 1861.	4. Method of hearing the Form in such construing or translating Lessons.	5. Authors whose Language has been committed to Memory, and the Quantity of each in the same Year.	6. Authors whose Substance and Matter have been committed to Memory, and the Quantity of each in the same Year.
Sixth Form, Upper Division, 22 Boys. The Head Master. Number of Boys from the Division who have left the School during the same Year. *No return.*	Horace, *Orelli, Macleane;* Virgil, *Conington, Hayne,* and others; Livy, *Twiss;* Cicero de Oratore, *Harless, Greenwood,* and others; Juvenal, *Mayor, Macleane;* Thucydides, *Arnold;* Sophocles, *Linwood;* Pindar, *Donaldson;* Greek Testament, *Wordsworth, Trollope, Alford, Blomfield;* Salmon's Conic Sections; Hurtlee's Conic Sections; Snowball's Trigonometry; Todhunter's Trigonometry; Wood's Algebra (*Lund's* edition); Colenso's Algebra; Colenso's Arithmetic; Barnard Smith's Arithmetic.	Smith's Classical Dictionary; Smith's Dictionary of Antiquities; Smith's Latin Dictionary; Andrew's Latin Dictionary; Liddell and Scott's Lexicon; Keith Johnston's Atlas; Bütman's Lexilogus; Wordsworth's Greek Grammar; Jelf's Greek Grammar.	Horace, Odes, 2 books; Horace, Epistles Virgil, Eclogues, Georgics; Livy, Book 23, nearly finished; Cicero de Oratore, Book I.; Juvenal, 15 Satires (except 3); Sophocles, 1 play; Pindar, Olympian Odes; 2 Gospels.	Set on one boy after another, by selection, to construe. Ask questions of all sorts, either of the boy who is construing or any other. In an hour about 8 or 10 boys are usually set on. No places taken.	About 300 lines of Sophocles.	None.
Sixth Form, Junior Division, 19 Boys. Mr. C. Griffith. Number of Boys from the Division who have left the School during the same Year. Three.	Thucydides, *Arnold;* Homer (the Iliad), *Trollope;* Sophocles, *Linwood;* Virgil, Horace, *the Oxford Text;* Livy, *Twiss;* Juvenal, *Mayor.* Holden's "Foliorum Silvula," for translations into Latin verse (Hexameter, Elegiac, and Lyric); Holden's "Foliorum Centuriæ," for translation into Latin prose; Beatson's Introduction to Greek Iambic Verse; Arnold's Introduction to Greek Prose (Part I.) Smith's History of Greece.	Liddell and Scott's Greek Lexicon; Andrew's or Smith's Latin Dictionary; Smith's Dictionary of Antiquities (abridged): Riddle and Arnold's English-Latin Dictionary; Yonge's English-Greek Lexicon; Keith Johnston's Atlas; Butler's Atlas; Wordsworth's Greek Grammar; King Edward VIth's. Latin Grammar.	Thucydides, the 1st book; Homer, 5 books; Sophocles, 2 plays; Æneid, Books V., VI., and part of VII.; Horace, 2 books of the Odes, and the Epistles; Livy, Book II., III.	The boys are set on to construe indiscriminately, without reference to the order in which they sit; each, as he is set on, construes until he is told to stop, generally about 10 lines. Mistakes in translation are first corrected, and the sense of the passage explained where it is obscure. Questions are then asked upon any unusual forms or peculiar constructions which occur in the lines construed, and upon any allusions historical, mythological, geographical, &c. which require explanation. In illustration of grammatical peculiarities or other points, reference is made to parallel constructions or passages in the same author, or in others with which the boys are familiar. For the sake of enforcing accuracy, the first construe is made very literal, and with a view to idiomatic translation passages are selected to be read into English. Places are not taken in this part of the school. Those who do not know the lesson write it out.	Sophocles, about 750 lines.	None.

WINCHESTER.

TABLE C.—WINCHESTER.

7. The Kinds and Quantities (so far as they can be given) of Compositions done in the Form in the same Year.					8. Other Subjects of Instruction forming part of the regular Work of the Form, and taught either by Lecture, Demonstration, Experiment, or Observation, with the Amount of Time devoted to them, or of Ground gone over in the same Year.	9. Methods employed to test individual Proficiency in such "other Subjects."
	ORIGINAL.				None.	None.
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	One or two copies of (say) 80 lines in all; besides the medal task.	40 to 50 copies; about 1,000 to 1,200 lines.	Hardly any.	None.		
Prose.	About half a dozen; about 400 lines; besides medal tasks; and an historical essay prize in the Christmas holidays.	30 to 40 copies; about 1,000 lines.	None.	None.		
	TRANSLATION.					
Verse.	None.	Say 8 long copies; 20 to 30 short ones; 400 to 500 lines.	From 20 to 30 copies; about 200 to 300 lines.	None.		
Prose.	None.	Say 10 to 20 copies; about 250 to 300 lines.	Very few.	None.		
	ORIGINAL.				A lecture on "Heat," from 11 to 12 on Saturdays during "cloister time." These lectures extend over the period from Easter to the Summer holidays, and are attended by the whole school.	None.
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	A verse task of not less than 21 lines every week. These tasks consisted sometimes of original verses and sometimes of translations from "Foliorum Silvula;" most commonly of the former.	None.	None.		
Prose.	None.	A prose task of the like length each week. Of these prose tasks about half were translations (from Holden's Fol. Cent.), the rest were original compositions.	None.	None.		
	TRANSLATION.					
Verse.	None.	The total amount of composition done by each boy in the course of the year would thus be—Latin verse (Hex. and El.), 700 to 800 lines; Latin prose, 700 to 800 lines; Latin lyrics 300 to 400 lines.	An exercise of from 8 to 12 lines once a week except during the months of March, April, May, and June. In these months Latin lyric translations took the place of Greek verse.	None.		
Prose.	None.	Greek Iambics, 200 lines (omitting occasional short copies of verses written during school hours).	Two exercises from Arnold's Introduction to Greek Prose Composition, written in school once a week.	None.		

WINCHESTER.—TABLE C.

1. Authors or Books used, (not being mere Books of Reference), with the Editions.	2. Authors or Books used, being merely Books of Reference, including Maps and Illustrations.	3. Authors construed or translated *vivâ voce*, and the Quantity of each in the Year ending with the Summer Holidays, 1861.	4. Method of hearing the Form in such construing or translating Lessons.	5. Authors whose Language has been committed to Memory, and the Quantity of each in the same Year.	6. Authors whose Substance and Matter have been committed to Memory, and the Quantity of each in the same Year.
Fifth Form, Senior Division, 38 Boys. The Head Master. Number of Boys from the Form or Division of Form who have left the School during the same Year, *no return.*					
Virgil, *Anthon, Heyne, Delphin, Conington,* &c.; Horace, *Orelli, Macleane,* &c. ; Homer, *Trollope;* Sophocles, *Linwood;* Euripides, *Scholefield's Porson;* Arrian, *Donaldson's* extracts; Cicero, *Valpy's,* Select Orations ; Greek Grammar, *Wordsworth;* Greek Testament, *Lloyd, Wordsworth,* &c.; Juvenal, *Mayor, Macleane,* &c.	Smith's Dictionaries; Liddell and Scott's Lexicon ; Keith Johnston's Atlases.	Iliad, 1 to 4 books; Horace, 2 books, Odes, Epistles; Virgil, Eclogues, 2 Georgics ; Sophocles, Electra; Euripides, Phœnissæ; Arrian, say 40 pages; Cicero, 100 pages; Greek Testament, 2 Gospels; Juvenal, 15 Satires (3 excepted). (The Homer, Virgil, Horace, Juvenal, and Greek Testament are done in combination with upper Sixth Book, who construe the lessons before they are construed by the boys of this class.)	In the lessons of an hour each, about 12 boys are set on to construe. Questions are asked in all parts of the class, on any subject, directly or indirectly illustrative of the book. Places are freely taken and lost. The senior boys are most often set on. In the long lessons of Tuesday and Friday forenoons, besides all this, which then extends to an hour and a half, the boys are either taught the laws of Greek accents, or practised in composing Greek iambics, or some other such subject. On Friday mornings they finish the long 2½ hours lesson by exhibiting their MS. note books.	20 to 30 pages of Greek Grammar.	None.
Middle Part of Fifth Form, Senior Division, 31 Boys; Junior Division, 27 Boys. Rev. F. Wickham. Only recently divided. The Answers apply to both Divisions. Number of Boys from the Form or Division of Form who have left the School during the same Year. About 8, I should say, without any very accurate means of learning the Number. College Boys, *none.*					
Porson's Euripides; *Hickie's* Xenophon's Memorabilia; Valpy's school edition of Greek Testament; *Taylor's* Cicero's Offices and Treatises de "Amicitiâ" and "Senectute ;" Virgil, *Oxford pocket edition of;* Horace, *Oxford pocket edition of;* Homer, *Oxford pocket edition of;* Bishop Wordsworth's Greek Grammar; Dr. C. Wordsworth's Latin Grammar; *Oxford pocket edition of* Odyssey, used for 12 weeks in the year, between May and July. No Books with *Notes* are allowed at lesson time. *Books used in Mathematical Schools.* Pott's School Euclid; Colenso's Arithmetic ; Colenso's Algebra, part 1; Todhunter's Algebra; Todhunter's Trigonometry; used only by a few in this part of the school. *Books used in the French and German Schools.* *French.* Angoville's French Grammar ; Drames Français (Choix de), Manuel de Conversation ; Spier's French Dictionary, school edition ; Recueil Choisi, Wanostrocht. *German.* Tiarks' German Grammar; Tiarks' German Reader ; Tiarks' German Exercises; Flugel's Dictionary, school edition; Der Geisterseher (Schiller); Heinrich Von Eichenfels.	Liddell and Scott's Lexicon; Andrews' Latin Dictionary; Smith's Latin Dictionary ; Keith Johnston's and Bishop Butler's Ancient and Modern Atlas; Smith's Classical Dictionary; Smith's Dictionary of Antiquities; Yonge's English-Latin Dictionary; Stewart's Modern Geography; Gradus ad Parnassum.	Euripides Hecuba, l. 715 to end; Xenophon's Memorabilia, Book II., chapter 1; Greek Testament, St. Matthew, chapter 8 to verse 22 of chapter 12; Cicero de Senectute, chapter vii. to chapter xv.; Virgil, Æneid, 7th, 8th. and 9th, to line 160; Horace, 3rd book of Odes to Ode 24. *Observation.* It would be impossible for me to return the work done by the boys in the middle and junior parts of 5th form with anything like accuracy, so far back as the year ending July 1861, inasmuch as, owing to the increasing numbers of the school during the last 2 years, these classes have been in a constant state of alteration. The only intelligible return that I can make is to be reckoned from Sept. to Dec. 1861, but it is a fair sample of any year's school work for these classes. I have already observed (in another place, I believe) that they are to be subdivided again in Feb., with a new master to teach junior part 5th, in two divisions.	The whole division come and sit up "*at Books*" at the appointed hour. Frequently, before the lesson is construed, the last lesson in the author and some previous lessons are reconstrued. With the *parsing* and *questions* (historical, geographical, &c., &c.,) passed down the class, there becomes a very active movement in the way of "taking places." Many a good boy, who has been unfortunate enough to lose his 10 places for his deficiency in repeating his morning lines, finds his recovery thereby in the course of the next lesson. The position of each boy is marked in the "Classicus paper" at the end of every lesson. The marks also of the *German* and *French* masters, of the *Mathematical* master, of the *Maps*, and of the *Composition* (prepared under the College and Commoner tutors) are entered in the same way at the end of every week, whereby a great amount of emulation is caused amongst the boys. Every boy is obliged to bring up "to Books," his *Grammar* and *Dictionary* and *Atlas*, so as to be able to refer to them if needed. *Most* of the lessons are prepared in the hours of school time, and that under the eye of the master.	Euripides, 220 lines ; Cicero, 160 lines; Virgil, 925 lines; Horace, 3rd book of Odes, 9 Odes; Homer's Odyssey; Virgil's Georgics; take their place separately in the last term of the year, (*i.e.*, after Easter, called "Cloister" time. I cannot say too much of the advantage of the boys being obliged to devote one week at the end of Cloister time to the duties of what is called "standing up week." 1st lesson, Greek Grammar; 2nd, mathematics ; 3rd, 4th, 5th, 6th, 7th, 8th, repetition in classic verse or prose authors, that he may have been enabled to store up in his mind during the year, or at any former time.	None, if I understand the question rightly.

Observation.—The "composition" of the school is prepared by the college and commoner

TABLE C.—WINCHESTER.

7. The Kinds and Quantities (so far as they can be given) of Composition done in the Form in the same Year.					8. Other Subjects of Instruction forming part of the regular Work of the Form, and taught either by Lecture, Demonstration, Experiment, or Observation, with the Amount of Time devoted to them, or of Ground gone over in the same Year.	9. Methods employed to test individual Proficiency in such other Subjects.
ORIGINAL.						
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	Say 6 copies, about 200 lines.	Say 40 long copies, about 800 lines; 60 short ones, about 360 lines; besides the Maltby prize task.	None.	None.	None, except three quarters of an hour on Saturdays in Geography.	None.
Prose.	Say 5 copies, about 150 lines.	About 20 copies, about 500 lines.	None.	None.		
TRANSLATION.						
Verse.	Very rarely.	About 15 copies, about 300 lines.	None.	None.		
Prose.	None.	About 30 copies, about 500 lines.	None.	None.		
ORIGINAL.						
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	Occasionally, instead of the weekly Latin V. task.	*Per Week.*—3 short exercises called "Vulgus" of 6 lines; 1 task not *less* than 14 lines, 20 lines *the average, sent* in to me.	Occasionally 10 nonsense Iambics instead of a "Vulgus."	None, I believe.	*None*, that come under me. During the last 12 weeks of the Wiccamical year (ending in July) there has been instituted for the *last few years* a Saturday lecture in some scientific department, of *one hour*, at which the whole school are required to attend.	*None*, so far as I believe, other than that the Headmaster, Dr. Moberly, instituted an annual prize, at his own expense, for the pursuit of *botany* open to the whole school, two or three years ago. I cannot tell you how *thoroughly* and *universally* this encouragement has laid hold on the boys. I seldom "call names" on their return to college, from "hills" or else where, without seeing a large number of them, each with a handful of wild flowers. Emulation, therefore, in *this department* is quite evident, though I have not the means of returning it in *any other*, under the above Table.
Prose.	None.	Occasionally.	None.	*Two* exercises, I believe, either in German or French weekly.		
TRANSLATION.						
Verse.	None.	In place of the weekly task, a passage from some English poet is given *occasionally* for translation.	None.	None, I believe.		
Prose.	None.	A weekly task of about 16 lines either from some English author or from Yonge's Translation Exercise Book.	None.	*Two* exercises, I believe, either in German or French weekly.		

tutors, and sent in for the head and second masters' reading on the appointed days.

WINCHESTER.—TABLE C.

Junior Part of Fifth Form, not yet divided, 23 Boys. Mr. F. Wickham.
Number of Boys from the Form or Division of Form who have left the School during the same Year. I cannot tell how many commoners have left (say 3), of College, *none*.

1. Authors or Books used, (not being mere Books of Reference), with the Editions.	2. Authors or Books used, being merely Books of Reference, including Maps and Illustrations.	3. Authors construed or translated *vivâ voce*, and the Quantity of each in the Year ending with the Summer Holidays, 1861.	4. Method of hearing the Form in such construing or translating Lessons.	5. Authors whose Language has been committed to Memory, and the Quantity of each in the same Year.	6. Authors whose Substance and Matter have been committed to Memory, and the Quantity of each in the same Year.
Ferguson's Xenophon's Anabasis, Books I., II.; Valpy's School Greek Testament; *Eton* Cornelius Nepos; Horace, *Oxford pocket edition*; Virgil, *Oxford pocket edition*; *Parker's* Ovid, Fasti; Bishop Wordsworth's Greek Grammar; Dr. C. Wordsworth's Latin Grammar. *Mathematical School.* Colenso's Arithmetic; Colenso's Algebra. No books with "*notes*" are allowed at lesson time.	Liddell and Scott's Lexicon; Andrews' Latin Dictionary; Smith's Latin Dictionary; Smith's Classical Dictionary; Smith's Dictionary of Antiquities; Yonge's English Latin Dictionary; Keith Johnston's and Bishop Butler's Atlas; Stewart's Modern Geography, school edition; Gradus.	Xenophon's Anabasis, l. I., chapters ix. and x.; Greek Testament, St. Matt., chap. viii. to verse 22 of chapter xii.; Cornelius Nepos; Hamilcar and Hannibal, nearly; Horace, 20 Odes, 3rd Book; Virgil, Æneid, Lib. VII. and part of VIII. Ovid's Fasti comes in at a different period of the year called "Easter Time."	The whole division come and sit 'up' "at books" at the appointed hour. Frequently, before *the* lesson is construed, the last lesson in the author and some previous lessons are reconstrued. With the parsing and the questions (historical, geographical, &c. &c.)	Virgil, 730 lines; Horace, 230, "As in præsenti"; Cornelius Nepos, occasionally, instead.	None. If I understand the meaning of the question.

Books used in the French and German Schools.

French.	*German.*
Angoville's French Grammar; Drames Français (Choix de); Manuel de Conversation; Spier's French Dictionary, school edition; Recueil Choisi, Wanostrocht.	Tiarks' German Grammar; Tiarks' German Reader; Tiarks' German Exercises; Flugel's Dictionary, school edition; Der Geisterseher (Schiller); Henrich von Eichenfels.

Observations.

The same as I have made in my other return of No. C. My "return" of work done, *must* be a *weekly* one *only*, between *September* 1861 and *December* 1861, as there can be no sure reckoning for an earlier date.

passed down the class, there becomes a general movement in the way of "taking places," thereby many a good boy, who has been unfortunate in his repetition lesson of the morning, and has lost 10 places, has the opportunity of recovering himself.
The position of each boy is marked in the "Classicus Paper" at the end of each lesson.
The marks, also, of the *German* and *French* masters, of the *Mathematical* master, of the *Maps*, and of the *Composition* (prepared under the College and Commoner tutors), are entered in the same way at the end of each week, whereby a great amount of emulation is caused amongst the boys.
Every boy is obliged to bring up "to books" his grammar and dictionary and atlas, so as to be able to refer to them, if needed.
Most of the lessons are prepared in the hours of school time, and *that* under the eye of the master.

Fourth Form, Senior Division, 27 Boys. Mr. H. E. Moberly.
Number of Boys from the Form or Division of Form who have left the School during the same Year, 3.

Greek Extracts, 7th edition; no editor named, Edinburgh, 1858; *Long's* Cæsar; *Arnold's* Eclogæ Ovidianæ; Virgil, *small Oxford edition*; Greek Grammar, by *Wordsworth*; Latin Grammar, King Edward VI., *Wordsworth*; Kings of England, *Miss Yonge*, till the small Student's Hume is published; and Annals of England, from which the facts of the most important years are written down from dictation for the period of history to be read. *4th Jun. Div.* Wilkins' Greek Delectus; Jacob's Latin Reader, Part II.; Arnold's Eclogæ Ovidianæ; grammar as above; history as above. Colenso's Algebra; Colenso's Arithmetic; Barnard Smith's Arithmetic, for both divisions. Ellis' Exercises; Penrose's Elegiacs; Bedford's Propria quæ Maribus or prosody; Payne's Readings in Poetry, for both divisions.	Liddell's Greek and English Lexicon, small edition; Smith's Latin Dictionary, small (intermediate) edition; Smith's smaller Dictionary of Antiquities; Keith Johnston's Ancient Atlas; Keith Johnston's Modern Atlas; Gradus, Cary's, Piper's, Yonge's, as the case may be. *4th Form, Jun. Div.* 10 boys. As above.	Greek, 12 or 15 lines; Latin, 20 lines; 35 pages in a year of the Greek extracts; 60 chapters of Cæsar in a year, and commonly selected passages, *e.g.*, B. I., c. i. to xxx., B. IV., c. xx. to xxxvii., &c. Virgil, 700 lines; Ovid, 1,400 to 1,500 lines. Virgil is often dropped for awhile according to the condition of the class. *4th Form, Jun. Div.* Greek, from 6 to 10 lines; Latin, from 10 to 16 lines. About 20 pages of Delectus; between 600 and 700 lines of Ovid; 20 pages of Latin Reader.	The whole division is called up; the senior division for an hour at a time, and the junior division for the same time. Sometimes 8 or 10 boys are called out singly one after the other to construe; sometimes every boy in the division construes a short piece. In neither case are they called upon in order. A short passage is read and then translated; words are parsed, explanations required of allusions, and all errors passed down the form and places taken accordingly. Now and then the boys are allowed to ask each other questions; but this does not seem to be a very serviceable practice, so low down in a school. The questions are not worth much; and time, which should be used in preparing lessons, is spent in hunting up some out-of-the-way fact, instead of what tests the use of such books as the boys have to prepare their work with. In repetition lessons 4 or 5 boys are called up at a time; taking places would, I think, be always desirable for such lessons in this part of the school; but the practice cannot be always carried out. "Standing up" would be more useful still, if it were more of an examination. Hearing the boys separately is more laborious than effective. A few papers with a smaller quantity learnt by heart would make, I believe, a valuable examination.	Ovid, 700 lines; Latin grammar; Greek grammar; English poetry; selections 700 lines. A peculiar custom exists at Winchester of hearing all the boys below the Senior part of the 5th, what is called "standing up." This consists of 8 lessons, said during the last week and a half of the summer half year. Each lesson consists of 150 lines for the senior division, and 100 for the junior (as a minimum), to be construed, &c., and said by heart. Each boy is heard separately. The standard is a line of Ovid or Virgil,—1 line of Latin prose =2; 1 of Greek verse = 2; 3 of Horace = 2; 2 of English = 1. No Greek prose is allowed in the 4th form. The Latin grammar and Greek grammar are required, and count as 4 lessons. The other 4 lessons are left to the option of the boys themselves, and almost invariably include the morning lines of the year.* The marks for the standing up are added to those of the half year, and the form arranged according to the joint result.	Bedford's Propria quæ Maribus and Prosody—a short elementary book, which is more useful than the corresponding portions of Edward 6th's Latin Grammar, the language of which, however, is required, as well as the substance and matter.

* Only one lesson of English verse is allowed; also one lesson of Euclid is allowed.

TABLE C.—WINCHESTER.

7. The Kinds and Quantities (so far as they can be given) of Composition done in the Form in the same Year.					8. Other Subjects of Instruction forming part of the regular Work of the Form, and taught either by Lecture, Demonstration, Experiment, or Observation, with the Amount of Time devoted to them, or of Ground gone over in the same Year.	9. Methods employed to test individual Proficiency in such "other Subjects."
ORIGINAL.						
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	Occasionally, instead of the weekly Latin V. task.	Per Week. 3 short exercises, called "Vulgus," of 4 lines. 1 task, not less than 8 lines (average sent in to me, 10 lines.)	None.	None, I believe.	None, which come under me. During the last 12 weeks of our year (ending July) a Saturday lecture, of an hour, is given, at which the attendance of the whole school is required. In the last four years the lectures have been on chemistry from Dr. Odling; geology from Mr. Rupert Jones; electricity and heat, both from Dr. Noad.	None, as far as I believe, other than that connected with the Head master, Dr. Moberly's botanical prize annually, for the *whole* school, as mentioned in my "mid. part 5th" return.
Prose.	None.	None.	None.	*Two* exercises, I believe, either in German or French weekly.		
TRANSLATION.						
Verse.	None.	None.	None.	None, I believe.		
Prose.	None.	A weekly task of about 12 lines; Yonge's Latin Exercises mostly used.	None.	*Two* exercises, I believe, either in German or French weekly.		
ORIGINAL.						
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	None.	None.	None.		
Verse.	None.	None.	None.	None.	None.	None.
TRANSLATION.						
Verse.	None.	About 70 copies a year from Penrose's Introduction to Elegiac verse, the minimum required being 16 a week; the best boys doing on an average from 30 to 40 a week.	None.	None.		
Prose.	None.	About 70 exercises a year, 35 from Ellis' Latin Exercises, 20 lines; 35 from Collis Ponticulus Latinus, 10 to 12 lines.	None.	1 French exercise a week, from Angoville's French grammar.		

WESTMINSTER.—TABLE C.

WESTMINSTER - - - - -

1. Authors or Books used (not being mere Books of Reference), with the Editions.	2. Authors or Books used, being merely Books of Reference, including Maps and Illustrations.	3. Authors construed or translated *vivâ voce*, and the Quantity of each in the Year ending with the Summer Holidays 1861.	4. Method of hearing the Form in such construing or translating Lessons.	5. Authors whose Language has been committed to Memory, and the Quantity of each in the same year.	6. Authors whose Substance and Matter have been committed to Memory, and the Quantity of each in the same Year.
Sixth Form, 21 Boys. The Head Master. Number of Boys from the Division who have left the School during the same Year, 13.					
Plautus Trinummus (*Westminster edition*); *Dindorf's* Demosthenes; *Orellius'* Horace; *Hermann's*, *Linwood's*, and *Dindorf's* Sophocles; *Stallbaum's* and *Bekker's* Plato; *Raschig's* Livy; Alford's Greek Testament; Davison on Prophecy; Hallam's Constit. History; Liddell's Roman History; Euclid; Colenso's Algebra; Todhunter's Trigonometry (and other books); French Grammar; Delille; Prose Auteurs, Roche; Poètes. In Mathematics and French the books have varied according to the proficiency of the boys.	Smith's Dictionary of Antiquities; Smith's Biographical Dictionary; Liddell and Scott's Lexicon; Scheller's and Smith's Latin Dictionaries; Ruperti's Notes on Livy; Butler's and other Atlases; Donaldson's and other Grammars, and various other books from the libraries.	Demosthenes, Meidias, latter half; Androtion, all; Sophocles, Œd. Colon.; Livy, book ix.; Horace, Satires, book ii. 3 to end; Epistles, book i. and ii.; Plato Apologia; Plautus Trinummus; Greek Testament, ii. Corinth; i. Peter; Acts, ch. i.—xviii.	Each lesson begins with the translation of the piece done in the last lesson, read off into English: then a fresh piece is construed, the Greek or Latin words being taken with their rendering. About 8 boys on the average are called up in each lesson. Questions are asked as they suggest themselves, on points of construction, history, mythology, antiquities, &c. &c. Errors are passed on to other boys, but no places are taken. The French classes read and translate French into English, repeat French by heart, write it from dictation, and do weekly an exercise of translation from English into French.	Plautus, Trinummus (for representation); Soph. Œd. Colon. (iambics); Livy, book ix (speeches); Ovid, Ep. ex. Ponto, book i, and part of ii.; Greek Testament, text of ii. Corinthians, and 1st Peter. Certain boys have also learnt long passages of Virgil, Greek iambics (from plays previously read), and, in one case, of Shakespeare, the quantity varying from 200 to 1,000 lines. The Trinummus was the play acted at Christmas in the Dormitory.	All the books mentioned in column 3; also Hallam's Constitutional History, most of vol. i.; Liddell's Roman History, latter half; Davison's Discourses on Prophecy, i.-v.
Remove and Upper Shell Forms, 31 Boys. Mr. Marshall. Number of Boys from the Division who have left the School during the same Year, 8.					
Dr. Lloyd's Greek Testament; *Dindorf's* Sophocles; *Paley's* Euripides (*Camb. Text*); *Bekker's* Thucydides; Herodotus in "Historia Græca" (a book of selections for the school); *Dindorf's* Demosthenes; *Purton's* Cicero pro Milone; *Raschig's* Livy; Oxford Virgil; Plautus Trinummus, *Westminster edition* (*Ritschel's* text); Dr. Wordsworth's Greek Grammar. The rule is that the text only should be brought up to lessons; annotated editions are used in preparation. Euclid; Todhunter's Algebra; Colenso's Algebra; Todhunter's Trigonometry; Roche's Poètes; Macaulay's Essays for translation into French; Beleze's Exercises; Delille, Prose Auteurs.	Liddell and Scott's Greek-English Lexicon; Riddle and Arnold's English-Greek Lexicon; Smith's or Riddle's Latin-English Dictionary; Riddle and Arnold's English-Latin Lexicon; Liddell's History of Rome; Smith's History of Greece; Smith's Dictionary of Antiquities; Smith's Classical Dictionary; Butler's or Johnston's Atlas; Nugent's and other French Dictionaries. And many other larger works to which the boys have access in their libraries.	*Remove.* St. Luke, ten chapters translated from English into Greek; Sophocles Œdipus Coloneus; Euripides Iphigenia Taurica; Thucydides, l. ii. c. 65–79; Herodotus, l. i. c. 95–153; Demosthenes Leptines, section 1–101 (there are 167 sections in all); Cicero pro Milone; Livy, l. ii. c. 1–52; Plautus Trinummus; Horace Odes, book ii.; Virgil Georgic, iv. *Upper Shell.* St. Luke, ten chapters, as above; Euripides Hecuba; Medea; Herodotus, l. i. 95–150; Demosthenes Leptines, section 1–54; Cicero pro Milone, c. 1–28; Livy, l. ii. 1–51; Plautus Trinummus; Horace Odes, book ii.; Virgil Georgic, iv.	The ordinary course is first to go over the old lesson. The manner of doing this is varied according to circumstances. Sometimes the passage is construed: more frequently read into English. Sometimes the books are shut, and the boys are questioned on the subject-matter, allusions, language, and English, being a direct or more or less altered translation of passages occurring, is given by the master to be re-translated *vivâ voce*. Sometimes the dificult passages only are construed. A boy is selected to begin construing or answering questions, and afterwards all answer and construe in succession. Places are taken and questions incidental to the text are passed round independently of the rotation of construing. To insure proper learning of the new lesson by the under form, passages, phrases, and words are marked to be translated or explained on paper, and selected so as to compel thought and accuracy. This is done more or less according to the difficulty of the author, and the greater or less proficiency and industry of the form for the time being. Before the lesson begins each boy is allowed and encouraged to bring his difficulties to the master to be explained; and this permission is used to a very satisfactory extent, and is most used by the most intelligent and painstaking. The new lesson is always construed through, and questions are circulated as in the case of the old. I should think it would hardly ever happen that any boy missed construing in one of the two lessons. Attention is called to the structure of the language by requiring the boys to give examples from their own reading of all the rules in the Greek syntax. The English translation of the New Testament is read back into the original. As the time of examination approaches, the subjects are revised, considerable portions being taken at each lesson. At the end of the new lesson, or sometimes after both old and new lessons, "principes" are taken as in other forms. For exercises, repetition, and history, marks are given.	*Remove.* Holy Scripture, about 400 verses, chiefly from the Old Testament, in illustration of historical books read (*e. g.*, Psalms written on particular occasions in David's life); Horace's Odes, book ii.; Virgil Georgic iv.; Plautus Trinummus, about 750 lines; Sophocles Œdipus Coloneus, 111 lines; Euripides Iphigenia Taurica, 153 lines; Cicero pro Milone, 5 chapters; some other short passages of Latin prose and Greek verse; Syntax of Wordsworth's Greek Grammar, sense of the rules given in English, examples in the book, learned by heart, additional examples given from passages which boys have read themselves; about 550 lines of French Poetry. *Upper Shell.* Holy Scripture as above; Horace Odes, ii.; Virgil Georgic, iv.; Trinummus, 700 lines; Euripides Hecuba, 74 lines; Euripides Medea, 107 lines; Syntax (to the De Modis Verborum); Cicero pro Milone, &c., about four chapters; French, rather less than Remove.	St. Luke, ten chapters, with constant reference to other Gospels; Acts, c. i.–xx.; i. & ii. Samuel, i. & ii. Kings, i. & ii. Chronicles, with many illustrative passages (*see* col. 5): the portions mentioned in col, 3; Smith's History of Greece; considerable portions of the History of Rome in connexion with Livy, l. 2, and Cicero pro Milone.

WESTMINSTER.

TABLE C.—WESTMINSTER.

	7. The Kinds and Quantities (so far as they can be given) of Composition done in the Form in the same Year				8. Other Subjects of Instruction forming Part of the regular Work of the Form, and taught either by Lecture, Demonstration, Experiment, or Observation, with the Amount of Time devoted to them, or of Ground gone over in the same year.	9. Methods employed to test individual Proficiency in such "other Subjects."
	ORIGINAL.					
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	3 copies, about 90 lines.	16 copies, about 380 lines; 1 copy of 100—150 lines.	None.	None.	None.	None.
Prose.	2 copies, about 60 lines.	15 copies, about 320 lines; 1 copy of 100 lines.	None.	None.		
	TRANSLATION.					
Verse.	9 copies, about 270 lines; usually from a passage of some Greek or Latin Poet.	28 copies, about 600 lines. (Some of these done in "Composition Lecture.")	23 copies of iambics, about 360 lines; usually from Shakespeare.	None.		
Prose.	Occasional Themes.	24 copies, about 700 lines. (Some done in "Composition Lecture.") From Kennedy's "Palæstra Stili Latini."	16 copies, about 260 lines.	30 copies, about 400 lines, usually from Macaulay.		
	ORIGINAL.					
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	About 33 copies, 660 lines, Remove; 570 Upper Shell; one copy of 100 lines.	None.	None.	None.	None.
Prose.	None, except answers to Divinity and historical questions.	None.	None.	None.		
	TRANSLATION.					
Verse.	Two or three translations from Euripides or Sophocles.	About 36 copies, 360 and 216 lines from passages in English poetry.	None.	None.		
Prose.	About 12, from Greek and Latin authors.	About 38, generally from History of Greece or Rome. Yonge's Exercises often used for Upper Shell.	About 32, from Greek history, or from passages given on paper by the master.	About 32, from Macaulay or History of Rome, or from a French author into English.		

WESTMINSTER.—TABLE C.

	1. Authors or Books used (not being mere Books of Reference), with the Editions.	2. Authors or Books used, being merely Books of Reference, including Maps and Illustrations.	3. Authors construed or translated *vivâ voce*, and the Quantity of each in the Year ending with the Summer Holidays 1861.	4. Method of hearing the Form in such construing or translating Lessons.	5. Authors whose Language has been committed to Memory, and the Quantity of each in the same Year.	6. Authors whose Substance and Matter have been committed to Memory, and the Quantity of each in the same Year.
Under Shell and Upper 5th Forms, 27 Boys. Mr. James. Number of Boys from the Division who have left the School during the same year, 4.	Greek Testament (*Oxford*); Homer's Iliad (*Oxford*); Xenophon's Cyropædia (*Dindorf*); Xenophon's Anabasis (*Dindorf*); Virgil (*Oxford*); Cæsar (*Dymock*); Plautus (*Westminster.*) N.B.—The text alone is used at lesson; but other editions are allowed for preparation. Wordsworth's Greek Grammar; Smith's History of Greece; Chepmell's Course of History; Arnold's Greek Prose (part i.); Yonge's Exempla Majora; Walford's Latin Verse; Todhunter's Algebra; Bonnycastle's Arithmetic; Euclid. Exercises, par G. Beleze.	Liddell and Scott's Lexicon; Riddle or Smith's Latin Dictionary; Carey's Gradus; Smith's Classical Dictionary; Keith Johnston's and Butler's Atlases; Nugent's French Dictionary (*the abridged edition*).	Iliad, book viii. 300 to the end, ix. xi. to 285; Xenophon Cyropædia, books ii. c. 3., iii., iv. c. 2.; Virgil, Æneid, books vi. and viii.; Plautus Trinummus, 1, 2, 3, Acts; Cæsar de Bello Gallico, vi. c. 1 to c. 20., vii. c. 50. to c. 70; Greek Testament, St. Matthew, vii. to xx. In the upper fifth Form Xenophon's Anabasis instead of Cyropædia, book v. c. 5. to vi., c. 6.	Boys are called up to construe and then to parse by selection. The preceding lesson is construed again with the new, so that the greater number are tried on each occasion. Questions on history, geography, &c. are asked and explanations given when requisite, and at such times in the lesson as may appear most suitable. In the Greek Testament lesson the English is rendered into Greek. After hearing the new Cæsar lesson the master translates the last lesson and the boys render it orally into Latin. Errors are passed round the form and places are taken accordingly. Marks are given to the "principes" of each form in the proportion of one for every three boys. Thus in a form of 15, the head boy has 5, the second 4, and so downwards. As in several lessons both forms say together, boys are called up from each in such order as may secure the greatest amount of attention; but as regards places, the two forms are kept distinct.	Virgil's Æneid, 1,500 lines; Milton's Lycidas; Gray's Progress of Poetry.	Bible, — Numbers, Joshua, and Judges; Smith's History of Greece, pp. 1-264, omitting cc. 13, 14; Chepmell's History of England, pp. 132—215; Greek Grammar, pp. 1—142. Rules and Notes.
Under Fifth Form, 16 Boys. Mr. Andrews. Number of Boys from the Division who have left the School during the same Year, 3.	Greek Testament, Homer, Virgil, Xenophon, Cæsar, plain texts; Ovid Fasti (*Westminster edition*); Chepmell's Course of History; Wordsworth's Greek Grammar; King Edward 6th's Latin Grammar; Beleze, "Exercises de Mémoire et de Style;" Delille, Grammaire Française; Colenso's Arithmetic; Bonnycastle's do.; Yonge's Exempla Minora; Walford's Latin Verse; Arnold's Greek Prose (part i.)	Liddell and Scott's Lexicon; Riddle's Latin Dictionary (both abridged); Butler's Atlas; Carey's Gradus.	St. Matthew, chap. xii.–xxii., in the original; Homer's Iliad, about 700 lines; Virgil's Æneid, i., ii., and part of iii.; Xenophon's Anabasis, book i. and part of ii; Cæsar's Bellum Gallicum, book ii. and part of iii.; Ovid Fasti, about 700 lines.	Each boy called up (according to order of places or by selection) to construe in turn. Questions in parsing, syntax, historical and geographical allusions, passed down and places taken. Observations and explanations made by the master from time to time. Marks are given to the "Principes," as in the other forms. The preceding lesson is usually construed again with the new, and sometimes the new lesson is construed twice over.	Ovid Fasti, 14 lines per week; Virgil's Æneid, 28 lines per week; Gray's Progress of Poesy; Gray's Bard. The Gospel or (occasionally) the Epistle for each Sunday is repeated by heart on the following Monday.	Chepmell's History of England to the reign of Edward VI., and Rome to the Empire. Bible history, i. and ii. Samuel; i. and ii. Kings; Ezra; Nehemiah.

TABLE C.—WESTMINSTER.

	7. The Kinds and Quantities (so far as they can be given) of Composition done in the Form in the same Year.				8. Other Subjects of Instruction, forming Part of the regular Work of the Form, and taught either by Lecture, Demonstration, Experiment, or Observation, with the Amount of Time devoted to them, or of Ground gone over in the same Year.	9. Methods employed to test individual Proficiency in such "other Subjects."
	ORIGINAL.					
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	A few copies	None.	None.		
Prose.	None.	None.	None.	None.		
	TRANSLATION.				None.	*No return.*
Verse.	None.	About 70 copies, the number of the lines varying with the ability of the boys. The translation is either from an English poet selected by the master, or from Walford's Latin Verse Book.	None.	None.		
Prose.	Occasional translation from the various authors read in the form. Translations from French into English every week.	About 70 copies of 16 lines each; sometimes from English selected by the master, sometimes from Yonge's Exempla Majora.	1 copy every week of 14 lines from Arnold's Greek Prose, part 1.	One copy every week.		
	ORIGINAL.					
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	None.	None.	None.		
Prose.	None.	None.	None.	None.		
	TRANSLATION.				None.	*No return.*
Verse.	None.	Two copies per week (Walford), about 8 lines.	None.	None.		
Prose.	None.	Two copies per week (Yonge's Exempla Minora), about 10 sentences.	Two copies per week (Arnold's Introduction), 8 or 10 lines of English.	One copy per week, 12 lines.		

WESTMINSTER.—TABLE C.

	1. Authors or Books used, (not being mere Books of Reference), with the Editions.	2. Authors or Books used, being merely Books of Reference, including Maps and Illustrations.	3. Authors construed or translated, *vivâ voce*, and the Quantity of each in the Year ending with the Summer Holidays 1861.	4. Method of hearing the Form in such construing or translating Lessons.	5. Authors whose Language has been committed to Memory, and the Quantity of each in the same Year.	6. Authors whose Substance and Matter have been committed to Memory, and the Quantity of each in the same Year.
Upper Fourth Form, 14 Boys. Mr. Andrews. Number of Boys from the Division who have left the School during the same Year, 3.	Greek Testament; Cornelius Nepos, *Bradley;* Ovid Fasti, Greek Epigrams, *Westminster editions;* Edward 6th's Latin Grammar; Wordsworth's Greek do.; Chepmell's Course of History; Beleze's Exercises de Mémoire et de Style; Delille's French Grammar; Bonnycastle's Arithmetic; Colenso's do.; Bradley's Latin Exercises; Howard's Greek Exercises; Rapier's Latin Verse Book.	Liddell and Scott's Greek Lexicon (abridged); Riddle's Latin Dictionary; Carey's Gradus; Butler's Atlas.	Greek Testament, St. Matt. xii.-xxii. inclusive; Ovid, about 1,400 lines; Cornelius Nepos, Lives of Atticus, Eumenes, Pausanias, Hamilcar, Hannibal, Cimon; Greek Epigrams, about 700 lines.	Each boy is called upon to construe a short portion of the lesson, generally in order of standing, sometimes by selection; mistakes corrected and places taken accordingly. Questions in parsing and historical and geographical references passed down the form; "Principes" marked, as in the other forms. The preceding lesson is generally construed again with the new, and the latter sometimes construed twice over.	Ovid Fasti, about 1,000 lines; Gray's Progress of Poetry; Gray's Bard; the Gospel of each Sunday.	Chepmell's History of England; Bible history, Joshua, Judges, i. and ii. Kings, Ezra, and Nehemiah.
Under Fourth Form, 12 Boys. Mr. Bonney. Number of Boys from the Division who have left the School during the same Year, 1.	The Bible; Sinclair's Exposition of the Church Catechism; *Bradley's* Nepos, edited by *White;* Ovid Fasti, *Westminster edition;* Wilkins' Greek Delectus; Edward the 6th's Latin Grammar; Wordsworth's Greek do.; Chepmel's History; Neale's Geography; Latin Exercise; Exempla Minora (*Ellis*); Verses and Greek Exercises given by the Master.	Latin Dictionary, generally Smith's smaller Dictionary; Greek Lexicon, generally Liddell and Scott's smaller Lexicon; Gradus; Atlas, various.	Nepos; Ovid Fasti; Greek Delectus.	A boy is called up. Mistakes are passed on, and places taken. After he has done a certain portion, two or three lines, the first boy who took his place is set on; or if he has not lost his place, the boy next below him. When the lesson has been construed over two or three times, so that every boy has been up once at least, the principal words in it are parsed one by one, questions arising from them or the context of the lesson being also asked.	Ovid Fasti.	Bible; Sinclair's Catechism, Chepmell's History, Neale's Geography.
Under Fourth, Upper Third, and Under Third Forms, 27 Boys. Mr. Weare. Number of Boys from the Division who have left the School during the same Year, none.	Cornelius Nepos, *School edition;* Ovid's Fasti; Ovid's Metamorphoses; Æsop's Fables; Latin Delectus; Gospels (English); Archbishop Wake's Exposition of the Church Catechism, *abridged edition;* Archdeacon Sinclair's Questions on the Catechism; small School Geography; King Edward 6th's Latin Grammar; Wordsworth's Greek Grammar; Yonge's Latin Exercises; Ellis's Latin Exercises; Henry's First Latin Book; French Grammar (Rudiments).	Smith's Dictionary of Antiquities; School History of Greece, Rome, and England; Butler's and Keith's Johnston's Atlases. "Illustrations:" Of historical events and persons; by actual coins, Greek and Roman; and by engravings and sketches of principal places; of geography, geology, and astronomy, as far as possible by Keith's Johnston's Atlases.	Cornelius Nepos, five or six Lives; Ovid's Fasti, large portions of four first books; Ovid's Metamorphoses, large portions of two books; Æsop's Fables, five or six Fables; Latin Delectus, fifteen pages. N.B.—The Under 4th Form have only construed Cornelius Nepos with the Under Master.	Each form in succession. Each boy construes two or more lines, parsing them with rules. Questions on the history or geography, and explanations. The lesson always construed twice over; mistakes corrected by next boy; places taken; records kept of places at end of lesson; and the general result of such places taken into consideration at the special examination at the end of each Term, when the trial for removes to a higher form takes place.	Ovid's Fasti, short portions of. Latin Grammar, at least four times over in the year, to nearly end of Syntax. Greek Grammar, three or four times over, to end of verbs in ω. Archbishop Wake's Catechism, all *twice* over at least.	Cornelius Nepos, Ovid's Fasti, Ovid's Metamorphoses, Æsop, as in column 3.

The above Return is given for the Year ending at the ensuing Christmas Holidays,

TABLE C.—WESTMINSTER.

7. The Kinds and Quantities (so far as they can be given) of Composition done in the Form in the same Year.					8. Other Subjects of Instruction, forming Part of the regular Work of the Form, and taught either by Lecture, Demonstration, Experiment, or Observation, with the Amount of Time devoted to them, or of Ground gone over in the same Year.	9. Methods employed to test individual Proficiency in such "other Subjects."
	ORIGINAL.					
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	*No return.*	*No return.*	*No return.*	None.	None.
Prose.	None.	*No return.*	*No return.*	*No return.*		
	TRANSLATION.					
Verse.	None.	One copy per week. 6 or 8 lines.	*No return.*	*No return.*		
Prose.	None.	Two copies per week. (Bradley's Exercises.) 8 or 10 sentences.	One copy per week. (Howard's Exercises.) 15 phrases.	One per week.		
	ORIGINAL.					
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	None.	None.	*No return.*	None.	None.
Prose.	None.	None.	None.	*No return.*		
	TRANSLATION.					
Verse.	*No return.*	The translation in English of a few easy Elegiac couplets are given to the form to be re-translated into Latin, and arranged. 4 to 6 lines are generally given at a lesson.	None.	None.		
Prose.	None.	The English, and sometimes the Latin words also, are given to be done into correct Latin. The lesson varies from 6 to 8 sentences.	Five or six easy short sentences, with the Greek words to put into the right cases, tenses, &c.	None.		
	ORIGINAL.				Perhaps 30 lectures or lessons in the year, of nearly an hour, on geography (physical and political), and the rudiments of geology and astronomy.	Questions at each succeeding lesson on subjects touched on in the preceding, and occasional Maps drawn, or *written* Exercises on such geographical, &c., Subjects.
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	*No return.*	None.	None.		
Prose.	Every week an Exercise on a Chapter in the Gospels, recounting facts and explanations previously gone over with the Master, such Exercise generally of two or three octavo pages of MS.	None.	None.	None.		
	TRANSLATION.					
Verse.	Select portions of Ovid and others (if able).	Rapier's Verse Book, and English supplied off-hand for translation into Elegiacs.	None.	None.		
Prose.	Ovid's Fasti and Metamorphoses, portions of Æsop and Delectus.	Yonge's Exercises; Henry's First Latin Book; Ellis's Exercises.	None.	None.		

the present Master of the Form having only occupied his post since Christmas last.

CHARTERHOUSE.—TABLE C.

CHARTERHOUSE

Sixth, or Highest Form, from 12 to 13 Boys. Rev. R. Elwyn. Number of Boys from the Division who have left the School during the same Year, 4.

1. Authors or Books used, (not being mere Books of Reference), with the Editions.	2. Authors or Books used, being merely Books of Reference, including Maps and Illustrations.	3. Authors construed or translated, *vivâ voce*, and the Quantity of each in the Year ending with the Summer Holidays 1861.	4. Method of hearing the Form in such construing or translating Lessons.	5. Authors whose Language has been committed to Memory, and the Quantity of each in the same Year.	6. Authors whose Substance and Matter have been committed to Memory, and the Quantity of each in the same Year.
Greek Testament, Oxford text and Scrivener's; Horace, *Macleane and Orelli;* Virgil, *Conington and Wagner;* Terence, *Parry;* Lucretius, *Creech and Lachmann, Munro's text;* Cicero pro Cluentio, *Ramsay;* Tacitus Annales, *Smith's edition of,* Lib. I., *and Orelli;* Livy, Lib. I., *Oxford text, and Ruperti's Commentar;* Æschylus, *Paley;* Sophocles, *Wunder;* Euripides, *Dindorf's text;* Homer, *Heyne, and text;* Aristophanes, Ranæ, *Mitchell, and text;* Thucydides, *Arnold;* Demosthenes de Coronâ, *Drake;* Plato, Phœdo, *Stalbaum.* N.B.—These are the books of which portions were read between June 1860 and June 1861. Madvigs' or Key's, or Donaldson's Latin Grammar; Donaldson or Jelf's Greek Grammar; Smith's History of Greece; Liddell's History of Rome; Gleig's English History; Anderson's Geography.	Smith's Latin Dictionary; Liddell and Scott's Greek Lexicon; Smith's Antiquities; Smith's Biographical Dictionary; Harrow Atlas. The boys have access, and are continually referred to, the Biblical Dictionary, to Grote's and Thirlwall's, Arnold's Histories, &c.	Greek Testament, St. John, xiv., end, and Acts of the Apostles; Horace, Satires, Book II.; Virgil, Æneid, Book VI. and part of VII.; Terence, Adelphi; Lucretius, Lib. I.; Cicero pro Cluentio (about half); Tacitus Annales, Lib. I., i. to xl.; Livy, Lib. I., c. i. to xx; Æschylus, Sept. cont. Theb.; Sophocles Œdipus Rex; Homer's Odyssey, I., iii.; Aristophanes, Ranæ, i., 900; Thucydides, Lib. I., c. i. to xl.; Demosthenes de Cor., about one third; Plato, Phœdo, I., xx.	At the beginning of every lesson I ask various questions bearing on the previous lesson in the same author, and I then give my own translation of that lesson. I then set on various boys in the new lesson, taking them not in order, but at random, securing, as far as possible, that the work be equally distributed among the boys in the form. When a certain portion has been translated, I ask various questions, grammatical, historical, &c., and read portions of Grote, Thirlwall, &c., as the case may be, bearing upon the passage. The boys do not take places in the sixth form. If any boy has not prepared his lesson, or is ignorant on some particular point which I consider that he ought to know, I require him to write out a translation of the lesson, or some explanation of the point on which he shows ignorance.	It is impossible to answer this question in detail. I am in the habit of recommending boys in the sixth form to learn this or that particular passage in Latin *prose*, or *poetical* writer, or *Greek prose* or *poetical* writer, and I do not require the same amount from all, but in proportion to their ability. When a boy has a taste for English poetry, I encourage him to learn passages from time to time in lieu of a passage from Greek or Latin. From others I take a portion of history, to be answered *vivâ voce*. As the boys do not take places, no difficulty is created by this course, and I believe it to be beneficial. *For examination,* I give out certain parts—one of *the Georgics* and some *Ovid*, for instance, —to be learnt *by all alike.* In the course of a term some boys will learn the first three books of the Odes of Horace, and so on.	Smith's History of Greece, chs. xlii. to xlvi.; Liddell's History of Rome, chaps. lvii. to lxiii.; History of England, John to Henry IV.; Geography, India and China; Smith's Dictionary of Antiquities; *Greek*, the Drama; *Rome*, judicial proceedings. The substance of the classical authors mentioned in col. 3.

Fifth Form, First Division, 16 to 17 Boys. Mr. H. T. Forster. Number of Boys from the Division who have left the School during the same Year, 1.

Sophocles, *Oxford pocket edition;* Euripides, *Oxford pocket edition;* Virgil, *Oxford pocket edition;* Horace, *Oxford pocket edition;* Herodotus, *Oxford pocket edition;* Homer, *Oxford pocket edition;* Greek Testament, *editio recepta, Oxford* (or Greek Testament, *edidit F. H. Scrivener, A.M., Cantabrigiæ,* 1860); Cicero, Sallust, and Ovid contained in Latin and Greek authors (*Charterhouse*); Smith's History of Greece (16mo.); Liddell's History of Rome (16mo.); School History of England (Gleig).	Liddell and Scott's Greek-English Lexicon, 4to.; Smith's Latin-English Dictionary, 8vo., or Andrew's Latin Dictionary; Riddell and Arnold's English-Greek Lexicon, or Yonge's English-Greek Lexicon; Riddell and Arnold's English-Latin Dictionary; Butler's Atlas, Ancient and Modern; Dr. Smith's Classical Dictionary, 8vo.; Dr. Smith's Dictionary of Antiquities. The form also has access to Dr. Smith's larger Dictionaries of Biography and Mythology, Antiquities, &c. &c., when needed, and the Biblical Dictionary.	Sophocles, Œdipus Tyrannus; Euripides, Hecuba; Virgil, Georgics I., II., III., IV.; Virgil, Eclogues; Virgil, Æneid, V.; Horace, II., Satires, 1, 2, 4, 5, 6, 7; Herodotus, VII., 172, viii., 30; Homer's Iliad, xiii., xiv., xv.; Greek Testament, Acts of the Apostles, Matt. i. to xx.; Cicero in Catilinam, III., IV.; Cicero, pro Archiâ; Cicero, pro. Marcello.	Call upon any boy in the form to begin the construe. Generally permit the boys to construe in regular succession, as they sit in order of form, but frequently tell a boy to go on out of his turn. Errors generally passed down the form, but places not taken. Marks (Bene, Satis-bene, Satis, Vix, &c.) assigned to each boy, according to the way in which he construes and answers any questions that may arise. These marks, combined with those given for exercises and repetition, tend to determine the place of each boy in the form; but in the upper fifth no boy loses a place (except for misconduct) unless his marks fall considerably short of those of the boy below him.	Ovid, 400 lines; Virgil Georgics, I., II., III., IV.; Horace, Odes, I., II., III., IV.	Smith's History of Greece, chs. xlii. to xlv.; Liddell's History of Rome, chaps. lvii. to lxiii.; School History of England, John to Richard II.; Geography, Anderson's India and China; Smith's Dictionary of Antiquities. (*Greek*, the Drama; *Roman*, judicial proceedings.)

CHARTERHOUSE.

TABLE C.—CHARTERHOUSE.

7. The Kinds and Quantities (so far as they can be given) of Composition done in the Form in the same Year.					8. Other Subjects of Instruction forming Part of the regular Work of the Form, and taught either by Lecture, Demonstration, Experiment, or Observation, with the Amount of Time devoted to them, or of Ground gone over in the same year.	9. Methods employed to test individual Proficiency in such "other Subjects."
ORIGINAL.					All the boys in the sixth form have a German lesson every Monday from 2 to 4 p.m.: this has been introduced about 3 years since. Some boys are able to read and write German very fairly; others are engaged in learning the grammar.	An annual examination in German is held and prizes awarded.
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	About 12 copies in the course of the year, but *not* required *from all.*	18 copies (from 24 to 34 lines each).	None.	*See* French Report.		
Prose.	36 Sunday Essays upon some biblical or ecclesiastical subject, and 18 essays on historical or general subjects; no limit as to quantity.	18 essays, historical or general; no limit as to quantity.	None.	*See* French Report.		
TRANSLATION.						
Verse.	None.	30 copies from passages selected from various authors (Holden's Foliorum Sylvulæ occasionally used) about 28 lines each.	About 24 copies from passages selected from various authors (Holden's Foliorum Sylvulæ occasionally used), about 15 lines each.	*See* French Report.		
Prose.	Passage given every week from some Latin or Greek author to be done in school, without Dictionary or Lexicon.	About 42 copies from passages selected from various authors (Kennedy's Palæstra Styli Latini, and Selections for use of Charterhouse School occasionally used), about 20 lines.	About 20 copies; same as in preceding column.	*See* French Report.		
ORIGINAL.					None.	None.
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None necessarily, but some verses done occasionally instead of English theme.	18 copies (about 20 lines each).	None.	*See* French Report.		
Prose.	54 copies (averaging about 60 lines each).	18 copies (averaging 36 lines each).	None.	*See* French Report.		
TRANSLATION.						
Verse.	None.	18 copies (about 20 lines each).	18 copies (about 14 lines each).	*See* French Report.		
Prose.	None.	36 copies (averaging 18 lines each).	18 copies (averaging 14 lines).	*See* French Report.		

CHARTERHOUSE.—TABLE C.

	1. Authors or Books used, (not being mere Books of Reference), with the Editions.	2. Authors or Books used, being merely Books of Reference, including Maps and Illustrations.	3. Authors construed or translated *vivâ voce*, and the Quantity of each in the Year ending with the Summer Holidays 1861.	4. Method of hearing the Form in such construing or translating Lessons.	5. Authors whose Language has been committed to Memory, and the Quantity of each in the same Year.	6. Authors whose Substance and Matter have been committed to Memory, and the Quantity of each in the same Year.
Fifth Form, Lower Division, from 18 to 9* Boys. Mr. H. T. Forster. Number of Boys from the Form or Division of Form who have left the School during the same Year, 2.	Virgil, *Oxford pocket edition*; Horace, *Oxford pocket edition*; Herodotus, *Oxford pocket edition*; Homer, *Oxford pocket edition*; Greek Testament, *Oxford edition* (or Greek Testament edidit F. H. Scrivener, Cantabrigiæ, 1860); Cicero, Sallust, and Ovid, contained in Charterhouse Latin and Greek authors; Smith's History of Greece; Liddell's History of Rome; School History of England (Gleig); Wilkins' Greek and Latin Exercise books; Collis' Greek Iambics.	Liddell and Scott's Greek-English Lexicon; Smith's Latin-English Dictionary; Riddell and Arnold's English-Greek Lexicon; Riddell and Arnold's English-Latin Dictionary; Butler's Atlas (Ancient and Modern); Smith's Classical Dictionary; Smith's Dictionary of Antiquities.	Virgil, Georgics, I., II., III., IV.; Virgil, Eclogues; Virgil, Æneid, V.; Horace, II. Sat. 1, 2, 4, 5, 6, 7; Herodotus, VII., 172 to end; Homer, Odyssey, VII., VIII.; Homer, Iliad, XIII., XIV., XV.; Greek Testament, Acts of Apostles, St. Matthew, i., xx.; Cicero in Catilinam, III., IV.; Cicero Pro Archiâ; Cicero Pro Marcello.	Call upon any boy in the form to begin the construe; generally permit the boys to construe in regular succession, as they sit in order of form, but frequently tell a boy to go on out of his turn. Errors passed down the form and places taken. The lowest boy is marked "1," the second "2," and so on, and these marks, combined with those for exercises and repetition, determine the place of each boy for the week; and the sum total of the places taken each week determines the place of each boy for the quarter. It is customary to promote one or two boys from the top of this form into the upper 5th, at the end of each quarter.	Ovid, 300 lines; Virgil, Georgics, III., IV.; Horace, Odes, I., II., III.	Smith's History of Greece, chapters 42, 45; to Liddell's History of Rome, chapters 57 to 63; School History of England, John to Richard II.
Fourth Form, 17 Boys. Rev. F. Poynder, Usher, Master of the Fourth Form. Number of Boys from the Form or Division of Form who have left the School during the same Year, 1.	Greek Testament; Homer; Xenophon; Horace; Cicero; in each case the text only is used. Anderson's Geography; Liddell's Roman History; Markham's English History.	Charterhouse Latin and Greek Grammar; Smith's Latin Dictionary; Riddell's Latin Dictionary; Smith's Classical Dictionary; Liddell and Scott's smaller Lexicon; Harrow Atlas.	Greek Testament. St. Mark, vii. to xvi.; Greek Testament, St. Matthew, i. to xx.; Homer, Iliad, III., 1 to 363; Xenophon, Cyropædia, B. I. c. 3, and greater part of c. 4; Horace, Odes, Books II., III., to construe and repeat; Cicero pro Milone, chap. v. to xiii.	My method of hearing a form is as follows:—The whole form is before me at the same time; before beginning to construe any lesson *vivâ voce*, the written translation of the last lesson (which has been prepared by the boys since it was construed in school) is read in such order and by such boys as I then arrange, I then call on a boy to construe a portion of the new lesson, *vivâ voce*. I call on each boy in the form. I frequently have the same passage construed a second time, by a second boy. I give such explanations as I feel to be important, and as time will allow. When every boy in the form has construed, or sometimes before, I usually make each boy give the principal parts of one or two verbs, or a Greek paradigm, or the construction in the sentence of one or two words with the Grammar rule which illustrates the construction. *Mistakes are always passed down the form, and places are taken. At the end of each lesson each boy's place in the form is marked, and at the end of each week all these numbers are added together, and the boys are arranged according to their marks on the whole week, and in that order they begin their work for the following week.*	Horace, Odes, Books II. and III.	Anderson's Geography, pages 55 to 82; Liddell's Roman History, chaps. 59 to 61; Markham's English History, James I. to Charles II. (end of reign).
Shell, from 19 to 20 Boys. Mr. J. W. Irvine, Master of Form. Number of Boys from the Form or Division of Form who have left the School during the same year, None.	Greek Testament; Horace, text; Homer's Iliad, text; Charterhouse Latin authors; Charterhouse Greek authors; Charterhouse Latin Grammar; Charterhouse Greek Grammar; Markham's History of England; Goldsmith's Grammar of Geography; Arnold's Latin Prose Composition, part 1; Major's Greek Praxis; Walford's Latin Elegiacs.	Smith's Latin English Dictionary; Liddell and Scott's smaller Lexicon; Smith's smaller Dictionary of Antiquities; Smith's smaller Classical Dictionary; Carey's Gradus; Harrow School Atlas (modern); Harrow School Atlas (ancient).	Greek Testament, St. Matthew; Horace, Odes, Book I.; Iliad, II., 1 to 332; Xenophon. Cyropædia, II. and III.; Cicero, Pro Milone, I. to VI.	In preparation for each construing lesson, every boy is required to make (out of school) a vocabulary containing all the hard words in the lesson, together with the principal parts of all the verbs. At the beginning of the lesson every boy is required to produce a written translation of the previous lesson from the same author. Boys are selected at random to read out this translation, and places taken for inaccuracies, &c., then some boys near the top of the form are called upon in turn to construe the *new* lesson. Questions are asked and explanations given upon grammatical construction, geography, history, and mythology, &c. The lesson is then construed over by boys near the bottom of the form. In the case of history lessons, questions are asked at the beginning of one lesson upon what was read the time before, after which the new lesson is read aloud by the boys, so as to serve as a lesson in reading.	Horace, Odes, I., 1 to 30.	Markham's History of England, from beginning to Henry VII.; Anderson's Geography, Europe and America.

* 3 Boys are at the end of each term promoted into the Upper 5th, hence the apparent diminution in numbers.

TABLE C.—CHARTERHOUSE.

7. The Kinds and Quantities (so far as they can be given) of Composition done in the Form in the same Year.					8. Other Subjects of Instruction forming Part of the regular Work of the Form, and taught either by Lecture, Demonstration, Experiment, or Observation, with the Amount of Time devoted to them, or of Ground gone over in the same Year.	9. Methods employed to test individual Proficiency in such "other Subjects."
		ORIGINAL.				
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	18 copies (about 10 or 12 lines each).	None.	*See* French Report.		
Prose.	37 copies (about 40 lines each).	None.	None.	Do.	None.	None.
		TRANSLATION.				
Verse.	None.	18 copies (about 10 or 12 lines each).	36 copies (8 lines each) out of Collis' Iambics.	*See* French Report.		
Prose.	None.	36 copies (about 15 lines each) out of Wilkins' Prose Composition.	36 copies (about 10 lines each) out of Wilkins' Greek Prose Composition.	Do.		
		ORIGINAL.				
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	None.	None.	*See* French Report.		
Prose.	None, excepting analysis of chapters of Bible.	None.	None.	Do.	None.	None.
		TRANSLATION.				
Verse.	*No return.*	About 36 copies of Latin verse, from 14 to 18 lines each; English given by the master, or taken from Walford's Verse Book.	None.	*See* French Report.		
Prose.	*No return.*	Kennedy's Curriculum Stili Latini, about 72 copies, 8 lines each.	Wilkins' Greek Prose Exercises, about 36 copies, 7 sentences each.	Do.		
		ORIGINAL.				
	English.	Latin.	Greek.	Modern Foreign.		
Verse.		None.	None,	*See* French Report.		
Prose.	None, excepting analysis of chapters of Bible.	None.	None.	Do.	None.	None.
		TRANSLATION.				
Verse.		36 copies from Walford's Verse Book, 12 lines each.	None.			
Prose.		72 Copies from Arnold's Latin Prose (12 sentences each).	36 copies from Dr. Major's Greek Praxis (6 sentences each).			

CHARTERHOUSE.—TABLE C.

	1. Authors or Books used, (not being mere Books of Reference,) with the Editions.	2. Authors or Books used, being merely Books of Reference, including Maps and Illustrations.	3. Authors construed or translated *vivâ voce*, and the Quantity of each in the Year ending with the Summer Holidays 1861.	4. Method of hearing the Form in such construing or translating Lessons.	5. Authors whose Language has been committed to Memory, and the Quantity of each in the same Year.	6. Authors whose Substance and Matter have been committed to Memory, and the Quantity of each in the same Year.
Third Form, from 12 to 14 Boys. Mr. J. W. Irvine, Master of Form. Number of Boys from the Form or Division of Form who have left the School during the same Year, 3.	Greek Testament; Homer's Iliad; Charterhouse Latin Authors; Charterhouse Greek Authors; Charterhouse Latin Grammar; Charterhouse Greek Grammar; Markham's History of England; Goldsmith's Grammar of Geography; Arnold's Latin Prose Composition, Part I.; Major's Greek Praxis; Walford's Latin Elegiacs.	Liddell and Scott's Lexicon (small); Smith's Latin-English Dictionary; Smith's smaller Dictionary of Antiquities; Smith's smaller Classical Dictionary.	Greek Testament, St. Mark, i.–xi.; Æneid, I., l. 460; Iliad, I., l. 1–244; Xenophon's Anabasis, Lib. I., Chap. i., ii., iii.; Cicero De Amicitia, I.–IV.	See Report upon the Shell, the method being the same.	Æneid, l. 1–385.	Markham's English History, William I.–Hen. VII.; Anderson's Geography, *Europe* and *America*.
Second Form, from 15 to 18 Boys. Rev. F. Poynder, Usher, Master of the Second Form. Number of Boys from the Form or Division of Form who have left the School during the same Year, 1.	Greek Testament; Greek Delectus; Ovid; Cæsar (the text only is used); Outlines of Geography; Markham's English History.	Charterhouse Latin and Greek Grammar; Riddell's Latin Dictionary; Liddell and Scott's smaller Lexicon.	Greek Testament, St. John, chap. i.–ii.; a few pages of Greek Delectus; Ovid, Penelope Ulyssi, to construe and repeat; Cæsar De Bello Gallico, Book I., 7 or 8 chapters.	I may perhaps here be allowed to refer to the statement which I have made as to my method of hearing the *Fourth Form*, as I could only repeat that here. There is one point of difference only, viz., that this lower form is *not* required to prepare a written translation of each lesson which is construed in school.	Ovid, Penelope Ulyssi.	Outlines of Geography, p. 1-23; English History, Henry IV–VI.
First Form, from 7 to 14 Boys. Rev. R. R. Watts. Number of Boys from the Form or Division of Form who have left the School during the same Year, 1.	Stoddart's Latin Delectus; Wilkins' Greek Delectus; Charterhouse Latin and Greek Grammar; Henry's First Latin Book; Markham's History of England.	*Geography* published by the Society for Promoting Christian Knowledge, with small Atlas.	The only subjects translated are passages from the Latin and Greek Delectus, the quantity of which varies according to the proficiency of the form.	The *repetition* lessons of grammar are for the most part taken singly, each boy repeating the *whole* lesson, except on Saturday mornings, when the repetition of the week is repeated. In the *construing* lessons, the translation of the previous lesson is first read out, and then the vocabulary of verbs; after which the lesson is construed sentence by sentence, and as far as possible every word parsed. Places are taken, and the numbers are entered in a register, and added up at the end of the week. At the end of each school quarter the totals of the weeks are added together, and places for the quarter taken accordingly.	The First Form learn by heart very little beside the Latin and Greek Accidence, the 1st and 2d Parts of the Latin Syntax, and the 1st Part of the Greek Syntax from the Charterhouse Grammar. They occasionally learn some English poetry from a selection compiled for Charterhouse School.	Markham's History of England, William I. to John.

The Mathematical Books used are—
Euclid, *Potts*.
Arithmetic, *Colenso*.
Algebra, *Todhunter* and *Colenso*.
Trigonometry { *Colenso*. *Todhunter*.

TABLE C.—CHARTERHOUSE.

7. The Kinds and Quantities (so far as they can be given) of Composition done in the Form in the same Year.					8. Other Subjects of Instruction, forming Part of the regular Work of the Form, and taught either by Lecture, Demonstration, Experiment, or Observation, with the Amount of Time devoted to them, or of Ground gone over in the same Year.	9. Methods employed to test individual Proficiency in such "other Subjects.
		ORIGINAL.			None.	None.
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	None.	None.	*See* French Report.		
Prose.	None, excepting analysis of Scripture.	None.	None.	Do.		
		TRANSLATION.				
Verse.		About 36 copies from Walford's Verse Book (8 lines each).	None.	*See* French Report.		
Prose.		72 copies from Arnold's Latin Prose, 10 sentences each.	36 copies from Major's Greek "Praxis" (5 sentences each).	Do.		
		ORIGINAL.			None.	None.
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	None.	None.	*See* French Report.		
Prose.	On Sundays an abstract is written from a chapter in the Bible.	None.	None.	Do.		
		TRANSLATION.				
Verse.	None.	About 36 copies of 6 lines each from Walford's Verse Book, the Latin of almost all the words being given.	None.	*See* French Report.		
Prose.	None.	About 72 copies from Ellis's Latin Exercises, 6 or 7 sentences each.	About 36 copies from Howard's Greek Prose Exercises, 10 to 15 sentences each.	Do.		
		ORIGINAL.			Twice in the week the whole form write from dictation.	None.
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	None.	None.	*See* French Report.		
Prose.	On Sundays an abstract is written from a chapter in the Bible.	None.	None.	Do.		
		TRANSLATION.				
Verse.	None.	None.	None.	*See* French Report.		
Prose.	None.	About 100 copies from Arnold's Henry's First Latin Book (10 lines each copy).	None.	Do.		

Conic Sections, *Todhunter*.
Differential Calculus, *Todhunter*.
Statics { *Goodwin*. *Williams*.
Wrigley's Examples.

CHARTERHOUSE.—TABLE C.

French, First Division, 28 Boys. M. Alphonse Mariette.
Number of Boys from the Form or Division of Form who have left the school during the same Year.—*See* Classical Reports.

1. Authors or Books used, (not being mere Books of Reference), with the Editions.	2. Authors or Books used, being merely Books of Reference, including Maps and Illustrations.	3. Authors construed or translated *vivâ voce*, and the Quantity of each in the Year ending with the Summer Holidays 1861.	4. Method of hearing the Form in such construing or translating Lessons.	5. Authors whose Language has been committed to Memory, and the Quantity of each in the same Year.	6. Authors whose Substance and Matter have been committed to Memory, and the Quantity of each in the same Year.
Brasseur's French Grammar; Noël and Chapsal's Grammaire Française and Exercices; Mariette's Half hours of French Translation; Racine, Théâtre; Poulain de Bossay, Histoire de France; Demogeot's Histoire de la Littérature Française.	Spiers' English-French Dictionary; Lafaye's Dictionnaire des Synonymes.	Noël and Chapsal's Exercices Français, c. i.–ix.; Racine's Iphigenie, Act iii.; and also extracts from,— Addison, Goldsmith, Johnson, Burke, Mackintosh, W. Scott, Southey, De Quincey, Macaulay, Hallam, &c.; Cooper, Prescott. Washington Irving, &c., and The *Times* newspaper, &c.	Each boy in his turn reads a sentence, either from his book, if it be a merely oral translation from French into English, or from his paper if it be a written exercise from English into French. When a mistake is made, the master does not correct it at once, but calls upon the next boy or boys to correct it, and places are taken accordingly. The order in which the boys are made to "go on" is not regular, but constantly varied, as it keeps them more attentive and breaks the routine of the work. The idiomatic difficulties of this, at once the most precise and the most supple of modern languages, are also carefully attended to in this class, and the peliar meanings of such verbs as *aller, donner, faire, en être, y être, tenir à, se tenir à, en tenir, &c.*, form the subjects of regular exercises, both written and oral.	Racine, Iphigénie, 200 lines; Voltaire, Zäire, 75 lines; Milleroye, Poësies, 60 lines; Lamartine, Méditations, 80 lines.	Demogeot's Littérature Française, the 17th century. Poulain de Bossay's Histoire de France, from the death of Charlemagne (A.D. 814) to that of Louis XI. (A.D. 1483.)

French, Second Division, 28 Boys. M. Alphonse Mariette.
Number of Boys from the Form or Division of Form who have left the School during the same Year.—*See* Classical Reports.

Brasseur's French Grammar; Brasseur's Manuel des Ecoliers.	Spiers' English-French Dictionary.	Brasseur's Manuel des Ecoliers, about 40 pages. Extracts from:— Châteaubriand, Lamennais, Guizot, Augustin Thierry, Alexis de Tocqueville, De Ségur, &c.	The correction of the written or *vivâ voce* work is carried on in this class on the same *practical* plan as in the 1st class. A quick brisk questioning, from one end of the class to the other, takes place during the last ten minutes of the lesson, to ascertain how far the corrections and observations have been listened to and taken in. The *literal* translation of easy French into English is frequently done in this class; that is, being given a familiar French sentence, instead of translating it into correct English, which is too often mere guess work, the boys have to clothe it as it were with English words, leaving untouched the idiosyncracy of the French writer, with which they are thus much more likely to be struck through the very grotesque nature of the rendering. Time is also found in this class for occasional *dictations*.	Brasseur's Manuel des Ecoliers, Guizot, A. de Tocqueville, Villemain, Aug. Thierry, in all, about 180 lines.	Brasseur's French Grammar, Part 1st.

TABLE C.—CHARTERHOUSE.

7. The Kinds and Quantities (so far as they can be given) of Composition done in the Form in the same Year.					Observations.
ORIGINAL.					It is universally admitted that the teachers of foreign languages labour under great disadvantages in public schools. Not to speak of other circumstances that tell more or less against them, they have to contend with one great difficulty, especially in a school of such high *classical* standing as Charterhouse. With Oxford and Cambridge, in their present organization, before them, the boys feel, not unreasonably, that far from being immediately repaid for any amount of industry bestowed on French, and proficiency attained in its very difficult phraseology, they simply take away so much time and attention from the study of *university* subjects, and thus far proportionately damage their chance of success in the great final contest for academical distinction, and especially in competitive examinations for scholarships, &c., at the outset of college life. Of course, with them, the great, and we venture to add, the unsurpassed advantage of a thorough study of the French syntax as a mental discipline, and the invaluable profit to be derived from an acquaintance with the daily increasing treasures of the highest and purest literature, these and other considerations have no weight whatever with the boys, who, if they think at all on the subject, think very much as their fathers might well have thought 300 years ago. Such being the case, the French master feels all the more bound to exert himself to make his teaching at once attractive and comprehensive, encouraged, as he is thankful to state he has always been, by the Head Master of Charterhouse School; indeed, he feels that the *miscuit utile dulci* is here a matter of necessity, and he cheerfully submits to the compromise. The French language in this class is made a *means* as well as an *end*. Thus, not only is French literature (in its outlines) part of the programme of this class, but the History of France (as a special subject of conversation in French) is also introduced. No classical, historical, or any such allusion is allowed to pass unnoticed, unexplained; and whilst very little is said of the abstract theory of grammar, a constant *practical* comparison is made between the English and French languages, with occasional reference to the Latin and Greek syntaxes; a method which, while putting French on its right footing, tends to make its teaching harmonize with the whole system of education in a *classical* school.
	English.	Latin.	Greek.	Modern Foreign.	
Verse.	*See* Classical Report.			None.	
Prose.	*See* Classical Report.			About 20 letters or idiomatic conversations or essays (in French), the latter chiefly on subjects connected with the history or literature of France.	
TRANSLATION.					
Verse.	*See* Classical Report.			About 200 or 300 lines, mostly from contemporary writers.	
Prose.	*See* Classical Report.			About 700 or 800 lines from Mariette's "Half-hours of French Translation," 2nd Edition.	
ORIGINAL.					
	English.	Latin.	Greek.	Modern Foreign.	
Verse.	*See* Classical Report.			None.	
Prose.	*See* Classical Report.			None.	
TRANSLATION.					
Verse.	*See* Classical Report.			Lamartine, Prière de l'Enfant à son réveil.	
Prose.	*See* Classical Report.			Extracts from the Manuel des Ecoliers (about 500 lines).	

CHARTERHOUSE.—TABLE C.

French, Third Division, 26 Boys. Mons. Le Riche.
Number of Boys from the Form or Division of Form who have left the School during the same Year. *See* Classical Reports.

1. Authors or Books used (not being mere Books of Reference), with the Editions.	2. Authors or Books used, being merely Books of Reference, including Maps and Illustrations.	3. Authors construed or translated *vivâ voce*, and the Quantity of each in the year ending with the Summer Holidays 1861.	4. Method of hearing the Form in such construing or translating Lessons.	5. Authors whose Language has been committed to Memory, and the Quantity of each in the same Year.	6. Authors whose Substance and Matter have been committed to Memory, and the Quantity of each in the same Year.
Brasseur's French Grammar; Ahn's First French Course (*Buckheim's*).	None.	Brasseur's Grammar, first 48 pages; Ahn's First French Course, about 40 pages.	Each boy reads in his turn a sentence of the exercise, and after it has been duly corrected, if it refers to some grammatical rules, questions are freely asked further to illustrate those rules and to satisfy the master that they have been perfectly understood. If the exercise be a translation from French, a few sentences are parsed, and here and there the boys are requested to read out a given phrase in a different way, for instance to change the *number* of all variable words in it, putting every singular in the plural, and *vice versâ*, a method which must after a time enable the pupils—without much mental exertion—to master not only the general construction of a sentence, but also the individual character of each separate word.	Brasseur's French Grammar; the *Verbs* and the *Vocabulary* of words most in use.	Brasseur's French Grammar, the principal rules of the elementary part.

TABLE C.—CHARTERHOUSE.

7. The Kinds and Quantities (so far as they can be given) of Composition done in the Form in the same Year.					Observations.
	ORIGINAL.				
	English.	Latin.	Greek.	Modern Foreign.	
Verse.	*See* Classical Report.			None.	
Prose.	*See* Classical Report.			None.	
	TRANSLATION.				
Verse.	*See* Classical Report.			None.	
Prose.	*See* Classical Report.			Easy detached sentences (from 200 to 300 lines).	

ST. PAUL'S.—TABLE C.

ST. PAUL'S - - - - - -

	1. Authors or Books used (not being mere Books of Reference), with the Editions.	2. Authors or Books used, being merely Books of Reference, including Maps and Illustrations.	3. Authors construed or translated *vivâ voce*, and the Quantity of each in the Year ending with the Summer Holidays 1861.	4. Method of hearing the Class in such construing or translating Lessons.	5. Authors whose Language has been committed to Memory, and the Quantity of each in the same Year.	6. Authors whose Substance and Matter have been committed to Memory, and the Quantity of each in the same Year.
Eighth Class, 18 Boys. The High Master. Number of Boys from the Class who have left the School during the same Year, 10.	Greek Testament, Epistles to the Galatians and Ephesians, Dean Alford's edition mostly used; Sophocles, Œdipus Coloneus; Thucydides, VII., 1-54, *Arnold's edition* mostly; Aristophanes, Ranæ, *Holden Text, Dindorf;* Plato, Apologia, *Bekker;* Horace, Satires, B. I., *Doering and Maclean;* Cicero, de Finibus, B. II., *Oxford Press edition;* Terence, Andria. The books used by the boys are for the most part simply *text books*, portable and inexpensive. In hearing lessons in the school library, reference is made to commentators, and explanations and references are given by the High Master during the hearing of the particular author.	Liddell and Scott's Greek Lexicon; Dr. Smith's Latin Dictionary; Dr. Smith's Classical Antiquities; Dr. Smith's Mythological Biographical Dictionary; Dr. Smith's Geographical Dictionary; Long's Atlas (in general use); Richardson's English Dictionary, Dictionnaire de l'Académie, and Ducange, used frequently for reference during lessons. The school library, in which the lessons of this class, classical and mathematical, are heard, offers every facility for collateral reading to the upper boys.	Greek Testament, Epistles to the Galatians and Ephesians; Sophocles, Œdipus Coloneus; Aristophanes, Ranæ; Thucydides VII., 1-54; Plato, Apologia Socrates; Horace, Satires, B. I.; Cicero de Finibus, II.; Terence, Andria.	The boys do not construe in regular order, but as the High Master calls them up, each taking a few lines of the lesson; the questions incidentally occurring are put to them, and so on to others, being more fully explained afterwards by the High Master. In this class no change of places is allowed, but the boys are ranked by the examiners at the apposition, and marks assigned for every paper in each portion of the classical examination. The repetition lessons are heard from each boy separately, with questions put to ascertain his knowledge of the construing and allusions. The retranslation lessons, twice a week, are heard with the class all up at once. The High Master gives the verse, and calls on the boys, each by name, but not in order, for the Latin or Greek rendering.	Sophocles, Œdipus Coloneus, about 1,000 lines, omitting chorus, by retranslating *vivâ voce;* Virgil, Æneid, VII Book, about 400 lines by repetition; Horace 4 Odes, by repetition; Terence, Andria; Acts I., II., by retranslation; Cicero de Finibus, 16 chapters of the first book, by retranslation.	None.
Seventh Class, 15 Boys. The High Master. Number of Boys from the Class who have left School during the same Year, 3.	Greek Testament; Herodotus; Euripides; Virgil; Horace; Livy (*Hunter's edition*).	Liddell and Scott's Lexicon; Dr. Smith's Latin Dictionary, and other books of reference; Classical Dictionary; Antiquities, &c.; Collis, Praxis Iambics; Long's Atlas.	Greek Testament, Acts i.-xiii.: Herodotus, Book V., 55-107 (incl.); Euripides, Medea, from verse 1,000 to end; Euripides, Hecuba, I. to V. 656; Virgil, Æneid, Book VI.; Horace, Odes, I.; Livy, Book XXIII., from 43rd chapter to the end of the book.	Similar to that of hearing the 8th Class, except that in this class the boys change places every lesson.	Horace, Odes, Book I., repetition; Virgil, Æneid, VI., retranslation; Euripides, Hecuba and Medea, about 1,000 lines retranslation.	None.
Sixth Class, 15 Boys. Rev. J. Kempthorne. Number of Boys from the Class who have left the School during the same Year, 4 (not included in the 15).	1. Greek Testament (*Scrivener's edition*); 2. Homeri Ilias (*text*); 3. Æschylus (*Paley's edition, text only*); 4. Xenophonti Cyropædia (*Teubner edition*); 5. Plato's Crito, &c., (*Teubner edition*); 6, Virgil (*Conington's Text*); 7. Livy (*Oxford edition*); 8. King Edward VI.'s Latin Grammar; 9. Wordsworth's Greek Grammar; 10. T. K. Arnold's Introduction to Latin Prose Composition; 11. T. K. Arnold's Introduction to Greek Prose Composition; 12. First Latin Verse Book.	Smith's Classical Dictionary; Smith's Dictionary of Antiquities; Long's Classical Atlas; ArchdeaconBrowne's Histories of Greece and Rome; Liddell and Scott's Greek and English Lexicon (smaller edition); Latin-English Dictionaries (various).	Gospel according to St. Luke; Homer, Iliad, II. (1-493), III.; Æschyli Persæ, Xenophon, Cyropædia, Lib. I., cap. vi.; Platonis Crito; Virgil, Æneid, IV., V.; Livy, III., 36 to end.	Before the lesson at present due, the last lesson done in the same author is gone over again rapidly (chiefly by boys in the upper portion of the class), with a few questions in passing to test the attention to and recollection of such last lesson. Then the fresh lesson; each boy who is called up, reading and construing 5 or 6 lines, and being then asked questions on parsing, historical allusions, etymology, usage of words, &c. Each error in construing, and each question unanswered or wrongly answered by such boy is passed to the next boy, and so on down the class; if then it is unanswered, it passes to the head boy, and the next such question to the boy below the last who has been so asked, the giver of the correct answer taking place above those whom the question has passed. The boys bring up small note books and enter notes upon such matters as the master comments on and directs in the course of the lesson; the care and attention given to the notes being tested by the reproduction of the lesson with the next succeeding one, and by the fortnightly examination. At each lesson about 8 or 10 boys are put on; each boy thus is put on about three or four times in a week. The master enters a number in his mark book against each boy's name for each time of going on, in proportion to the accuracy and good style of his performance; and to these and other marks (for repetitions, exercises, &c.) are added at the end of the week the "place" marks taken at the end of each day, the last boy getting 1, the next above him 2, and so upwards. The sum of the fortnightly examinations is added to the class marks at the end of the term.	Virgil, Æneid, III., about 400 lines; Greek Testament, about 200 verses; Livy, Book III., about 10 chapters, said with the aid of an original MSS. translation just made.	Browne's History of Greece, 20 chapters, as far as the death of Alexander; Greek grammar, portions regularly given in Wordsworth's Greek Grammar (originally learnt in earlier classes), or practise lessons in declension, conjugating, or parsing. (It is obviously almost impossible to state the quantity so done.) A short lesson of this kind accompanied the first construing lesson every day; Latin grammar as in Greek grammar. The book-work connected with exercises 1–67 of Arnold's Latin Prose Composition, and exercises 1–30 of his Greek Prose Composition. Several articles from the Dictionary of Antiquities or Classical Dictionary. Selected chiefly with reference to some point in the lessons at the time.

* The time in all these returns is calculated from June 1860 to June 1861, from apposition to apposition.

ST. PAUL'S.

TABLE C.—ST. PAUL'S.

7. The Kinds and Quantities (so far as they can be given) of Composition done in the Class in the same Year.					8. Other Subjects of Instruction forming Part of the regular Work of the Class, and taught either by Lecture, Demonstration, Experiment, or Observation, with the Amount of Time devoted to them, or of Ground gone over in the same Year.	9. Methods employed to test individual Proficiency in such "other Subjects."
	ORIGINAL.				None.	None.
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	None.	None.	*See* French Master's Report.		
Prose.	None.	None.	None.	Ditto.		
	TRANSLATION.†					
Verse.	Two copies.	Nine copies of Latin hexameters, elegiacs, or lyrics during the year; about 20 lines each.	Eight copies of Greek iambics during the year; about 20 lines each.	*See* French Master's Report.		
Prose.	Four essays	Twelve translations, chiefly from Spectator, or Holden's Foliæ Centuriæ, during the year; about 20 lines each.	Twelve translations, chiefly from Robertson, Hume, or Holden's Foliæ Centuriæ, during the year; about 20 lines each.	Ditto.		
	ORIGINAL.				None.	None.
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	None.	None.	*See* French Master's Report.		
Prose.	None.	None.	None.	Ditto.		
	TRANSLATION.					
Verse.	One copy.	10 copies of Latin hexameters (of about 12 lines each); 8 copies of Latin elegiacs (of about 12 lines each); 3 copies of Latin lyrics during the year (about 12 lines each).	1 copy of Greek iambics‡ during the year.	*See* French Master's Report.		
Prose.	None. An English theme or essay forms now a regular part of the composition work of this class, in turn with the Latin and Greek verse and prose translations.	About 30 translations, chiefly of passages from the Spectator, during the year, say about 12 to 20 lines each.	1 Greek prose translation during the year.	Ditto.		
	ORIGINAL.				On alternate Saturdays a lesson in geography; some map in the Ancient Atlas named for preparation on the Friday evening. A large map of the same district is prepared by the master, without the insertion of names, and the boys are questioned on their knowledge of the natural and territorial divisions, &c. This is accompanied by observations, comparison with the modern map, corresponding, &c. The boys being again questioned on such observations. In the year in question, Ancient Greece, Italy, Asia Minor, Rome, and its neighbourhood, the Ægean Sea, and Palestine, were so studied. (More than one lesson devoted to each.) It is in contemplation to name some subject in physical science (or other suitable subject) for elementary study during the Midsummer holidays; *e.g.*, last Midsummer holidays "Henfrey's Elements of Botany" were named, and Lindley's School Botany also recommended, and the boys were invited to collect specimens.	An examination after the holidays, not affecting the position in the class; but a list given out of all those examined, in order of attainment, and small prizes given.
	English.	Latin.	English.	Modern Foreign.		
Verse.	None.	None.	None.	*See* French Master's Report.		
Prose.	None.	None.	None.	Ditto.		
	TRANSLATION.					
Verse.	None.	34 copies (selected from various English authors), about 550 lines in all.	None.	*See* French Master's Reports.		
Prose.	None.	34 copies of Latin prose, chiefly from Dr. Arnold's History of Rome, and Wilkins' "Latin Prose," each exercise about one page 4to foolscap. Arnold's Latin Prose, exercises 1-67.	T. K. Arnold's Greek Prose Composition, exercises 1-30.	Ditto.		

† These returns are exclusive of the exercises written for the prizes during the holidays or the half year which precedes the apposition examination.
‡ These exercises form at present (1862) a portion of the regular work of this class, a copy being done about once a month.

ST. PAUL'S.—TABLE C.

	1. Authors or Books used, (not being mere Books of Reference), with the Editions.	2. Authors or Books used, being merely Books of Reference, including Maps and Illustrations.	3. Authors construed or translated *viva voce*, and the Quantity of each in the Year ending with the Summer Holidays 1861.	4. Method of hearing the Class in such construing or translating Lessons.	5. Authors whose Language has been committed to Memory, and the Quantity of each in the same Year.	6. Authors whose Substance and Matter have been committed to Memory, and the Quantity of each in the same Year.
Fifth Class, 19 Boys. Rev. J. Kempthorne. Number of Boys from the Class who have left the School during the same Year, 2 (not included in the 19).	1. Greek Testament (*Scrivener's edition*); 2. Xenophon's Anabasis (*Teubner*); 3. Cicero, Cato Major, Læ-lius, and *Selection of Epistles, by George Long*; 4. Virgil (*Conington's Text*); 5-9 identical with 8–12 of 6th Class.	(Same as for 6th Class.)	Gospel according to St. Luke; Xenophon's Anabasis, Lib. III.; Cicero, Long's Selection of Epistles, Book I., and Cato Major, cap. i.-xvii.; Virgil, Æneid II.	[As in 6th Class.]	Greek Testament, as in Class 6; Virgil, Æneid II., about 350 lines, besides about 300 lines of Virgil, and a corresponding quantity of Cicero, said with the help of an original MS. translation just made.	History, grammar, and book-work of Arnold's Exercise Books, as in Class 6.
Fourth and Third Classes, 40 Boys. Rev. E. T. Hudson. Number of Boys from the Class who have left the School during the same Year, 6.	(4th.) Eton Ovid (Metamorphoses); *White's* Diatessaron; *Long's* Cæsar de Bello Gallico; Greek Delectus. (3rd.) *Eton* Ovid and Tibullus; *Eton* Cornelius Nepos; Greek Delectus.	Browne's History of Greece; Browne's History of Rome; Gleig's History of England; Gleig's History of India; Denison's Lexicon to the New Testament; Latin Dictionaries; Arnold's Ellisian Exercises;* Rowden's Bland's Elegiacs; St. Paul's Latin Grammar; Wordsworth's Greek Grammar. * Instead of Arnold, they now (1862) use Bradley's Latin Exercises.	(4th.) Ovid Metamorphoses, about 800 lines; Diatessaron, about 40 pages; Cæsar, about 2 books; Greek Delectus, 27 pages. (3rd.) Ovid, about 500 lines; Nepos, one of the longer lines, and one or two of the shorter; Greek Delectus, 15 pages. (N.B. In the 3rd class the boys begin to learn Greek.) (The above statements are approximate only, except with regard to the Greek Delectus. I cannot find any exact record of the rest. E. T. Hudson.)	Each class comes up separately. Each boy construes a sentence or more, not in order, but as he is called upon by name, explaining allusions. Then each boy answers one or more questions regarding the form of words, and then regarding the construction. They scan Latin and Greek hexameters and pentameters, and Greek iambics.	Various portions of Cæsar, Ovid, the Diatessaron, Nepos. N.B. This is done by way of re-translation, not repetition.	None.
Second and First Class, 14 and 16 Boys. Rev. James Cooper. Number of Boys from the Class who have left the School during the same Year, from 2nd Class, 2, from 1st Class, 2.	Valpy's Latin Delectus, by *White*; Eton Selectæ e Vetere Testamento Historiæ; St. Paul's Latin Grammar; Eton Exempla Minora.	None.	(2nd Class.) Latin Delectus, pp. 21-77; Selectæ Historiæ, pp. 1-46. (1st Class.) Latin Delectus, to p. 20.	Each boy is required to construe, and every word is parsed. English translation as exercise to be re-translated into Latin.	None.	The several portions of the Latin Grammar, including Accidence, Propria quæ maribus, quæ genus, and As in præsenti, are committed to memory.

TABLE C.—ST. PAUL'S.

7. The Kinds and Quantities (so far as they can be given) of Composition done in the Class in the same Year.					8. Other Subjects of Instruction forming Part of the regular Work of the Class, and taught either by Lecture, Demonstration, Experiment, or Observation, with the Amount of Time devoted to them, or of Ground gone over in the same Year.	9. Methods employed to test individual Proficiency in such "other Subjects."
	ORIGINAL.				[As in Class 6.]	[As in Class 6.]
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	None.	None.	*See* French Master's Report.		
Prose.	None.	None.	None.	Ditto.		
	TRANSLATION.					
Verse.	None.	Exercises 1 to 41 of T. K. Arnold's Introduction to Latin Verse Composition, about 280 lines.	None.	*See* French Master's Report.		
Prose.	None (except what is done in fortnightly examinations).	About 15 copies, as in Class 6; Arnold's Latin Prose, as in Class 6.	Arnold's Greek Prose, as in Class 6.	Ditto.		
	ORIGINAL.				None.	None.
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	None.	None.	*See* French Master's Report.		
Prose.	None.	None.	None.	Ditto.		
	TRANSLATION.					
Verse.	None.	Bland (the quantity cannot be given). They occasionally translate into Latin verse (and Greek prose) sentences set by the Master to be done at class.		*See* French Master's Report.		
Prose.	None.	Arnold (the quantity cannot be given).	None.	Ditto.		
	ORIGINAL.				None.	None.
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	None.	None.	None.		
Prose.	None.	None.	None.	None.		
	TRANSLATION.					
Verse.	None.	None.	None.	None.		
Prose.	None.	None.	None.	None.		

ST. PAUL'S.—TABLE C.

DISTRIBUTION OF THE SCHOOL FOR FRENCH.

	1. Authors or Books used (not being mere Books of Reference), with the Editions.	2. Authors or Books used, being merely Books of Reference, including Maps and Illustrations.	3. Authors construed or translated *vivâ voce*, and the Quantity of each in the Year ending with the Summer Holidays 1861.	4. Method of hearing the Class in such construing or translating Lessons.
First Three Divisions, composed of Classes V. to VIII. 50 Boys, M. Tito Pagliardini, (14 Boys not here included had ceased learning, or left after Christmas, 1860.) Time, four hours a week for the whole Division.	8th Class. Delille's Répertoire des Prosateurs; Delille's Modèles de Poésie; Mariette, Half-hours of Translation; Racine, Théâtre.	Biographie Universelle ou Dictionnaire Historique.	8th. Poésie, 80 close pages; Racine, Bajazet.	8th Class. Construe in order. Ask grammatical and other questions. All errors passed down the form, and marks given. Mariette's Half-hours of Translation alternately in writing and *vivâ voce*. Occasional conversations *in French* on art, science, literature, and history. *Dictée* with explanations from Masters.
	7th Class. Delille's Répertoire; Delille's Poésie; Mariette, Half-hours.	Malte-Brun; Géographie Universelle avec Atlas.	7th. Répertoire, Poésie, about 100 pages of each.	7th Class. Construe by selection. Grammatical and philological questions asked *in order*, all errors passed down, and places taken accordingly. Necessary historical and geographical explanations made in French by the Master. *Vivâ voce* translations into French, from Mariette's Half-hours. *Dictées* with explanations.
	6th & 5th Classes. Delille's French Grammar; Delille's Répertoire; Delille's Poésie.		6th & 5th. Répertoire, Poésie, about 100 pages of each. N.B.—From a recent improvement in the distribution of the classes, the authors studied will be more varied and numerous.	6th & 5th Classes. Delille's Grammar (syntax). Exercises translated *vivâ voce* from the grammar by selection; the written exercise having been previously delivered up to the master to be corrected, and number of faults in each inscribed in the register. Errors passed down and places taken accordingly. Grammatical questions put in order. All errors passed down the form, &c. *Vivâ voce* and written translations from the French.
Last Three Divisions, composed of Classes I. to IV., M. Léonce Stievenard, 87 Boys.	Delille's Grammar; Delille's Répertoire des Prosateurs Français.	None.	Delille's Répertoire des Prosateurs Français, about 40 pages.	Exercise read aloud from paper or book. Exercise said without book or paper from French into English, and English into French. Verbs repeated and practised in every conceivable manner. Short promiscuous sentences repeated from memory. Translate from French into English, written translation, reading aloud translation, ditto. Parsing of all the words. Re-translation from paper. Translation and re-translation without book or paper.

Distribution of the School for Mathematics.

The school is divided into *four* classes or divisions in this department for instruction in mathematics, and the higher and more elementary branches of arithmetic. The time allowed is *four hours* a week taken in the afternoons of Monday and Thursday, from *two* to *four*.

First Division, containing 28 Boys.

William Lethbridge, Esq., M.A.

This division is subdivided at present into *four* classes or sub-divisions, of which the highest, represented lately by a single boy, read *Differential Calculus* (Todhunter's edition) and *Problems in Analytical Geometry*.

The second, containing *six boys*, read *Trigonometry* (Beasley), and *Algebra* (Todhunter).

The third, containing also *six boys*, read *Algebra*, (Colenso, Part I.)

The fourth, containing *fifteen boys*, read Arithmetic, *Barnard Smith's*, and *Colenso's Algebra*, Part I.

Euclid (*Potts*) forms a lesson for each division, and some is either written or said each afternoon.

The three upper sub-divisions have read Books I.–IV., VI.–XI. The others Books I.–IV.

In the case of the second sub-division, algebra and trigonometry are taken alternately, as also is the case with the arithmetic and algebra of the lowest division.

TABLE C.—ST. PAUL'S.

5. Authors whose Language has been committed to Memory, and the Quantity of each in the same Year.	6. Authors whose Substance and Matter have been committed to Memory, and the Quantity of each in the same Year.	7. The Kinds and Quantities (so far as they can be given) of Composition done in the Class in the same Year.			
		Translation.*			
			English.	Latin.	Greek.	Modern Foreign.
Molière; Extracts from the Poésie Racine.	None.	Verse.		See Classical Report.		None.
Lafontaine, Fables; Corneille (Scenes from Le Cid). N.B. These are written from memory the week after they are learned, and errors counted and inscribed in Master's register.						
Various pieces from the Prosateurs Français and Choix de Poésie. (Generally written from memory the week after, all errors counted and inscribed in Master's register.)		Prose.		See Classical Report.		8th and 7th Classes. Mariette's Half-hours of Translation, (about 30 pages). [*See* Col. 4.]
40 pages of Delille's French Grammar. 40 pages of Delille's Répertoire des Prosateurs Français.	None.	Translation				
			English.	Latin.	Greek.	Modern Foreign.
		Verse.		See Classical Report.		None.
		Prose.		See Classical Report.		40 pages translation from Repertoire des Prosateurs Français.

* No original composition is done in French.

Distribution of the School for Mathematics—*continued.*

Second Division (34 Boys).

The Rev. J. W. Kempthorne, M.A.

This division is distributed into two classes (usually). The *upper* learns as far as Simple Equations (Colenso's Algebra), and Euclid, Book III., (Potts). The *lower* learns simple rules in Algebra, and the commencement of *Simple Equations*, postponing *Involution* and *Evolution*, *Greatest Common Measure* and *Fractions*, with the greater part of Euclid, Book I.

One sub-division receives instruction, or gives up results of examples, while the other is doing examples.

Both are prepared in *Euclid*, to be said while examples, &c. are being done, on *Thursday*, the upper division only on *Monday*.

Third Division (44 Boys).

The Rev. E. T. Hudson, M.A.

This division is subdivided into two classes. The upper boys go through the usual course of *Arithmetic*, Barnard Smith's Arithmetic for Schools, except sometimes, when they do *Discount* and *Stocks*.

The lower boys learn the elementary rules, together with fractions, decimals, practice, and rule of three.

Fourth Division (47 Boys).

Lately, Rev. James Cooper, M.A., now Rev. J. H. Shepard, M.A.

This division consists of boys for the most part so little prepared, at their first coming to school, as to present few opportunities of systematic classification, or regular details of works. It contains little boys for the most part varying between *nine* and *eleven* years of age.

MERCHANT TAYLORS'.—TABLE C.

MERCHANT TAYLORS' - - - - -

HEAD FORM, 23 Boys. THE HEAD MASTER, the REV. DR. HESSEY. Number of Boys from the Form who have left the School during the same Year, 12.

1. Authors or Books used, (not being mere Books of Reference), with the Editions.	2. Authors or Books used, being merely Books of Reference, including Maps and Illustrations.	3. Authors construed or translated *vivâ voce*, and the Quantity of each in the Year ending with the Summer Holidays 1861.	4. Method of hearing the Form in such construing or translating Lessons.	5. Authors whose Language has been committed to Memory, and the Quantity of each in the same year.
Bythner's Hebrew Grammar (*Dr. Hessey*); Bythner's Lyra Prophetica; Hebrew Psalter and Pentateuch; History and Teaching of XXXIX. Articles (MSS. notes dictated); History and Doctrines of the Bible; Greek Testament; Bp. Joseph Butler's Analogy and Sermons; Paley's Evidences; Horace, Juvenal, and Persius; Terence and Plautus; Lucretius and Catullus (occasionally); Cicero, Orations; Cicero, de Naturâ Deor.; Cicero, de Senect. and de Amic.; Cicero, Epist. ad Atticum; Ovid, Fasti; Livy; Homer, Iliad; Homer, Odyssey (occasionally;) Herodotus; Thucydides; Æschylus; Sophocles; Aristophanes, (Holden's Select Plays); Æschines, and Demosthenes. No editions, (Aristophanes is an exception), are insisted upon, (in fact I rather like to have a variety in the Form), but every boy is expected to be provided with a simple text for the purposes of lessons, and for marking difficult passages in. Hume's, (Student's), History of England; Macaulay, Vol. I. and II.; Chapman's Every Day French Talk; Delille's French Grammar; Delille's Prosateurs Français; Spiers' School Dictionary; Delille's Modèles de Poésie; Le Brun's Materials for translating French into English; Descarrière's Histoire de France. The Head Form constitutes a French Class by itself.	Liddell and Scott's Greek Lexicon; Dr. Smith's, or Dr. Andrew's Latin Dictionary; Wordsworth's Greek Grammar; King Edward's Latin Grammar;—(these every boy must have of his own). There are also copies among the Form of the following, which are continually referred to, both in learning and in saying lessons. Dr. Smith's Dictionary of Classical Antiq.; Dr. Smith's Dict. of Biog. and Myth.; Dr. Smith's Dict. of Geography; Dr. Donaldson's Greek Theatre; *Schmitz's* Zumpt's Grammar; *Jelf's* Kühner's Grammar; Key's Latin Grammar; Cramer's Maps—Italy, Greece, and Asia Minor; Maps of Palestine; a variety of Atlases; Cockerell's Restorations of Rome and Athens; Damm's Homeric Lexicon; the LXX.; the "Indices" to Æschylus, Sophocles, and Euripides; Grote's History of Greece; Thirlwall's History of Greece; Niebuhr's Lectures on Roman History; Arnold's History of Rome; and a great many more Books of Reference. (Nearly every boy has a volume or two, either of Grote or of Thirlwall, of his own, in which he is recommended to make references to the Greek Historians). Boys are recommended to purchase the following:—Gesenius or Lee's Hebrew Lexicon; Gesenius or Lee's Hebrew Grammar; Hebrew Exercises to Stuart and Lee; Robertson's Clavis Pentateuchi; Max Müller's Survey of Language and Lectures on the Science of Languages; Barrett's Comp. to New Test.; Dean Trench on the Study of Words and on the Synonymes of the New Testament.	*June* 1860 to *June* 1861. Herodotus, B. VIII.; Æschylus, Agam. 1—1100; the Gospel of St. Mark (Greek); Horace, 1st B. of Epistles and Ars Poet.; Lucretius, B. I. 1—500; Cicero de Senectute and 1st Cat. Orat.; Homer, Iliad, X. and XI.; Sophocles, Antig.; Virgil, Eclogues, I.—VII.; Persius, 2 Sat.; various Hebrew Psalms; various portions of the Bible; XXXIX. Articles. As the above does not give an idea of the course which a boy goes through in the Head Form during his four years continuance in it, I subjoin— FIRST. Books used from *June* 1861 to *Dec.* 1861; Aristophanes, Acharnians; Homer, Iliad XXII.; Thucydides, latter half of B. I.; the Epistle to the Galatians (Greek); Catullus, Odes, 1, 2, 3, 4, 11, 12, 13, 17, 18, 22, 26, 27, 30, 31, 34, 35, 38, 39, 40, 44, 45, 46, 47, 49, 50, 51; Cicero, pro Archia; Juvenal, X., XI., XII.; Horace, Epodes; various Hebrew Psalms and portions of the Bible; XXXIX. Articles. SECOND. *June* 1859 to *June* 1860. Æsch. Choëph.; Demosth., 1st Phil.; Horace, 2nd B. of Sat.; Tacit. His., B. V.; Ovid's Fasti, B. II.; Homer, Il. XII.; Thucyd., former half of B. I.; Virgil, Georg., I.; Juv. Sat. I. III., XIV., XV., XVI.; St. Luke, latter half (Greek); Plautus, Menæchmei; various Hebrew Psalms and portions of Bible; XXXIX. Articles. THIRD. *June* 1858 to *June* 1859. Homer, Odys. XXIV.; Herod., B. VII.; Aristoph., Acharn.; Terence, Phormio; Horace, Odes, B. IV.; Horace, Sat., B. II.; Sophocl., Œd. Col.; Cicero, Verr., Act 1.; Virgil, Georg., B. II.; St. Luke, former half (Greek); Epist. to Hebr. (Greek); various Hebrew Psalms and portions of Bible; XXXIX. Articles. FOURTH. *June* 1857 to *June* 1858. Demosth. Olynth. II.; Æschyl., Prometh.; Ovid's Fasti, B. I.; Livy, B. I.; Cicero, pro Archia; Homer, Iliad VI.; Soph. Philoct.; Thucyd., B. II.; Virg., Æn. III.; Juvenal, 4 Satires; Persius, 4 Sat.; St. Matth., former half (Greek); various Hebrew Psalms and portions of Bible; XXXIX. Articles. FIFTH. *June* 1856 to *June* 1857. Tacit., Ann., B. I.; Demosth., Phil., I.; Virg., Georg. III., and Virg., Æneid, VII.; Soph., Trach.; Homer, Iliad, XX. and XII.; Hor., Ep., B. II.; Hor., Satires, B. II.; Hor., Odes, B. II. and IV.; Æsch., Agam., 1—1100; Thuc., B. I., former half; 1st Epist. of St. Peter (Greek); various Hebrew Psalms and portions of the Bible; XXXIX. Articles.	*In hearing the Head Form.* Before commencing any book or portion of a book, the Head Master devotes one lesson to a sort of dictated lecture, of which the boys take notes. In this he puts the Form in possession of the history of the author, or of the period, or of the plot of the play, or of the controversies, critical or other, relating to the subject. This, however, he does somewhat in the guise of answers to questions addressed to various boys in the Form, in order to keep up their attention. They have, of course, been desired to prepare to be questioned on the matter in hand; but, as their answers are frequently faulty or imperfect, they are corrected by the Head Master, and thrown into the shape of a running comment. In an ordinary lesson, perhaps, three or four boys are called up in succession to construe. For all great errors, the Head Master appeals to some other boy for correction. If the matter is one on which he desires to call forth thought or ingenuity, or to prove who has read the lesson carefully, he appeals to the whole Form. As the construing proceeds, he insists upon exact, yet elegant and spirited rendering; asks questions on, and directs attention to, niceties of tense, case, preposition, or other particle; demands or gives elucidations of etymological affinities, of analogies of language, of idioms (whether of the author or of the language generally in which he is writing); of constructions, of historical, mythological, geographical, and antiquarian allusions; requires parallel passages from Greek, Latin, or English writers, or places in them where such and such a word or construction occurs; frequently amends the boys' rendering by a version of his own; notices various readings or remarkable emendations, but always insists on the hardest reading being construed. If a poet, such as Juvenal, or Persius, or Catullus, or Aristophanes, is being construed, he often, at the conclusion of the lesson, reads to the Form a good poetical version, as those of Gifford, or Theodore Martin, or Mitchell, pointing out its successful or unsuccessful renderings. In reading the Greek or Roman historians, he takes great pains to make the boys understand the political constitutions or character of the nations under review; distinguishes their mythical and their trustworthy annals; notices remarkable migrations, ethnological affinities, and similar topics, and yet is as careful in observing the philological points connected with the book as he is in reading a poet. He insists upon references being made backwards and forwards in the same author, and to other authors; and in history cites English authors who have gone over the same ground, quoting parallels from modern history. He is very anxious to make boys go to the root of the language, and is continually causing them to refer to their lexicons and dictionaries, and grammars, in his presence, during the lesson. And he is not contented unless they so render their author as to make good and classical English of him; hence he frequently bids them, after construing, read off the Greek or Latin into English, helping them to happy expressions when necessary. Copious notes are taken during the whole lesson, and anything which has been remarked upon once is liable to be demanded of the whole Form again. If he sees boys careless, or indolent in taking notes, he asks for their book, examines it, and desires more care. No places are taken at lessons. The places of the *eight* Monitors are fixed. Those of the *eight* Prompters are fixed for a year only. Those of the Upper Sixth are fixed for half a year only. Both the Christmas and the June examinations vary the places of the Upper Sixth. The June examination varies the places of the Prompters. At the end of each half year, the examination turns mainly on the work done in it, and *marks* express the relative proficiency of all, whether their places vary or no. The classical examination includes Greek prose; Greek iambics, or other verse; Latin prose, narrative, epistolary, oratorical, or philosophical; Latin hexameters, elegiacs, lyrics, and an epigram; Latin and Greek books for translation; a philological paper, and a divinity and history paper, including geography, archæology, &c. I scarcely know where else to notice what I consider an important element in our system, our Public Speeches, which I find a most valuable means of bringing out boys' talents and character, and of giving them ease and self-possession. I superintend the preparation for these myself, aided, of course, by the French master in his own language. The eight Monitors are the only Speakers. The speeches take place twice a year, at Christmas, and in June, when the Prizes are distributed.	I cannot say exactly what authors or how much of them have been committed to memory during the year, from June 1860 to June 1861; but I have four classical *parts* in each week, and as I generally take these *parts* from the books construed during the year, I probably had some Æschylus (Agam.), some Lucretius (B. I.), some Virgil (Eclogues), some Persius, and some Cicero (de Senect.), committed to memory; about 30 lines of a poet, or a moderate chapter in a prose author, constitutes what we call a *part*, *i.e.* a lesson learnt by heart over-night, and repeated by the boys, two and two together, directly after prayers. I frequently select a remarkable passage of Greek or Latin prose for a *part*, or desire some piece of Greek or Latin prose, or of Greek verse, which I have myself corrected, to be written out fair, and said for *part* the next morning. The boys are expected to be able to construe the *part*, as well as to say it by heart, and they construe it in class, as soon as the saying by heart is over. The XXXIX. Articles were said by heart in the course of the year, and the boys were questioned in the matter of them.

MERCHANT TAYLORS'. TABLE C.—MERCHANT TAYLORS'.

6. Authors whose Substance and Matter have been committed to Memory, and the Quantity of each in the same Year.	7. The Kinds and Quantities (so far as they can be given) of Composition done in the Form in the same Year.	8. Other Subjects of Instruction forming Part of the regular Work of the Form and taught either by Lecture, Demonstration, Experiment, or Observation, with the Amount of Time devoted to them, or of Ground gone over in the same Year.	9. Methods employed to test individual Proficiency in such "other Subjects."
Here, again, I cannot be exact, but as the eighth Book of Herodotus and the 1st Cat. oration of Cicero, and the Gospel of St. Mark, were portions of the school work, an exact acquaintance with their substance and matter, and a great deal of illustrative matter attaching to them, and derived from history, and comments written in English, were required at the examinations. We read our books very carefully, and many of the boys are singularly apt at quotation. The substance and matter of comments given on the XXXIX. Articles, and of the essays on things classical or sacred written during the year or half year, as the case may be, were also required at the examinations. At June, especially, an acquaintance with the reigns of Elizabeth and James the First was demanded. This included familiarity with the Church events of that period, with the progress of literature, and with biographical, geographical, and other points. N.B.—The boys in the Head Form feel, and are meant to feel, that what they do in school is intended to teach them how to read for and by themselves; and many of the more industrious do a great deal of private work. I have, known, for instance, one boy get up the Second Book of Thucydides; another, two or three Books of Horace's Odes, another the whole of Persius, another a play of Æschylus or Sophocles, and others even more in the course of the half year, without any compulsion. Others have even looked forward to the East India examination while at school, and entered upon a systematic course of English literature with a view to it, without intermitting their classical studies.	ORIGINAL. English. | Latin. | Greek. | Modern Foreign. Under this head, also, I can only speak generally. I seldom require original compositions in verse, except occasionally a poem in Latin hexameters; and I do not very often set original Latin or Greek essays. But English essays, or biographies, or descriptions of historical periods, are set, ordinarily, every week If set on Saturday, such essay is on a subject connected with Divinity; for instance, a question for which Paley's Evidences, or a sermon of Bp. Joseph Butler, or a particular portion of the Analogy, must be consulted (the exact portion being indicated to the Form). Or, again, an essay on the Inspiration of Scripture, or a biography of St. Paul, or a life of Abraham, or an account of the typical character of the Law, is set for an exercise. If set in the week, or for the August holidays, a classical or modern history subject is selected—as the "The Influence of the older comedy at Athens, and its equivalent at Rome, or in the present day," or the examination of some particular tragedy, in the light of Aristotle's definition of τραγωδία, or "the character of Cleon compared with that of some noted person in English or French history," and the like. TRANSLATION. English. | Latin. | Greek. | Modern Foreign. As for translations from English into Latin or Greek, I generally have four in the course of each week. My usual practice is to have four exercises of the same kind in succession. Boys thus make greater progress, and I am better able to mark it. I devote,— *e.g.* One week to Greek prose. Another to Greek verse, generally Trag., Iamb., Trim. Another to Latin hexameters. Another to Latin elegiacs. Another to Latin prose. Varying, however, the hexameters and elegiacs, with lyrics; viz., alcaics, sapphics, and imitations of some of the metres in the Epodes and in Catullus; and Greek iambics, with Greek hexam. This order is broken in upon frequently by other matters, such as translations from Greek or Latin prose into English prose; or renderings of an Ode of Horace or of Catullus, or of a Greek chorus into English verse; or by a philological paper; or an English essay on an historical subject. (For information as to composition in Modern Foreign Languages, see Column 9.)	I have explained the nature of the Mathematical work, by a list of the subjects taught in the several classes, and by a description of the manner in which the examination is made, and the results of it set forth. I forward to the Commissioners one or two sets of the examination papers in Mathematics. I also forward a set of the examination papers in Arithmetic, which will show how we conduct that part of our system. The specimen of our June paper will show how we reward proficiency in mathematics, arithmetic, writing, and writing from dictation. But, as I have said already, boys are arranged for these afternoon subjects, and for Drawing, quite irrespectively of their morning places. Therefore, information on these points does not properly belong to this table, which treats of the regular work of the morning Forms only. In Table B. classical proficiency is compared with proficiency in other subjects.	The French classes are formed on the basis of the Classical or morning Forms; therefore, though I have said something about the French examination already, I give a sketch of the existing system of French teaching, from the Lower Division to the Head Form, both inclusive. *Class of the Lower Division Form.* Pronunciation, elementary reading, grammatical rules and exercises on the noun, article, adjective, and pronoun, conjugation of auxiliary verbs, learning by heart introductory lessons of the "Every Day French Talk." *Class of the Upper Division Form.* Reading and translation from the "Prosateurs Français." Grammatical exercises on the auxiliary verbs, and the first and second conjugation of regular verbs, with repetition of the former part of the grammar. Conjugation of specimens of regular verbs. Learning by heart 15 pages from the 1st part of the "Every Day French Talk." *Class of the 4th and Lower 5th Forms.* Reading and translation from the "Prosateurs Français." Grammatical exercises on the regular, reflective, and impersonal verbs, with repetition of former parts; conjugation of the same. Learning by heart the whole of the 1st part of the "Every Day French Talk." *Class of the Upper Fifth Form.* Reading and translation from the "Prosateurs Français." Grammatical exercises on the regular verbs, the adverbs, the prepositions, the conjunctions, and the interjections. Conjugation of all irregular verbs. Learning by heart the 2nd and 4th parts of the "Every Day French Talk." *Class of the Sixth Form.* Reading and translation from the "Modèles de Poésie," with questions (asked in French) on any part of the lesson. Rules and exercises on the syntax of the noun, article, adjective, and pronoun. Learning by heart the 3rd and 4th parts of the "Every Day French Talk." *Class of the Head Form.* Reading and translation from the "Modèles de Poésie;" French conversation and dictation. Learning by heart the 5th part (selection of idioms and proverbs) of the "Every Day French Talk." Rules and exercises on the syntax of the verb, participle, &c. Translating once a week into French one page of "Le Brun's materials for translating English into French." "Histoire de France" recommended for private reading. N.B.—In every French class each boy brings up a written exercise once a week, which is corrected by the Master, and remarked upon.

MERCHANT TAYLORS'.—TABLE C.

	1. Authors or Books used (not being mere Books of Reference), with the Editions.	2. Authors or Books used, being merely Books of Reference, including Maps and Illustrations.	3. Authors construed or translated *viva voce*, and the Quantity of each in the Year ending with the Summer Holidays 1861.	4. Method of hearing the Form in such construing or translating Lessons.	5. Authors whose Language has been committed to Memory, and the Quantity of each in the same Year.	6. Authors whose Substance and Matter have been committed to Memory, and the Quantity of each in the same Year.
Sixth Form, 26 Boys. The Head Master's Assistant, Rev. C. Crowden, M.A. Number of Boys from the Form who have left the School during the same Year, 11.	Bythner's Hebrew Grammar, (*Dr. Hessey*); Bythner's Lyra Prophetica; Hebrew Psalter; History and Doctrine of XXXIX. Articles, (given in the form of dictated lectures from notes prepared by the Head Master). Horace, Cicero, Livy, Homer's Iliad, Thucydides, Sophocles } No particular editions are enforced. Books used in the lower Forms which are also used in the 6th; viz., the Student's History of Greece (Dr. Smith); The Student's History of Rome, (Dr. Liddell); The Student's Hume's History of England; Wordsworth's Greek Grammar; King Edward the Sixth's Latin Grammar; Beatson's Greek Verse Exercises. Chapman's Every Day French Talk; Delille's French Grammar; Modèles de Poésie; Delille's Prosateurs Français; Spiers' School Dictionary. The Sixth Form constitutes a French Class by itself.	Smith's smaller Dictionary of Antiquities; Smith's smaller Dictionary of Biography and Geography; Bishop S. Butler's Ancient Atlas; Bishop S. Butler's Modern Atlas; Bishop S. Butler's Modern and Ancient Geography. *Jelf's* Kühner's Greek Grammar; *Schmitz's* Zumpt's Latin Grammar; Key's Latin Grammar; Key's Alphabet; Max Müller's Survey of Languages; Max Müller's Lectures on the Science of Languages; Donaldson's Greek Theatre; Dean Trench on "The Study of Words." The books above the line are in the possession of each boy. The others are constantly referred to by the Master, many of them forming the basis of lectures given upon the particular subjects of which they treat. Standard Maps are in the room.	*June* 1860 *to Dec.* 1860. Homer's Iliad, Book II.; Sophocles Œd. Col. 799 lines; Thuc. I., i. to xxvii.; Horace, Epistles, Book I.; Horace, Odes, III., i. to xvi.; Virgil, Æneid, VIII., 1 to 519; Cicero de Amicitiâ, about 200 lines; the two Epistles of St. Peter. *Jan.* 1861 *to June* 1861. Sophocles, Antig. 780 lines; Herodotus Book VII., i. to xxxix; Horace, Satires, Book II.; Horace, Odes, III., 16 to end, and Carm. Sæc.; Livy, Book I., i. to xxiv.; the Epistle of St. James; 1 Cor. i. to vi.; Cicero de Amicitiâ.	The boys are arranged each day according to the merit of their respective exercises (*vide* D). The master then selects certain boys to construe and to explain historical, mythological, geographical, and antiquarian allusions. All errors are passed down the Form, and places taken accordingly. Attention is especially directed to the force and meaning of the moods and tenses, of the particles, &c. Peculiarities in the construction of sentences are noticed, the etymology and history of words traced, parallel passages quoted both for words and sentiment. Such additions are made to the answers of the boys, as the Master deems necessary. During the lesson each boy takes notes. The note-books are occasionally examined by the Master, the errors pointed out, and corrected. At the conclusion of the lesson the position occupied by each boy is entered in a book kept for the purpose.	*June to Dec.* 1860. Sophocles, Œd. Col., about 250 lines; Horace, Odes, III., i. to xvi.; Cicero de Amicitia, about 200 lines; Articles I. to XV. *Jan.* 1861 *to June* 1861. Sophocles, Antig., about 250 lines; Horace, Odes, III., xvi. to end, and Carm. Sæc.; Cicero de Amicitiâ, about 200 lines; Articles XV. to XXIX.	Herodotus, VI. to VIII.; Thucydides, I.; Livy, XXI. to end; Dr. Smith's History of Greece, c. i. to v., and xv. to xxvii.; Dr. Liddell's History of Rome, c. xxviii. to end.
Upper Fifth Form, 31 Boys. Rev. J. A. L. Airey, M.A. Number of Boys from the Form who have left the School during the same Year, 13.	*Heyne's* Homer; *Major's* Hecuba; *Valpy's* Virgil; *Merivale's* Sallust; *Valpy's* Greek Testament; Nicholls' Help to reading the Bible; King Edward VIth's Latin Grammar; Wordsworth's Greek Grammar; Arnold's Latin Prose Composition, Part I.; Arnold's Greek Prose Composition, Part I.; Beatson's Greek Iambic Exercises; Delille's French Grammar; Delille's Répertoire Française; Chapman's French Talk; History of Greece (Smith); History of Rome (Liddell); Student's Hume; Butler's Ancient and Modern Geography.* The French Books are mentioned as part of the work of the *Form*. This Form constitutes one French Class.	I.—*Common to the Form.* Smith's Dictionary of Antiquities; Smith's Greek and Roman Biography; Liddell and Scott's Greek Lexicon (larger); Andrews' Latin Dictionary; Madvig's Greek Syntax; Bos's Grecian Antiquities; Jelf's Greek Grammar; Arnold's Greek Synonyms; Young's English-Greek Lexicon. II.—*Possessed by each boy.* Smith's smaller Latin Dictionary; Liddell and Scott's Greek Lexicon (abridged); Smith's smaller Classical Dictionary; Carey's Latin Gradus; Butler's Ancient and Modern Atlas. III.—*School Property.* Standard Maps of Modern and Ancient Geography.	Iliad, Books XIX., XX., 1 to 109; Hecuba, 714 to end, and 1 to 651; Virgil, Æn. VIII., IX., 1 to 158; Sallust, Jug., XXXII. to LXXXVIII.; Greek Testament, selections.	"Part,"—(or lesson committed to memory over-night) from Grammar or Virgil,—heard in class. Each boy required to repeat, and answer questions on some portion. *Construing lesson*, (prepared generally in school, whilst exercises, done over-night, are being looked over and corrected,) said in class. Some boy is selected to construe the first sentence or paragraph, answer questions of parsing, rules from grammar, Propria quæ maribus, As in præsenti, Syntax, and Prosody, explain peculiarities of construction, and allusions to real or mythical history, geography, chronology, &c. Other boys are in like manner selected, till the lesson is finished. Places are taken, and the place of each boy in the Form is registered after every such lesson. This registry of places is compounded with the result of each half-yearly examination in books and composition, to determine the remove of boys to a higher Form. *Lessons in History* read in class; books then closed and questions asked; and places taken, as in all other class lessons. *Lessons in Geography*, ancient and modern, learnt from the school text-books, heard in class, places taken, and results registered as in construing lessons.	Virgil, about 600 lines; Latin and Greek Grammars, the whole each half-year.	Corrected translation in Latin prose and verse, committed to memory twice a week. Also, during the year, the 2nd and 3rd parts of the Greek History, the whole of Butler's Modern Geography, with tables of Chronological events; and the 3rd part of Nicholls' Help, are read through at least once, and questions asked in class on Mondays and Thursdays. (*See* Column 4).
Lower Fifth Form, 18 Boys. Rev. J. A. L. Airey, M.A. Number of Boys from the Form who have left the School during the same Year, 8.	*Heyne's* Homer; *Valpy's* Virgil; *Valpy's* Greek Testament; Xenophon (Anabasis); Cæsar, de Bello Civili; Nicholls' Help to the Bible; King Edward VIth's Latin Grammar; Wordsworth's Greek Grammar; Arnold's Latin Prose Composition, part I.; Delille's French Grammar; Delille's Prosateurs Français; Chapman's French Talk; History of Greece (Smith); History of Rome (Liddell's); Student's Hume; Butler's Ancient and Modern Geography. The Lower Fifth and Fourth Forms are (for French) taught together.	Smith's smaller Latin Dictionary; Liddell and Scott's Greek Lexicon (abridged); Smith's smaller Classical Dictionary; Carey's Latin Gradus; Butler's Ancient and Modern Atlas. Standard Maps of Modern and Ancient Geography.	Iliad, IX., 431 to end, and X., 1. to 381; Xenophon, Book III., c. v., and Book IV.; Virgil, Æn. VI., 628 to end, and VII., 1 to 248; Cæsar, de Bello Gallico, Book I., c. liv. to end, and Book II. Greek Testament, selections from the Gospels.	The same as for Upper Fifth Form.	Virgil, about 400 lines; Latin and Greek Grammars, the whole each half-year.	Corrected translations, in Latin prose and verse, committed to memory twice a week. Also, during the year, the 2nd and 3rd parts of the Greek History, the whole of Butler's Modern Geography, with tables of chronological events, and the 3rd part of Nicholl's Help, are read through at least once, and questions asked in class on Mondays and Thursdays. (*See* Column 4).

* The Editions specified are those usually given out, but no particular edition is absolutely demanded, except in the case of Major's Hecuba.

TABLE C.—MERCHANT TAYLORS'.

7. The Kinds and Quantities (so far as they can be given) of Composition done in the Form in the same Year.					8. Other Subjects of Instruction, forming Part of the regular Work of the Form, and taught either by Lecture, Demonstration, Experiment, or Observation, with the Amount of Time devoted to them, or of Ground gone over in the same Year.	9. Methods employed to test individual Proficiency in such "other Subjects."
ORIGINAL.						
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	None.	None.	See Head Master's Report.		
Prose.	Occasional essays, about 10 in the course of the year.	None.	None.	Ditto.		
TRANSLATION.					Answered in Head Master's General Report.	
Verse.	6 copies, about 200 lines.	52 copies, about 832 lines.	30 copies, about 450 lines.	Ditto.		
Prose.	Occasional translations from Latin and Greek authors.	35 copies, about 875 lines.	30 copies, about 600 lines.	Ditto.		
The exercises are chiefly set from Holden's Fol. Silv. and Fol. Cent.; Beatson's Greek Iambics; Shakspeare, &c.						
TRANSLATION.*						
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	One copy of 8 to 12 lines of elegiacs or hexameters each week, from some English poet.	Beatson's Iambic Exercises, one copy each week, done in school.	See Head Master's Report.	Answered in Head Master's General Report.	
Prose.	Occasional translations from Greek and Latin authors into English prose.	Two exercises each week, one from Arnold's Latin Prose, the other from some English author.	Arnold's Greek prose exercises, one copy each week, done in school, and called a "challenge"; also the exercise from Huntingford's Introduction, Part III.	Ditto.		
TRANSLATION.						
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	One copy of elegiacs or hexameters, (from 6 to 8 lines) each week, from some English poet.	Exercises in Greek accentuation before introduction to Greek verse.	See Head Master's Report.	Answered in Head Master's General Report.	
Prose.	Occasional translations from Greek and Latin authors into English prose.	Two exercises each week, one from Arnold's Latin Prose, the other from some English author.	One copy from Huntingford's Introduction each week.	Ditto.		

* No original composition is done below the Sixth Form.

MERCHANT TAYLORS'.—TABLE C.

	1. Authors or Books used (not being mere Books of Reference), with the Editions.	2. Authors or Books used, being merely Books of Reference, including Maps and Illustrations.	3. Authors construed or translated *vivâ voce*, and the Quantity of each in the Year ending with the Summer Holidays 1861.	4. Method of hearing the Form in such construing or translating Lessons.	5. Authors whose Language has been committed to Memory, and the Quantity of each in the same Year.	6. Authors whose Substance and Matter have been committed to Memory, and the Quantity of each in the same Year.
Fourth Form, 23 Boys. Rev. R. Whittington, M.A. Number of Boys from the Form who have left the School during the same Year, 2.	Valpy's Greek Testament; Dalzel's Analecta Græca Minora; King Edward VI.'s Latin Grammar; Bishop S. Butler's Ancient and Modern Geography; Student's History of Greece; Wordsworth's Greek Grammar; Huntingford's Greek Prose Exercises; Nicholl's Help to the Bible (S.P.C.K.); Cæsar (*Dymock*); Arnold's Latin Prose Exercises, Part I.; *Heyne's* Homer; Ovid's Metamorphoses (*Eton*); Virgil *Valpy's edition; Mac Michael's* Xenophon's Anabasis; Arnold's First Verse Book; Delille's French Grammar; Chapman's French Talk; Delille's Prosateurs Français. The Lower Fifth and Fourth Forms are (for French) taught together.	Smith's smaller Latin Dictionary; Liddell and Scott's Greek Lexicon (abridged); Smith's smaller Classical Dictionary; Carey's Gradus; Bishop S. Butler's Ancient Atlas; Standard Maps of Ancient and Modern Geography.	Homer's Iliad, Book I., 220 lines; Xenophon, Anabasis, Book I., chap. viii. and ix.; Virgil, Æneid I., 300 lines; Cæsar de Bello Gallico, Book II.; Ovid's Met., 350 lines; Greek Testament, selections from the Gospels.	Part (or lesson committed to memory) from Ovid or Greek or Latin Grammar, prepared at home in the evening and repeated next morning, when each boy is required to repeat some portion, and answer questions arising out of such lesson. In construing lessons some boy, taken from any part of the Form, is called upon to translate a portion, and to answer questions of parsing, giving the rules for gender, &c., from the "Propria quæ maribus," As in Præsenti, Syntax, and Prosody; questions of history, geography, chronology, arising out of the lesson, are asked, not merely of the boy who is translating, but of other boys, without reference to order in the Form, that attention may be kept up throughout the Form. Places are taken, and the place of each boy entered into a registry after the lesson, or at least once a day, and the remove of boys into a higher Form is determined partly from this registry of daily places, and partly by the report of the half-yearly examination.	Ovid's Metamorphoses, about 350 lines, and each half year the whole of the Latin Grammar, and the Greek Grammar as far as the Syntax.	Corrected translation in Latin prose, and during the year the 1st Part of the Grecian History, with dates, and Ancient Geography with maps; also the 1st and 2nd Parts of Nicholls' Help to the Bible are read through in class, and questions asked.
Upper Division, 25 Boys. Rev. R. Whittington, M.A. Number of Boys from the Form who have left the School during the same Year, 4.	Valpy's Greek Testament; Dalzel's Analecta Græca Minora; King Edward VI.'s Latin Grammar; Bishop S. Butler's Ancient and Modern Geography; Student's History of Greece (Dr. Smith); Wordsworth's Greek Grammar; Huntingford's Greek Prose Exercises; Nicholls' Help to reading the Bible; Cæsar (*Dymock*); Arnold's Latin Prose Exercises, Part I., Ovid's Epistles, *Eton*; Hodgson's Latin Verse; Chapman's French Grammar; Chapman's French Talk. The Upper Division Form constitutes a French class by itself.	Smith's smaller Latin Dictionary; Liddell and Scott's Greek Lexicon (abridged); Smith's smaller Classical Dictionary; Carey's Gradus; Bishop S. Butler's Ancient Atlas; Standard Maps of Ancient and Modern Geography.	Cæsar de Bello Gallico, Book II.; Ovid's Epistles, 350 lines; Æsop's Fables in Analecta Græca Minora, 25 Fables; Greek Testament, selections from the Gospels.	Same as in Fourth Form.	Ovid's Epistles, about 350 lines, and each half year the whole of the Latin Grammar and the Greek Grammar, as far as the Syntax.	Corrected translation in Latin prose, and during the year the 1st Part of the Grecian History, with dates, and Ancient Geography with Maps; also the 1st and 2nd Parts of Nicholls' Help to the Bible are read through in class and questions asked.
Lower Division, 30 Boys. Rev. C. Scott, M.A. Number of Boys from the Form who have left the School during the same Year, 4.	Greek Testament; Wordsworth's Greek Grammar; Analecta Græca Minora; Huntingford's Greek Prose Exercises; Hodgson's Mythology for versification; Electa ex Ovidio et Tibullo, *Eton*; Ellis's Latin Exercises; Archdeacon Sinclair's Catechism; the Student's History of Rome, Liddell; Bishop Butler's Ancient and Modern Geography; King Edward VI.'s Latin Grammar; Chapman's French Grammar; Chapman's Every Day French Talk. The Lower Division Form constitutes a French class by itself.	Liddell and Scott's Greek Lexicon, abridged; Carey's Latin Gradus; English - Latin and Latin-English Dictionary; Classical Dictionary; Bishop Butler's Ancient Atlas; Standard Ancient and Modern Maps in the room where the Form is taught.	Ovid, 300 lines; Analecta Græca, 10 Fables each half year; Greek Testament, portions of the Gospels.	Part, or portion of grammar learnt the preceding evening, is said by each boy repeating a portion. All errors passed down the Form and places taken accordingly. After this lesson the order of the boys is registered. In correcting Huntingford's and Ellis's Exercises each boy takes another's exercise, and marks the mistakes at the master's dictation, and the boys' places are taken according to the number of mistakes. In construing lessons, each boy reads a small portion, if poetry, each boy scans a line, and then each boy construes a small portion or line. All errors are passed down the Form and places taken accordingly, After construing, questions are asked in parsing, proving, history, and mythology.	Ovid, 300 lines; portions of grammar; Sinclair's Catechism and Texts.	History of Rome; Ancient Geography.

TABLE C.—MERCHANT TAYLORS'.

7. The Kinds and Quantities (so far as they can be given) of Composition done in the Form in the same Year.					8. Other Subjects of Instruction forming Part of the regular Work of the Form, and taught either by Lecture, Demonstration, Experiment, or Observation, with the Amount of Time devoted to them, or of Ground gone over in the same Year.	9. Methods employed to test individual Proficiency in such "other Subjects."
Translation.						
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	Arnold's Latin Verse composition, an exercise once a week, and also a challenge (*i.e.* an exercise done in school) once a week.	None.	See Head Master's Report.	Answered by the Head Master in his General Report.	
Prose.	None.	Arnold's Latin Prose, Part I., an exercise once a week, and also a translation into Latin from some English prose author once in each week.	An exercise, once a week, in Huntingford's Greek Prose.	Do.		
Translation.						
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	Hodgson's Latin Verse, an exercise of 6 verses twice in the week.	None.	See Head Master's Report.	Answered by the Head Master in his General Report.	
Prose.	None.	Arnold's Latin Prose, Part I., an exercise twice in each week.	An exercise in Huntingford's Greek Prose, prepared at home, once in each week, and also a challenge (*i.e.* an exercise prepared at school), once in each week.	Do.		
Translation.						
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	Hodgson's Mythology for versification, 300 lines, 75 exercises.	None.	See Head Master's Report.	Answered in Head Master's General Report.	
Prose.	None.	Ellis's Latin Exercises, Part II., from page 60 to the end, 45 exercises.	Huntingford's Greek Exercises, Part I., 45 exercises.	Do.		

MERCHANT TAYLORS'.—TABLE C.

	1. Authors or Books used (not being mere Books of Reference), with the Editions.	2. Authors or Books used, being merely Books of Reference, including Maps and Illustrations.	3. Authors construed or translated *vivâ voce*, and the Quantity of each in the Year ending with the Summer Holidays 1861.	4. Method of hearing the Form in such construing or translating Lessons.	5. Authors whose Language has been committed to Memory, and the Quantity of each in the same Year.	6. Authors whose Substance and Matter have been committed to Memory, and the Quantity of each in the same Year.
Third Form, 30 Boys. Rev. C. Scott, M.A. Number of Boys from the Form who have left the School during the same Year, 3.	Latin Catechism; Prayers and Psalms; Archdeacon Sinclair's Catechism; Bishop Butler's Ancient and Modern Geography; The Student's History of Rome (Liddell's); Church's Latin Prose Lessons; Ellis' Exercises; King Edward the Sixth's Latin Grammar.	English-Latin and Latin-English Dictionary; Carey's Latin Gradus; Bishop Butler's Ancient Atlas; Classical Dictionary. Standard Ancient and Modern Maps in the room where the Form is taught.	Church's Latin Prose Lessons; Latin Catechism; Prayers and Psalms.	Part or portion of grammar learnt the preceding evening is said, by each boy repeating a portion. All errors are passed down the Form and places taken accordingly. After this lesson the order of the boys is registered. The same as in the lower division in the construing lessons.	Portions of the Latin Grammar; Sinclair's Catechism and Text.	History of Rome; Ancient Geography.
Second Form, 27 Boys. Rev. A. J. Church, M.A. Number of Boys from the Form who have left the School during the same Year, 2.	Holy Bible; Book of Common Prayer; Bishop Trowers' History of England, S. P. C. K.; King Edward VI.'s Latin Grammar; Evangelia (Latinè); Church's Prose Latin Lessons; Henry's First Latin Book; Ellis' Exercises (*Arnold*).	Olding Butler's Geography and maps; Dictionary (Latin-English and English-Latin). Standard Modern Maps in the room where the Form is taught.	Eton Evangelia; 7 verses (on an average) of every Gospel that has occurred during the school year; Henry's 1st Latin Book (the Latin Exercises, 35-60); Church's Latin Prose Lessons, about 30 lessons. N.B.—The lessons 2 and 3 are gone through more than once in the year.	A boy in any part of the Form is set on to construe. A mistake is passed down the Form. Any boy correcting and able to finish the clause or sentence correctly takes the place. The Latin Syntax is quoted to illustrate constructions. The principal parts of verbs, the declension and genders of substantives, simple derivations, are asked. The "As in præsenti" and the "Propria quæ maribus" are quoted. Places are taken for all these things. Special importance is attached to the quotation of the Latin Syntax. General information, suggested by the names of places and persons that may occur, is given.	The "Propria quæ maribus," the "As in præsenti," and selected rules of the Latin Syntax (about 110 in number) are committed to memory. The Catechism is learnt.	The greater part of the Gospels, the Acts, and some part of the historical books of the Old Testament are read; questions are asked and information is given. Olding Butler's Geography is learnt. Questions are asked, the blank maps being used. The History of England (Bishop Trowers' S.P.C.K.) is read. Questions are asked.
First Form, 27 Boys. Rev. A. J. Church, M.A. Number of Boys from the Form who have left the School during the same Year, 3.	Holy Bible; Book of Common Prayer; Bishop Trowers' History of England (S.P.C.K.); King Edward VI.'s Latin Grammar; Ellis' Exercises (*Arnold*); Henry's First Latin Book.	Olding Butler's Geography and Maps. Standard Modern Maps in the room where the Form is taught.	Henry's 1st Latin Book (the Latin Exercises 1-35). These exercises are gone through more than once in the year, according to the changes that may take place in the Form.	The method of hearing this Form in their construing lessons, which are very simple, is the same as that pursued with the 2nd Form, with such differences as are rendered necessary by the tender age of the boys.	The "As in præsenti" and the "Propria quæ maribus" are learnt. The Catechism is learnt.	The Bible, the geography, and the history lessons are the same as in the Second Form.

MERCHANT TAYLORS'.—TABLE C.

7. The Kinds and Quantities (so far as they can be given) of Composition done in the Form in the same Year.					8. Other Subjects of Instruction forming Part of the regular Work of the Form, and taught either by Lecture, Demonstration, Experiment, or Observation, with the Amount of Time devoted to them, or of Ground gone over in the same Year.	9. Methods employed to test individual Proficiency in such "other Subjects."
Translation.					Answered in the Head Master's General Report.	
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	Transposing Latin verse.	Not taught in this Form.	Not taught in this Form.		
Prose.	None.	Ellis' Latin Exercises, Part II., from page 60 to the end.	Do.	Do.		
Translation.					Answered in the Head Master's General Report.	
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	None.	Not taught in this Form.	Not taught in this Form.		
Prose.	None.	Ellis' Latin Exercises, p. 42-70; Henry's 1st Latin Book (English Exercises 35-50). These exercises are repeated more than once during the year.	Do.	Do.		
Translation.					Answered in the Head Master's General Report.	
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	None.	Not taught in this Form.	Not taught in this Form.		
Prose.	None.	Henry's First Latin Book (English Exercises 1-35).	Do.	Do.		

HARROW.—TABLE C.

HARROW - - - - - -

Monitors and Sixth Form, Upper Division, 30 Boys. The Head Master.
Number of Boys from the Division who have left the School during the same Year, 22.

1. Authors or Books used (not being mere Books of Reference) with the Editions.	2. Authors or Books used, being merely Books of Reference, including Maps and Illustrations.	3. Authors construed or translated *vivâ voce*, and the Quantity of each in the Year ending with the Summer Holidays 1861.	4. Method of hearing the Form in such construing or translating Lessons.	5. Authors whose Language has been committed to Memory, and the Quantity of each in the same Year.	6. Authors whose Substance and Matter have been committed to Memory, and the Quantity of each in the same Year.
In the main the same as those enumerated by Mr. Harris for the Lower Division of Sixth Form 1; I may add, Vaughan's edition of Epistle to the Romans; Butler's Analogy; Plautus, Text of *Fleckeisen;* Lucretius, *Bernays Lachmann* and *Creech;* Guizot's English Revolution (English Translation); Aristophanes, *Holden.* Wilkins' Books on Composition are not used in this Form. In French the books used by both divisions of the Form are Masson's Introduction to French Literature, Barrau's Histoire de la Revolution Française; and in German, Schiller, Ermeler's Lesebuch, edited by *Heimann,* Heimann's Materials for translating English into German.	Same as those given for Lower Sixth.	N.B.—[The two Divisions of the Sixth Form do the same work in school, though not the same composition.] Same as given for Lower Sixth. I add only, for both Divisions of the Form, Aristophanes, latter part of *Nubes,* earlier part of *Aves;* in French, 100 pages of Barrau's Histoire de la Revolution Française; in German, Schiller's Maria Stuart.	At second school on Monday the boys bring in some classical book, without notes, as Demosthenes, Horace, Cicero, &c. I then refer them to one passage, or two short passages, which they are supposed never to have seen before. They are allowed half an hour for translating this passage, or these passages, into their MS. books; during the latter half of the hour I call upon them to read out their version of some portion of the passage, and mark them according to its merits. In this manner I am able to call up about 15 boys, taking care to test the different degrees of capacity and proficiency in the Form. With ordinary construing lessons, which are prepared before the boys come into school, I call upon first one boy and then another to read off into English, without taking the Greek or Latin words, some 10 or 12 or 20 lines of the book which for the week we are reading. If a mistake is made, I generally stop the boy at once, instead of waiting till he has concluded the passage. Questions of grammar, quotations, geography, historical illustration, &c. are passed from boy to boy, not necessarily in any fixed order, but so as to keep the whole Form on the alert. I scarcely ever impart any information till it has been proved that everybody in the Form requires it. I make a great point of teaching the less advanced boys through the best scholars of the Form. Some boys are understood to have a special gift for some particular point of excellence; one, for instance, for knowledge of grammar, another for elegance or terseness in rendering a clause, another for knowledge of history; and I always endeavour, as far as possible, to make these rather than myself the ultimate court of appeal. When a sentence is finished, corrections and improvements in rendering, as well as explanations of allusions and difficulties, are invited; but I seldom translate the whole of the passage myself, partly because it would consume time, and partly because the boys might become less attentive when first the passage is translated by one of themselves. In any one "school" I generally call up from five to seven boys; but this varies with the difficulty of the lesson; sometimes not more than two are put on. Every boy is marked for construing, and for the questions which he then answers or fails to answer; but he is not in general marked for answers to questions passed on to him from another. In marking, account is of course taken of style and fluency in translation as well as of accuracy. At fourth school on "whole school days" the boys bring in a written translation of the first 20 lines of the lesson. A considerable number of them, perhaps six or seven, are called upon to read out part of this translation. No places are taken in the Upper Sixth Form. Occasionally, however, I read out to the boys the marks which they have respectively received for composition done in the week, mentioning any exercises of peculiar merit, or any general defects in the treatment of a subject set for a Latin or English theme.	Greek verse, Sophocles, 502 lines; Latin verse, Virgil, 922 lines; Scripture, 13th and 15th chapters of 1st Epistle to Corinthians; 12th chapter of St. Luke; 14th, 15th, 16th (1–12) chapters of St. John. There is a Scripture repetition once a week consisting of 21 verses, 14 old and 7 new. A Greek verse repetition once a week, consisting of 48 lines, 32 old and 16 new. A Latin verse repetition twice a week, consisting of 60 lines, 40 old and 20 new. I may add that for the future, a portion of Horace's Odes, amounting to about 350 lines, will be said at the end of each school quarter, as part of the examination, so that a boy who has been in the Sixth Form for two years, will have said nearly the whole of the Odes by heart. This applies to both divisions of the Form. Boys who have a special gift for learning by heart are encouraged to learn large quantities of Greek or Latin; for example, one boy said to me at one time the whole of the Agamemnon of Æschylus. It seems worth while to mention these long repetitions, which, though voluntary and extra, are not very uncommon, and are rewarded by prizes; 1,000 lines of Greek, and 1,200 of Latin hexameters, are the minimum required. In French, about 300 lines of Molière's Misanthrope; each lesson about 10 lines. In German, about 400 lines from Schiller and various authors; each lesson about 10 lines.	About half of the First Part of Butler's Analogy; a considerable portion of Paley's Horæ Paulinæ; some Articles in Buttmann's Lexilogus; a large part of Guizot's History of the English Revolution; Arnold's History of Rome, the Second Punic War down to the Battle of Cannæ, Vol. III. Schiller's History of the Thirty Years' War, Guizot's English Revolution, Guizot's Cromwell, were the subjects prepared for examination during the holidays. Of these books only the English Revolution was read with me in school. About 12 pages were prepared for each lesson once a week. History of Greece, B.C. 490–301. This was not read in school, but was the subject of successive examinations (on paper) at the end of each school quarter. This year, in consequence of the school breaking up unexpectedly on one occasion, there were only two instead of three examinations; hence the amount of ancient history prepared is less by one-third than it would naturally have been. The examination paper on this subject is not set out of any particular book. The boys, however, are recommended to read Thirlwall and Grote.

HARROW.

TABLE C.—HARROW.

7. The Kinds and Quantities (so far as they can be given) of Composition done in the Form in the same Year.					8. Other Subjects of Instruction forming Part of the regular Work of the Form, and taught either by Lecture, Demonstration, Experiment, or Observation, with the Amount of Time devoted to them, or of Ground gone over in the same Year.	9. Methods employed to test individual Proficiency in such "other Subjects."
	ORIGINAL.					
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	Nine copies of not less than 25 lines, or seven stanzas, if lyrics.	One copy of 20 lines for monitors; 16 lines for lower members of Form. This is the compulsory minimum.	None.		
Prose.	Seven themes of not less than 60 lines.	Eight themes of not less than 40 lines.	None.	One French theme.	None.	None.
	TRANSLATION.					
Verse.	Two copies from Aristophanes and Virgil.	14 copies of not less than 25 lines from Cowper, Campbell, Keats, Wordsworth, M. Arnold, Dryden, Hood, Byron, or seven stanzas, if lyrics.	14 copies of not less than 20 lines for monitors, not less than 16 lines for others. From Shakspeare, Plautus, Schiller; almost always from Shakspeare.	In German, one copy from Uhland, 64 lines.		
Prose.	None.	Nine translations from Thirlwall, Merivale, Niebuhr, Burke, Arnold. Length of passage variable; about 30 lines.	Six translations from Arnold, Burke, Tacitus, Curran. Length of passage variable, about 25 lines.	In French, nearly 35 exercises, from English into French, of about 30 lines each; and the same number from French into English, of about 40 lines each. In German, about 40 exercises from English into German, of from 15 to 20 lines each.		

HARROW.—TABLE C.

	1. Authors or Books used, (not being mere Books of Reference), with the Editions.	2. Authors or Books used, being merely Books of Reference, including Maps and Illustrations.	3. Authors construed or translated *vivâ voce*, and the Quantity of each in the Year ending with the Summer Holidays 1861.	4. Method of hearing the Form in such construing or translating Lessons.	5. Authors whose Language has been committed to Memory, and the Quantity of each in the same Year.	6. Authors whose Substance and Matter have been committed to Memory, and the Quantity of each in the same Year.
Sixth Form, Lower Division, 31 Boys. Mr. G. F. Harris. Number of Boys from the Division who have left the School during the same Year, 15.	Greek Testament, *Alford;* Paley's Horæ Paulinæ; Homer's Odyssey, *Löwe;* Herodotus, *Blakesley* or *Gaisford;* Thucydides, *Poppo;* Demosthenes, c. Meidiam, *Buttmann;* Sophocles, *Linwood;* Tacitus, *Carson's text;* Tacitus, Ruperti Comment.; Cicero, Epp. ad Attic. *Tauchnitz;* Cicero, Oliveti Comment.; Virgil, *Wagner* or *Forbiger;* various texts; Plautus, *Lindemann;* Buttmann's Lexilogus; History of Rome, Liddell; History of Rome, Arnold; History of Greece, Smith; History of Greece, Thirlwall; Latin Prose Exercises, Wilkins; Latin Prose, Kennedy's Materials; Greek Prose Exercises, Wilkins; Greek Verse, Kennedy's Palæstra; Greek Grammar, Wordsworth; Latin Grammar, Edward VI. In French and German the same books as the Upper Sixth.	Smith's Dictionary of Antiquities; Smith's Biographical Dictionary; Liddell and Scott's Greek Lexicon; Smith's or Andrewes' Latin Dictionary; Gradus, Quicherat, or Yonge; Harrow Atlases, Ancient and Modern; Riddle's English - Latin Dictionary; Yonge's English-Greek Dictionary.	Greek Testament, 1st and 2nd Epistle to Corinthians; Greek Prose, Herodotus II., c. i. to xcviii., Thucydides III., c. i., to lxxxiv., Demosthenes c. Meidiam; Greek Verse, Sophocles Electra, Sophocles Ædipus Rex, Homer Odyssey, XX., XXI.; Latin Prose, Tacitus Annales, III., and IV., to c. xxxiii.; Cicero Epp. to Atticus, Lib. VII.; Latin Verse, Virgil, Æn. VI.; Plauti Captivi; Trinummus. French and German, same as Upper Sixth.	The construing lessons of each term, exclusive of the Greek Testament, consist of two Greek (one prose and one verse) and two Latin (one prose and one verse) subjects; each of which is read in turn for one whole week in each month. With each construing lesson at the fourth school, is brought up a translation, copied into a MS. book by each boy; this is read over and corrected *vivâ voce*, and these MS. books are looked over once in each week. After the reading of the translations, a boy is called up with about eight or ten lines of the lesson. When he has construed this I go over the same very carefully, and then question the same boy in such matters as arise from the passage, whether grammar, history, antiquities, geography, or the like. Questions are passed down, if not answered, but places are not taken. Each boy, after his part is done, is marked according to the excellence shown in his performance. All the boys write down, in common-place books, notes upon each lesson, and these are looked over once a week. Each boy is called upon to construe at least twice in the week. At the end of each month the marks obtained under the heads—1, Construing; 2, Composition; 3, Repetitions and History; 4, Divinity and Scripture Repetitions are added together and the places are changed according to the result, which is publicly announced to the Form on the Monday after the end of each month. Editions containing the *text* of the author alone are brought into school.	Verse. Greek, Sophocles, 384 lines; Latin, Virgil, 540 lines. Prose. Greek, Demosthenes, 140 lines; Cicero, 480 lines. Scripture. Collect, Epistle and Gospel of each Sunday. Each ordinary repetition is said thrice; the two previous lessons being repeated with each new one. French and German, same as Upper Sixth.	About half Paley's Horæ Paulinæ; All Guizot's History of the English Revolution; History of Greece B.C. 490 to 301.
Fifth Form, First Division, 35 Boys. Mr. B. H. Drury. Number of Boys from the Division who have left the School during the same Year, 11.	English Version of Old Testament; Greek Testament; Homer's Iliad; Demosthenes, Public Orations; Æschylus; Livy; Horace; Virgil; Wordsworth's Greek Grammar; Tiarks' German Grammar; Ermeler's Lesebuch; Delille's French Grammar; Choix de Narrations. Texts only, in all cases, allowed in school.	No uniformity is required in books of reference. The choice of them is mainly left to the boy's private tutor.	St. John's Gospel, chap. x. to end; Acts of the Apostles, chaps. i. to xii; Demosthenes de Coronâ; Homer's Iliad, Books XIII., XIV., XV.; Æschylus, Septem contra Thebas, and Persæ, 1 to 501; Horace's Satires, Book I.; Ovid's Fasti, part of Book V.; Virgil, Georgic IV., Æneid, XII., 1 to 553; Livy, Book XXV. (latter half), and Book XXVI.	About 12 boys are called up to construe and parse in each lesson. All the boys during the lesson take notes of anything worth writing in their common-place books. Questions arising out of the lesson, in grammar, history, geography, or antiquities, are asked of the boys called up, and if they cannot answer are passed about (in no fixed order). Generally speaking, I give the information only when none of the boys supply it.	Virgil, 4th Georgic and 450 lines of 12th Æneid; Horace, 2nd Book of Odes by about half the remove; Greek Grammar, various parts; parts of various German Authors, about 300 lines; parts of various French writers in Choix de Narrations, about 240 lines.	Joshua, Judges, Ruth, Samuel I., II., Kings I. II., Chronicles II.; Butler's Geography, Asia Minor, Africa, the East; Smith's History of Greece (Peace of Nicias to 301 B.C.); Liddell's History of Rome (early history to 366 B.C.); History of England (Student's Hume), from the Wars of the Roses to the battle of Waterloo.

TABLE C.—HARROW.

7. The Kinds and Quantities (so far as they can be given) of Composition done in the Form in the same Year.					8. Other Subjects of Instruction forming Part of the regular Work of the Form, and taught either by Lecture, Demonstration, Experiment, or Observation, with the Amount of Time devoted to them, or of Ground gone over in the same Year.	9. Methods employed to test individual Proficiency in such "other Subjects."
ORIGINAL.					None.	None.
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None	312 lines, 12 exercises of 26 lines each.	None.	None.		
Prose.	400 lines, *i.e.*, one English theme each month.	280 lines, *i.e.*, one Latin theme each month.	None.	Same as Upper Sixth.		
TRANSLATION.						
Verse.	None.	468 lines from various English authors; Milton, Thomson, Macaulay, Moore, W. Scott, &c., &c.	182 lines generally from Kennedy's Palæstra.	Same as Upper Sixth.		
Prose.	About 1,560 lines, being a translation of about 20 lines of a previous lesson done for three evenings in each week.	About 1,130 lines, chiefly from Wilkins'LatinProse,and Kennedy'smaterials for Latin prose, 24 lines each exercise.	About 750 lines, chiefly from Wilkins' Greek prose exercises, 24 lines each exercise.	Same as Upper Sixth.		
ORIGINAL.					None.	None.
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	30 copies, about 24 lines each.	None.	None.		
Prose.	8 copies, about 50 lines each.	8 copies, about 28 lines each.	None.	None.		
TRANSLATION.						
Verse.	Occasionally at examinations.	30 copies, about 24 lines each.	15 copies of 12 lines from middle portion of Kennedy's Palæstra Musarum; 35 copies of 4 lines each from earlier part of same book.	None.		
Prose.	Constantly at examinations, and frequently during the quarter.	57 copies, about, variable in length.	30 copies, about, variable in length.	Tiarks' German Exercises; Delille's French Exercises.		

HARROW.—TABLE C.

	1. Authors or Books used, (not being mere Books of Reference), with the Editions.	2. Authors or Book used, being merely Books of Reference, including Maps and Illustrations.	3. Authors construed or translated *viva voce*, and the Quantity of each in the Year ending with the Summer Holidays 1861.	4. Method of hearing the Form in such construing or translating Lessons.	5. Authors whose Language has been committed to Memory, and the Quantity of each in the same Year.	6. Authors whose Substance and Matter have been committed to Memory, and the Quantity of each in the same Year.
Fifth Form, 2nd Division, 36 Boys. Mr. F. Rendall. Number of Boys from the Division who have left the School during the same Year, 14.	Greek Testament; Homer's Iliad; Æschylus; Demosthenes; Livy; Virgil; Horace; Ovid's Fasti. The text alone of these authors is used in school; there is no rule as to the editions used out of school in preparing them.	Dictionaries; Lexicon; Gradus, Greek and Latin; Grammars; Kennedy's materials for Latin Prose; Wilkins' Greek Exercises; Smith's Dictionary of Antiquities; Smith's Classical Dictionary; Harrow School Atlas (ancient); Harrow School Atlas (modern). Beatson's Greek Iambics; Euclid; Algebra or Arithmetic (Colenso's); French or German Reading Book.	Gospel of St. John, c. viii. to end; Acts of Apostles, c. xiii.; Homer, Iliad, XIII., 402 to end; XIV., XVI., 505; Æsch., Sept. c. Theb. Persæ, 1 to 554; Demosthenes de Cor. (*P. Reiski*), 284 to end; Demosthenes, Olynth. I.; Livy, XXV., s. 22 to end; XXVII., s. 40; Virgil, Georg., IV.; Virgil, Æneid, XII., 1 to 534; Horace, Sat., I., II., i, ii; Ovid, Fasti, v.; German Reading Book, 30 pages; Choix de Narrations.	Boys are selected at discretion to construe a short passage after reading it in the original; they are then questioned in any points of history, geography, grammar, or etymology that present themselves in the passage; from 10 to 16 boys are so questioned fully; chance questions are also put to the whole set from time to time, the master giving always the correct construing or answer subsequently.	Portions of Livy, Virgil, Horace, Ovid. About 50 lines a week compulsorily and 50 more voluntarily by some of the most industrious and able. About 240 lines at the examination at the end of each term. Portions of French and German authors; 100 lines each school term of German and 80 of French.	Old Testament, Joshua - Chronicles (incl.); History of England (Student's Hume) A.D. 1483 to 1788; History of Rome (Liddell), down to B.C. 367; History of Greece (Smith), B.C. 421–387.
Fifth Form, Third Division, 33 Boys. Mr. E. H. Vaughan. Number of Boys from the Division who have left the School during the same Year, 8.	Homer (text); Æschylus (*Paley's text*); Xenophon's Hellenics (text); Virgil (text); Livy (text); Ovid's Fasti (*Paley's*); Beatson's Greek Iambics; Greek Testament (text); Wordsworth's Greek Grammar; Dr. Wordsworth's Latin Grammar; Dr. Smith's History of Greece; Liddell's History of Rome; Smith's Student's Hume; Butler's Ancient and Modern Geography; Kennedy's Curriculum, Latin Prose. *French:*—Delille's French Grammar and Exercises; Choix de Narrations (Masson). *German.*—Ermeler's Lesebuch; Tiarks' Grammar and Exercises. Colenso's Algebra; Colenso's Arithmetic; Euclid. Natural Sciences, a voluntary examination in a given subject each term.	Atlas, Ancient and Modern, generally Harrow Atlas; Smith's Small Classical Dictionary and Antiquities generally used.	Homer's Iliad, XIII., 402-768, XIV., 1-432, XV., 1-629. Horace, Od. III. Æschylus, Sept. c. Theb.; (nearly the whole); Æschylus, Persæ, 1 to 526; Virgil, Georgics, IV.; Æneid, XII. (1 to 553); Livy, XXV. (about half) and XXVI. (about 40 chapters); Greek Testament, Gospel of St. John (latter part); Acts of the Apostles, c. i. to xii. inclusive; German, Ermeler's Lesebuch, about 20 pages; French, Choix de Narrations, about 12 pages (prose or poetry) each term. They are most of them in this division beginners in German.	Boys (often as many as 10 each lesson) called upon to construe 4 or 5 lines each. Questions in parsing asked generally, and general questions relating to the lesson. Marks given for construing, and also for questions and parsing. These marks thus gained, together with others for repetition, maps, geography, history, composition, &c., are added up every fortnight, and the Form re-arranged accordingly. Places are not taken.	Old Testament repetition (the Prophets or Proverbs) from 10 to 15 verses a week; Virgil, Georgic, IV. 1-148; Horace, Od. III., about 7 stanzas being learnt new each lesson; Greek Grammar, different parts. The large print by heart, the small print the substance only. I have not preserved an accurate account of the amount of the repetitions done during the year.	Holy Scriptures, Old Testament, Joshua, Judges, Ruth, Samuel, I., II.; Kings I., II.; Chronicles, I., II.; Smith's Greece, Peloponesian war to the death of Alexander; Liddell's Rome, beginning to the end of Book II.; Student's Hume, from the wars of the Roses to the battle of Waterloo. This has been done during the three vacations.
Fifth Form, Fourth Division, 35 or 34 Boys. Mr. T. H. Steel. Number of Boys from the Division who have left the School during the same Year, 10.	Homer, any good text; Euripides, *Paley's text*; Livy, any good text; Ovid's Fasti, any good text; Virgil, any good text; Beatson's Greek Iambics; Greek Testament, any good text; Bishop Wordsworth's Greek Grammar; Dr. Wordsworth's Latin Grammar; Smith's History of Greece; Liddell's History of Rome; Smith's Student's Hume; Oxenham's Latin Elegiacs; Wilkins' Latin Lyrics; Kennedy's Curriculum; Wilkins' Greek Prose; French Grammar, Delille's; Choix de Narration, Masson; Colenso's Arithmetic; Colenso's Algebra; Colenso's or Potts's Euclid; Natural Science, voluntary, a different subject each term.	Smith's Small Class. Dictionary; Smith's Dictionary of Antiquities; Atlas, Ancient and Modern, chiefly Harrow Atlas.	Homer, Iliad, Books VIII. and IX.; Euripides, Bacch., 660 to end; Euripides, Electra, all; Livy, XXV., c. xxviii. to end; and XXVI., c. i to xl, inclusive; Ovid's Fasti, Book V.; Virgil, Georgic IV. and Æneid, XII., verses 1 to 553; Greek Testament, Acts, chapters i. to xx.; German, Ermeler's Lesebuch, about 20 pages; French, Choix de Narrations, about 12 pages, prose or poetry.	About 8 or 9 boys are called upon in each lesson; these construe and parse about 4 or 5 lines each, and are asked collateral questions referring to history, geography, mythology, &c. Questions that are missed are passed down to about the 3 or 4 next boys, and, if not answered then, are answered and explained by the master. Negative marks are given for missing the questions, and positive for answering them; and also a number of marks, ranging from 1 to 10 for Greek lessons, and from 1 to 7 for Latin lessons, is given to each boy after construing. These, with marks for composition, references, maps, composition in school, &c., are summed up every fortnight, and the new list in order of boys is arranged accordingly. Attention is also given to the keeping of note books, and marks assigned, usually every week, according to the mode in which they are filled up.	Old Testament, repetition, about 15 verses weekly; Virgil, G. 1V., about 250 lines; Livy, B. XXVI., about 4 or 5 chapters; Virgil, Æneid, XII., about 250 lines; Greek Grammar, verbs in $\mu\iota$; anomalous verbs, and Syntax as far as the prepositions (the substance only); Latin Grammar, marked rules in the Syntax; voluntary rep. Alcaic and Sapphic Odes, in Horace, Od., books III. and IV.; German, about 50 lines each term, or 150 lines in all, from different authors; French, about 240 lines in all, from Choix de Narrations.	Holy Scriptures, Old Testament, Joshua, Judges, Ruth, 1st term; Samuel, I., II., 2nd term; Kings, I., II., Chronicles, II., 3rd term. In holidays,—Student's Hume, holiday task, 3 vacations, wars of the Roses to the battle of Waterloo. During school term,—Smith's Greece, Peloponnesian war to death of Alexander; Liddell's Rome, beginning to Licinian Rog.

TABLE C.—HARROW.

7. The Kinds and Quantities (so far as they can be given) of Composition done in the Form in the same Year.					8. Other Subjects of Instruction forming Part of the regular Work of the Form, and taught either by Lecture, Demonstration, Experiment, or Observation, with the Amount of Time devoted to them, or of Ground gone over in the same Year.	9. Methods employed to test individual Proficiency in such "other Subjects."
		ORIGINAL.				
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	Very rarely; an occasional copy.	See below, under the column for translation.	None.	None.		
Prose.	4 essays of about 30 lines long.	6 essays of about 20 or 30 lines long.	None.	None.		
		TRANSLATION.			None.	None.
Verse.	None.	260 hex. lines, 260 eleg. lines, and 260 lyric lines. These consist in part of translation, and in part are on subjects with the aid of notes.	About 150 lines of Shakspeare, with help in case of any difficult constructions.	French or German Exercises.		
Prose.	Occasional translations of school lessons.	960 lines from Kennedy's selections from English authors.	Occasional translations of Wilkins' Greek Exercises.	French or German Exercises, 40 exercises in the year, both German and French.		
		ORIGINAL.				
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	None.	None.	None.		
Prose.	An English theme about once a month, not less than 45 lines. This has not been done quite regularly.	None.	None.	None.		
		TRANSLATION.			None.	None.
Verse.	None.	About 34 exercises (22 hexameters or elegiacs of 20 verses each, and 12 lyrics of 5 stanzas each).	About 12 exercises of 10 lines each. The English is prepared so as to be turned literally into Greek verse.	None.		
Prose.	None.	A weekly exercise from Kennedy's Curriculum, or from passages selected by the master.	None.	Tiarks' Exercises in German; Delille's do. in French; 40 exercises in the year, both German and French.		
		ORIGINAL.				
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	None.	None.	None.		
Prose.	None.	None.	None.	None.		
		TRANSLATION.			None.	None.
Verse.	None.	About 42 exercises or 22 elegiacs (20 verses each), and 20 lyrics (5 stanzas each). Lent term shortened owing to illness in the school.	Greek sentences, from 10 to 14 lines each week.	Tiarks' Exercises in German; Delille's ditto in French; forty exercises in the year, both German and French.		
Prose.	None.	Weekly exercises, either from Kennedy's Curriculum or from passages selected by the master, so as to be afterwards corrected and re-translated.	Occasional translations of Wilkins' Greek prose exercises; about 10 lines at a time once a week.			

HARROW.—TABLE C.

	1. Authors or Books used (not being mere Books of Reference), with the Editions.	2. Authors or Books used, being merely Books of Reference, including Maps and Illustrations.	3. Authors construed or translated, *vivâ voce*, and the Quantity of each in the Year ending with the Summer Holidays 1861.	4. Method of hearing the Form in such construing or translating Lessons.	5. Authors whose Language has been committed to Memory, and the Quantity of each in the same Year.	6. Authors whose Substance and Matter have been committed to Memory, and the Quantity of each in the same Year.
Remove, 36 Boys. Mr. E. H. Bradby. Number of Boys from the Division who have left the School during the same Year, 8.	Greek Testament, Lloyd's text; Homer, *Oxford* or *Tauchnitz text;* Euripides, *Paley's text;* Cicero, *Rugby selections, text;* Virgil, *Heyne's text;* Horace, *Oxford text;* Smith's History of Greece; Liddell's History of Rome; the Student's Hume; Keith Johnston's Physical Geography of Europe; Kennedy's Curriculum Stili Latini; Beatson's Greek Iambics; Latin Grammar (Edw. VI.); Delille's French Grammar; Choix de Narrations by G. Masson; Oxenham's Latin Elegiacs; Colenso's Arithmetic; Colenso's Euclid; Natural Science (voluntary), one subject each term; *e.g.* Page's Introductory Text Book of Geology.	Smith's smaller Classical Dictionary; Harrow Atlas, classical; Harrow Atlas, modern; Wall Map of Physical Geography of Europe; Greek and Latin Dictionaries, &c.	Greek Testament, St. Matthew, chapters i. to xi.; St. Mark, chapters vii. to xi.; Homer's Iliad VIII., IX.; Euripides, Bacchæ, 660 to end; Euripides, Electra, all; Cicero in Catalinam, IV.; Cicero, pro Archiâ poetâ; Cicero, pro Milone, c. i. to xx.; Virgil, Æneid, V.; Horace, Odes, Book IV.; French, portions of Masson's Choix de Narrations, about 30 pages.	Call up one boy at a time to construe a few lines; explain the allusions, if any, and parse the words. Mark him according to his proficiency. Pass questions which he cannot answer round the form and mark the boy who answers right. From 8 to 10 boys, taken in no regular order, put on in a construing lesson. No places taken.	Horace and Virgil, about two thirds of the quantity marked as read in Col. 3; Euripides, 200 to 300 lines by a few boys; this was voluntary, not a part of the necessary work. The Bible repetitions of Monday morning, generally about 12 verses verses selected from the Old Testament. Voluntary repetition, 40 lines of Ovid's Fasti per week. French, about 240 lines from the Choix de Narrations.	Scripture, Joshua, Judges, Ruth, I. and II. Samuel, I. and II. Kings, I. and II. Chronicles, in parts; Student's Hume, holiday task, 3 times; wars of Roses to battle of Waterloo; Smith's History of Greece, from Peloponnesian War to death of Alexander; Liddell's Rome, from beginning to Licinian Laws; about two thirds of Keith Johnston's Physical Geography of Europe.
Shell, 1st Division, 36 Boys. Mr. C. F. Holmes. Number of Boys from the Division who have left the School during the same Year, 9.	Homer, text; Horace, text or *Macleane's edition, small;* Virgil, text; Cæsar, *Long's,* De Bello Gallico; Cicero, text, Orations; Euripides, text; Xenophon Anabasis, *Macmichael;* Greek Testament and text; Edward VI.'s Latin Grammar; Wordsworth's Greek Grammar; Smith's History of Greece; Liddell's History of Rome; Smith's Student's Hume; Oxenham's Latin Elegiacs; Wilkins' Latin Lyrics; Kennedy's Curriculum Stili Latini; Delille's French Grammar; Masson's Choix de Narrations; Colenso's Arithmetic; Colenso's Algebra, Euclid; Natural Science (voluntary), one subject each term.	Smith's small Classical Dictionary; Smith's small Dictionary of Antiquities; Atlas, ancient and modern, chiefly Stamford's Harrow Atlas.	Greek Testament, St. Matthew, chap. i. to xi.; Virgil, Æneid, V.; Horace, Odes, Book IV.; Cicero, De Lege Manilia; Xenophon, Anabasis, V., c. xv., VI. c. iv.; Euripides, Medea, 1-575; Euripides, Alcestis, 280-1104, part in; Homer's Iliad, V., 1 to 288; Choix de Narrations, between 30 and 40 pages; repetition from the same, about 240 lines; Delille's Gr. and Exercises.	Each boy when put on to construe first reads the passages carefully, correcting false breathings or quantities; he then translates into good English, the style of which varies as far as is possible with the author; proper names are explained, derivations asked, and general questions that may arise from the author. The question is passed on from boy to boy, and a distinct mark is given to a boy who answers a fairly difficult question. With each Greek and Latin lesson a list of words is brought up, which should severally have the derivation and literal meaning so as to ensure, if possible, that the word be "looked out;" also a list of proper names, with a short substance of the article from Smith's Classical Dictionary. Each boy is compelled to keep a note-book and reproduce the information given in a previous lesson. No places taken.	Bible repetition, about 12 verses weekly; Horace, Odes, Book I., i. to xi., 300 lines; Virgil, Æneid, Book V., about 400 lines; Greek Grammar, elements of, to end of verbs in $\mu\iota$; Latin Grammar, syntax, marked rules; voluntary repetition, Ovid's Fasti.	Holy Scripture, Joshua, Judges, Ruth, I. and II. Samuel, I. and II. Kings, II. Chronicles; Student's Hume, holiday task, 3 times, wars of the Roses to the battle of Waterloo; Smith's History of Greece, from Peloponnesian War to death of Alexander; Liddell's History of Rome from beginning to Licinian Laws: Butler's Geography, ancient and modern, Italy and Greece, Europe.
Shell, 2nd Division, 35 to 37 Boys. Mr. A.G. Watson. Number of Boys from the Division who have left the School during the same Year, 5.	Homer, Iliad, text; Horace, text or *Macleane's smaller edition;* Virgil, text; Cæsar, *Long's,* De Bello Gallico; Cicero Orations, text; Euripides, text; Xenophon Anabasis, *Macmichael;* Greek Testament, text; Edw. VI.'s Latin Grammar; Wordsworth's Greek Grammar; Smith's History of Greece; Liddell's History of Rome; Smith's Student's Hume; Oxenham's Latin Elegiacs; Wilkins' Latin Lyrics; Kennedy's Curriculum, Stili Latini; Wilkins' Exercises in Greek Prose; Butler's Ancient and Modern Geography; Delille's French Exercises; Delille's French Grammar; Masson's Choix de Narrations; Colenso's Arithmetic, Euclid; Natural Science (voluntary), one subject each term, *e.g.* Page's Geology (part of).	Smith's small Classical Dictionary; Smith's small Dictionary of Antiquities; Atlas, ancient and modern, chiefly Stamford's Harrow Atlas; Greek and Latin Dictionaries, Gradus, &c.	Greek Testament, St. Matthew, ch. iv. to xi.; St. Mark, ch. vii. to xi.; Virgil Æneid, V.; Xenophon, Anabasis, Lib. V., c. v. to VI., c. iv.; Horace Odes, Book I., c. i. to xii.; Cæsar, De Bello Gallico, Book VIII., i. to xxx.; Cicero, pro Lege Manilia, c.xiii. to end; Cicero in Catalinam, I. and part of II.; Euripides, Alcestis, 280 to 1104; Euripides, Medea, 1 to 575; Homer's Iliad, V. 1 to 288; Ovid's Fasti, Lib. I. to II., 616, (with certain omissions;) French, portions of Masson's Choix de Narrations (about 10 pages each term).	Call up boys by selection to construe, parse, and explain the various allusions. Errors passed down the form for correction, and places taken accordingly. Necessary corrections, with explanations and observations, are given by the master. From 8 to 10 boys are put on in each construing lesson. In repetitions a portion is said by every boy. The Form is placed once in each week by the aggregate number of marks of the previous week. Once a month reports of the progress and conduct of all the boys are sent by their tutors to their parents. At the end of each term the proficiency of the boys is tested by an examination in most of the work of the term, and the Form is finally arranged by the aggregate marks of the term, and the examination as obtained in Classics, History, Divinity, Mathematics, and Modern Languages collectively.	Scripture repetition, about 12 verses weekly (in 31 weeks exclusive of examination weeks); Horace, Odes, Book I., i. to xi., 350 lines; Virgil, Æneid, Book V., about 400 lines; Greek Grammar, elements of, to end of verbs in $\mu\iota$; Latin Grammar, syntax, selected rules of; voluntary, Milton, *e.g.*, L'Allegro, &c., 30 or 40 lines weekly. French: — Delille's French Grammar, four conjugations of regular verbs, with the exercises on them; Choix de Narrations, about 80 lines each term. Latin prose sentences by heart; Greek prose sentences by heart.	Holy Scripture, Joshua, Judges. Ruth, I. and II. Samuel, I. and II. Kings, II. Chronicles; Student's Hume, (holiday task), 3 times, from wars of the Roses to battle of Waterloo; Smith's History of Greece, from Peloponnesian War to death of Alexander; Liddell's History of Rome, from beginning to Licinian Laws; Butler's Geography, ancient Italy, America, &c. Voluntary:—Natural Science, Henslow's Botany, 2 chapters; Page's Introductory Text Book of Geology, half of. Euclid, Books I., II., and III., according to the proficiency of the different boys.

TABLE C.—HARROW.

7. The Kinds and Quantities (so far as they can be given) of Composition done in the Form in the same Year.					8. Other Subjects of Instruction forming Part of the regular Work of the Form, and taught either by Lecture, Demonstration, Experiment, or Observation, with the Amount of Time devoted to them, or of Ground gone over in the same Year.	9. Methods employed to test individual Proficiency in such "other Subjects."
	ORIGINAL.					
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	An occasional short set, 3 or 4 a year.	No original composition.	None.	None.		
Prose.	None.	None.	None.	None.	None.	None.
	TRANSLATION.					
Verse.	None.	About 44 exercises; 24 elegiacs, each 20 lines, from Oxenham's, and 20 lyrics, each 20 lines, from MS. notes.	None.	None.		
Prose.	Two or three translations of passages from authors read in school.	Thirty-five weekly exercises of 20 lines from Kennedy's Curriculum.	None.	Forty French exercises from grammar.		
	ORIGINAL.					
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	No original composition.	None.	None.		
Prose.	None.	No original composition.	None.	None.	None.	None.
	TRANSLATION.					
Verse.	Occasionally an Ode of Horace into English verse.	About 44 exercises in 31 weeks; *i.e.* 24 elegiacs (each 18 lines), and 20 lyrics (each 5 stanzas).	Greek sentences, 12, withbreathings and accents.	40 French exercises, in the year.		
Prose.	None.	Weekly exercises of 25 lines each from Kennedy's Curriculum.	None.	None.		
	ORIGINAL.					
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	None.	None.	None.		
Prose.	None.	None.	None.	None.	None.	None.
	TRANSLATION.					
Verse.	Occasional; *e.g.*, an Ode of Horace into English verse.	About 44 exercises in 31 weeks;* *i.e.*, 24 elegiacs, each 16 lines (Oxenham's elegiacs); 20 lyrics (Wilkins' lyrics), each 4 stanzas.	Greek sentences, about 6 each time; (these form only portion of a lesson).	French exercises, 40 exercises in the year.		
Prose.	Rarely, if ever, an English theme.	Weekly exercises of 20 lines each from Kennedy's Curriculum, Stili Latini.	None.	None.		

* *i.e.*, excluding examination weeks. The school broke up earlier than usual in the spring term, owing to illness.

HARROW.—TABLE C.

	1. Authors or Books used, (not being mere Books of Reference), with the Editions.	2. Authors or Books used, being merely Books of Reference, including Maps and Illustrations.	3. Authors construed or translated, *vivâ voce*, and the Quantity of each in the Year ending with the Summer Holidays 1861.	4. Method of hearing the Form in such construing or translating Lessons.	5. Authors whose Language has been committed to Memory, and the Quantity of each in the same Year.	6. Authors whose Substance and Matter have been committed to Memory, and the Quantity of each in the same Year.
Sixth, Third Division, 35 Boys. Mr. F. W. Farrar. Number of Boys from the Division who have left the School during the same year, 8.	Horace (the Odes), text; Homer, the Iliad, text; Xenophon, the Anabasis, *Long;* Ovid, the Fasti, text; Cicero pro Lege Manilia, text; Cæsar de Bello Gallico, *Long;* Greek Testament; Smith's Greek History; Liddell's Roman History; Butler's Modern Geography; Wordsworth's Greek Grammar; King Edward VI. Latin Grammar; French Grammar, Delille; Masson's Choix de Narrations; Oxenham's Elegiacs; Wilkins' Lyrics; Colenso's Arithmetic; Colenso's Algebra; Simpson's Euclid.	Dictionaries, Classical Dictionary; (Smith's smaller one), Harrow Atlas, &c.; Gradus.	Xenophon Anabasis, Book V., parts of IV. and VI.; Homer's Iliad, Book V., 300 lines, and part of Book III.; Cicero pro Lege Manilia (half); Or. against Cataline I.; Horace Odes, parts of Books I. II. IV.; Cæsar de Bell. Gall. VII., i.—xxi.; Greek Testament, St. Mark, i.—ix.; Masson's Choix de Narrations, about 24 pages.	Call up as many boys as the time will admit. Every mistake is passed down the form until some boy corrects it. Places taken throughout the lesson. Questions asked on the grammar, words, allusions, &c. of each piece translated, and every lesson made, as far as possible, a vehicle for general knowledge. All the requisite information drawn, as far as possible, from the knowledge already possessed by the whole number of the boys. The old lesson always done again with the new one, and the boys required to remember and reproduce from their notes whatever was told them the time before. Each boy after saying a lesson or construing a passage is marked according to the merit of his work, and the Form is placed every week in order of merit.	Horace, a number of Odes; Latin Grammar, all the chief rules of syntax; Greek Grammar, the declensions, conjugations, &c., and a large number of rules in accidence; the Gospels for each Sunday; various passages of English poetry, &c.	Smith's Greek History, B.C. 421-301. Liddell's Roman History to B.C. 367; Modern Geography, Great Britain and America; Greek Grammar (accidence); Old Testament History (Joshua to Daniel); the Student's Hume latter half); Euclid; French Grammar, &c.
Sheil, Fourth Division, 36 Boys (average). Mr. E. E. Bowen. Number of Boys from the Division who have left the School during the same Year, 7.	Homer (text); Xenophon's Anabasis (*Long*); Cæsar (text); Cicero's Orations (text); Horace (text); Greek History (Smith); Roman History (Liddell); Ancient Geography (Butler); Oxenham's Latin Elegiacs; Wilkins' Latin Lyrics; Latin Grammar (Edward VI.); Greek Grammar (Eton, *Wordsworth*); Greek Testament (text); French Grammar (Delille); Masson's Choix de Narrations; Colenso's Arithmetic; Colenso's Algebra; Euclid (*Simpson*).	Smith's smaller Classical Dictionary; Ancient Atlas (small Harrow); Modern Atlas (small Harrow); Liddell & Scott's smaller Lexicon; Latin-English Dictionary; Gradus ad Parnassum.	Xenoph. Ana. Book V., and part of IV. and VI.; Homer, Iliad, Book V. about 300 lines; Cicero, Or. against Cataline; Cicero, pro Lege Manilia (half); Horace, Odes, Book I., and part of II. and IV.; Greek Testament, St. Mark, ch. i.—x.; Cæsar, Bell. Gall., Book VII., ch. i.—xxii.; Masson's Choix de Narrations, about 24 pages.	Boys are set on, arbitrarily, to construe; each is asked questions in the parsing, proper names, &c. of the portion which he construes. Mistakes passed down the form, places taken accordingly; the marks of the placing at the end of school taken down, and all marks added up weekly. Boys are encouraged in various ways to take notes of the lesson and the explanations given.	Horace, 32 odes; Scripture, 14 chapters; extra voluntary repetition Greek Testament; Latin Grammar, syntax rules; Greek Grammar, accidence (part). [The above estimate is only approximate, as near as can be ascertained now.] * The grammars contain more than is thought necessary to learn: the selected portions are learnt by the form repeatedly in the year.	Roman History (Liddell), to 367 B.C.; Greek History (Smith), B.C. 421—301; Ancient Geography (Butler), Italy, Greece, Palestine, England; Greek Grammar, accidence (part);* Old Testament History, Joshua to Nehemiah; also Greek and Roman History, oral instruction; Delille's French Grammar, part;* Euclid, various.
Fourth Form, First Division, 36 Boys. Mr. J. Smith. Number of boys from the Division who have left the School during the Year, 3.	Xenophon's Anabasis, *Macmichael*, Grammar School Classic; Cæsar, *Long*, Grammar School Classic; Ovid, Selections, *Eton*; History of Greece, Goldsmith, *Simpson's* Edition; History of Rome, Goldsmith, *Simpson's* Edition; History of England, Markham; Greek Grammar, Wordsworth; Latin Grammar, King Edward VI.; Delille's French Grammar; Choix de Narrations; Colenso's Arithmetic; Bland's Verses.	Harrow School Atlas.	Xenophon, Lib. IV., c. iii. to end of book; Cæsar, Lib. III. to Lib. IV. c. iv.; Ovid, Phyllis Demophoonti; Laodamia Protesilao; Penelope Ulyssi; Choix de Narr. about 24 pages.	A boy reads a portion of the author in Greek or Latin, then construes it, and is asked such questions on history, geography, or grammar as arise. Parsing words is the chief work, and of this every boy has his share; but in construing, the number who are called upon varies; sometimes it is possible to get a small quantity construed by every boy, more frequently by 10 or 15 boys. All errors, &c. are passed down the Form, places are taken, and registered at the end of each lesson. At the close of each week a list is published of the order resulting from the addition of all the marks gained in the week.	Ovid, 300 lines, by the whole Form; and 240 lines in addition, voluntarily learnt by the abler and more industrious boys; Macaulay's Lays of Ancient Rome; Virginia; Ivry; various portions of the Bible, amounting to about 150 verses; Greek Grammar, various portions; Latin Grammar, 60 rules of syntax; 36 Hymns from Dr. Vaughan's Chapel Hymn Book; Choix de Narr. about 60 lines.	History of Greece, B.C. 421—301, from p. 91 to 251; History of Rome to B.C. 367, from p. 57 to 107; History of England, A.D. 1485—1789. from p. 243 to p. 493; Joshua, Judges, Ruth, I. II. Samuel; I. II. Kings; St. Mark; St. Luke, i.—ix.; French Grammar.

TABLE C.—HARROW.

7. The Kinds and Quantities (so far as they can be given) of Composition done in the Form in the same Year.					8. Other Subjects of Instruction forming Part of the regular Work of the Form, and taught either by Lecture, Demonstration, Experiment, or Observation, with the Amount of Time devoted to them, or of Ground gone over in the same Year.	9. Methods employed to test individual Proficiency in such "other Subjects."
	ORIGINAL.				None, except in so far as such subjects directly arise out of the regular work, already described.	
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	Occasional sets of English verse on some given subject.	None; very seldom, an easy fable given, to be written in Latin.	None.	None.		
Prose.	Occasional themes.	None.	None.	None.		
	TRANSLATION.				None.	None.
Verse.	Odes of Horace and passages of Homer, occasionally to be turned into English verse.	16 lines of Elegiacs and Lyrics twice a week (Oxenham's Elegiacs, Wilkins' Lyrics). About 44 exercises in the year.	None.	None.		
Prose.	Occasional translations of the authors construed in Form.	An easy piece of English to be turned into Latin once or twice a week. The length of the pieces varies with their difficulty; generally about 12 lines.	None.	Exercises from Delille's Grammar. About 20 exercises in the year.		
	ORIGINAL.				None, as regular work of the Form.	None, in Form.
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	None.	None.	None.		
Prose.	Cannot be classified; described as far as possible in return D.					
	TRANSLATION.					
Verse.	Only very seldom.	(With tutor) twice a week 16 lines, or less. Books used are Oxenham's Elegiacs, Wilkins' Lyrics. The number of exercises of this kind done in the year is rather more than 40. Each exercise is corrected originally by the tutor; it is then shown up in Form, and entered in the marks of the week.	None.	None.		
Prose.	Not systematic; described in return D.					
	ORIGINAL.				None.	None.
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	None.	None.	None.		
	None.	None.	None.	None.		
	TRANSLATION.					
Verse.	None.	60 copies of 14 lines each from Bland's Latin Hex. Pent. Very few boys do the whole, 14 in each set.	None.	None.		
Prose.	About 36 translations of Ovid, and a few of Cæsar or Xenophon.	36 copies of 5 sentences each; the English given by the master, based upon a previous lesson.	As in the case of Latin; but too variable for No. to be specified.	About 40 exercises from Delille.		

HARROW.—TABLE C.

	1. Authors or Books used (not being mere Books of Reference), with the Editions.	2. Authors or Books used, being merely Books of Reference, including Maps and Illustrations.	3. Authors construed or translated, *viva voce*, and the Quantity of each in the Year ending with the Summer Holidays 1861.	4. Method of hearing the Form in such construing or translating Lessons.	5. Authors whose Language has been committed to Memory, and the Quantity of each in the same Year.	6. Authors whose Substance and Matter have been committed to Memory, and the Quantity of each in the same Year.
Fourth Form, Second Division, 32 Boys. Mr. W. J. Bull. Number of Boys from the Division who have left the School during the same Year; None.	Xenophon's Anabasis, *Macmichael's edition;* Cæsar de Bello Gallico, *Long;* Electa ex Ovidio, Eton; Greek Grammar, Wordsworth; Latin Grammar, Edward VI.; Geography, Irish Society; History of Greece, Goldsmith, abridged by Simpson; History of Rome, Goldsmith, abridged by Simpson; French Grammar, Delille; Choix de Narrations; Colenso's Arithmetic; Bland's Verses.	Greek Lexicon, Liddell and Scott; Latin Dictionary, Riddle or Smith; Gradus; Atlas, Butler, Black, or Harrow.	Xenophon's Anabasis, Lib. IV., c. iii. to end of book; Cæsar de Bello Gallico, Lib. III. and IV. to c. iv.; Ovid, Deianira Herculi, Penelope Ulyssi, Phyllis Demophoonti; French, Choix de Narrations, about 24 pages.	Call up boys by selection to construe. The parsing done afterwards by boys who have not construed. All errors passed down the Form and places taken accordingly. The Form marked at the end of the lesson according to the resulting order. Separate marks given to those who are put on in construing. The Form is placed every Sunday in the order of merit for the preceding week.	Ovid, about 300 lines by the whole Form, and about 240 more said voluntarily by the higher boys; Scripture, Psalms, 103, 121, 122, 124, 139, 145, and The Epistle of St. James; Macaulay's Lays, about 500 lines said voluntarily by about one-third of the form; Hymns, about 36 from Dr. Vaughan's Chapel Hymn Book; Latin syntax, 60 rules selected; Greek Grammar accidence, and a few selected rules; French, Choix de Narrations, about 60 lines. The Latin syntax and Greek accidence are gone through at least twice and often three times in each term.	Scripture, Old Testament, Joshua, Judges, I. and II. Sam., I. and II. Kings; New Testament, St. Mark and St. Luke, i. to xviii. (in English version); Simpson's Greece, p. 91 to 251; Simpson's Rome, p. 57 to 107; Markham's England, p. 243 to 493.
Fourth Form, Third Division, 17 Boys, and Third Form. Mr. H. E. Hutton. Number of Boys from the Division who have left the School during the same Year; 5.	Xenophon's Anabasis, *Long;* Eton Electa ex Ovidio; Cæsar de Bello Gallico, *Long;* Arnold's Epitome Historiæ Romæ; Principia Græca, Hutton; Simpson's History of Rome; Ellis's Latin Exercises (from Cicero); Edward VI.'s Latin Grammar; Colenso's Arithmetic; Choix de Narrations, Masson; Delille's French Grammar and Exercises; Harrow Chapel Hymn Book.	Harrow Atlas; Gradus ad Parnassum (ad lib.); Latin Dictionary (ad lib.); Liddell's and Scott's (smaller) Greek Lexicon; Bland's Elegiacs.	Cæsar de Bello Gallico, II., xx. to xxxv., III., i. to xiii., the work of two terms; Arnold's Epitome Hist. Ant.; the chapters on Roman History from commencement to B.C., 451, the work of one term; Eton Electa ex Ovidio, 400 lines; Xenophon's Anabasis, IV., VIII., s. 1 to 14; Xenophon's Anabasis, V., i., ii., s. 1 to 14; Choix de Narrations, about six pages, each term, equal to 18 pages.	Each lesson consists of about 10 Greek, 12 Latin lines. Each boy in the form called up the same number of times in the week. Reads a portion, then construes Greek (or Latin) and English, then parses. Questions unanswered passed down, and a record kept by marks of the answers. Places not taken, but marks for questions answered added to total of week's marks. If the lesson be Ovid, the boy scans the lines as he reads. In such short lessons, the chief object is to ground thoroughly in the grammar of the languages, and geographical, historical, &c., allusions and illustrations are (comparatively) few, restricted, in fact, to what is required for a thorough acquaintance with the meaning of the author.	Ovid, 150 lines (compulsory), 150 lines (voluntary), total 300; selections from Scripture, about 300 verses; French, Choix de Narrations, about 60 lines; Latin Grammar, to end of irregular verbs (3 times in the year); Latin syntax, 60 selected rules (3 times in the year); Greek Grammar, (from Principia Græca) if possible to end of τύπτω (3 times in the year).	English, Greek, and Roman History as in IV., i., and IV., ii.

TABLE C.—HARROW.

7. The Kinds and Quantities (so far as they can be given) of Composition done in the Form in the same Year.					8. Other Subjects of Instruction forming Part of the regular Work of the Form, and taught either by Lecture, Demonstration, Experiment, or Observation, with the Amount of Time devoted to them, or of Ground gone over in the same Year.	9. Methods employed to test individual Proficiency in such "other Subjects."
	ORIGINAL.				None.	None.
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	None.	None.	None.		
Prose.	None.	None.	None.	None.		
	TRANSLATION.					
Verse.	None.	60 copies of 12 lines from Bland's Elegiacs. Few boys do the whole number.	None.	None.		
Prose.	About 76 translations of Ovid or Cæsar, 16 to 20 lines each, and about 38 of Xenophon, 16 lines.	Occasional exercises of English into Latin, the sentences based upon the Cæsar lesson.	None.	About 38 French exercises.		
	ORIGINAL.				None.	None.
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	None	None.	None.		
Prose.	None.	None.	None.	None.		
	TRANSLATION.					
Verse.	None.	Bland's Elegiacs, 20 lines each week. (About 38 weeks in the year.)	None.	Choix de Narrations (60 lines).		
Prose.	None.	Ellis's Latin Exercises; sentences selected illustrative of the rules of syntax learnt in Form, about 30 lines a week. (About 38 weeks in the year.)	None.	None.		

RUGBY.—TABLE C.

RUGBY - - - - -

1. Authors or Books used (not being mere Books of Reference), with the Editions.	2. Authors or Books used, being merely Books of Reference, including Maps and Illustrations.	3. Authors construed or translated, *vivâ voce*, and the Quantity of each in the Year ending with the Summer Holidays 1861.	4. Method of hearing the Form in such construing or translating Lessons.	5. Authors whose Language has been committed to Memory, and the Quantity of each in the same Year.	6. Authors whose Substance and Matter have been committed to Memory, and the Quantity of each in the same Year.
Sixth Form, 42 Boys. The Head Master. Number of Boys from the Form or Division of Form who have left the School during the same Year, 25.					
Hughes's Manual of Geography; Robertson's Charles V. The boys are always required to bring books without notes into school for construing lessons; and they generally use Tauchnitz's or Teubner's Classics.	Smith's Dictionary of Antiquities; Spruner's Atlas; Hughes's Bible Atlas; Smith's Biographical Dictionary.	Cicero de Naturâ Deorum, II. The First Book had been done in the preceding half-year. Juvenal, XI., XII., XIII., XIV., XV., XVI.; Virgil, Georgic, IV.; Æneid, XI., XII.; Lucretius, VI.; Aristophanes, Aves, Equites; Æschylus, Prom. Vinct.; Odyssey, XXI.-XXIII.; Herodotus, VIII.; Thucydides, III.	Call up four, five, or six boys by chance selection; each boy's name so called being marked to secure that all shall be called an equal number of times in the course of a month. The boy called stands up in his place, reads till he is told to stop, then translates into English without taking the words of the original. If he makes a mistake, he is stopped, and another is called on to correct him, and if he fails, then another, and so on. Slight inaccuracies or expressions which, though bad otherwise, are not inaccurate, are not noticed till he has done. Then these slips are noticed one by one; a better rendering is called for, either from himself or from some one else. Sometimes these sentences, sometimes the whole passage, is translated by the master. Then the passage is parsed, and historical, geographical, or other allusions are asked for. Finally, the master makes observations on the grammatical, historical, &c., &c., questions, that may present themselves. But the aim of the lesson is not to give information so much as to make every boy thoroughly understand the author, and more stress is laid upon the shades of meaning expressed by moods, tenses, collocation of words, &c., &c., and upon the connexion of thought, than upon any knowledge extraneous to the passage which it might be thought to illustrate. After reading a book through, two or three lessons are devoted to a retrospect of what is contained in it. If it be a philosophical or historical book, the master sometimes requires an analysis of it, but always finally gives a careful analysis of his own. In this analysis the connexion of events, if the work be historical, of reasoning if it be argumentative, is worked out.	Virgil, Book XI.; Juvenal, Sat. XI., XII.; Lucretius, Book VI.; Virgil, Georgic, IV. The repetitions are 60 lines a week. On Monday mornings they learn six or seven verses of the Bible instead.	Thucydides, III.; Herodotus, VIII.; Livy, VIII.; Cicero, De Naturâ Deorum, II.; Robertson's Charles V.; Hughes' Geography, Europe.
The Twenty, 23 Boys. Mr. T. S. Evans. Number of Boys from the Form or Division of Form who have left the School during the same Year, 5.					
Homer (the plain text); Horace (*Orellius*); Thucydides (*Arnold*); Sophocles (*Hermann* and also *Schneidewin*); Æschylus (*Paley*); Plato (*Stallbaum*); Greek Grammar (Wordsworth); Latin Grammar (Kennedy's).	Liddell and Scott's Greek Lexicon; Andrew's Latin Dictionary; Smith's Dictionary of Antiquities; Butler's Atlas.	Sophocles, Electra, Cicero, De Officiis, Lib. III.; Horace Odes, Books I. and III.; Plato, Phædo, c. i.-xxxii. (about one-half); Virgil, Æneid Second; Cicero, Second Philippic; Ovid "Nux Elegia"; Euripides, 300 lines; Homer, Iliad, XVII. *Divinity.* St. Peter's First and Second Epistles; and Corinthians, Epist. I., cc. i.-xii.	Call up one boy at a time, who, after reading aloud ten or a dozen lines of the lesson, translates them into English without taking the Greek or Latin words. When he has construed the piece, which he is allowed to do without being interrupted, in order to encourage fluency, he is questioned on the mistakes he has made, and if he cannot correct them, the questions are passed on to others. No taking of places during the lesson. As he questions each boy after his construe, the master draws attention to or briefly explains the allusions, the connexion of the argument, the structure of sentences, and requires illustrations of idioms from English authors, and from Greek and Roman. The last quarter of an hour is mostly occupied by the master in translating the lesson *vivâ voce*. Four boys in succession are mostly set on to construe each lesson.	Horace, 30 odes; Virgil, 500 lines; Sophocles, 700 lines.	Books of Joshua and of Judges; the 1st and 2nd Books of Kings; Macintosh's History of England, Vol. I. pp. 1-130; Smith's History of Greece, Book IV., pp. 239-418; Merivale's Fall of the Roman Republic, pp. 456-553. Every boy is expected to get up the argument and general substance of every book or part of a book he has learnt in the form.

RUGBY.

TABLE C.—RUGBY.

7. The kinds and Quantities (so far as they can be given) of Composition done in the Form in the same Year.					8. Other Subjects of Instruction forming Part of the regular Work of the Form, and taught either by Lecture, Demonstration, Experiment, or Observation, with the Amount of Time devoted to them, or of Ground gone over in the same Year.	9. Methods employed to test individual Proficiency in such "other Subjects."
	ORIGINAL.				*See* TABLE B. b.	
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	Ten copies about 30 lines each.	None.	None.		
Prose.	Eight copies, each English essay covering on an average a sheet of letter paper.	20 copies. Each Latin essay covers on an average nearly three-quarters of a sheet of letter paper.	None.	None.		
	TRANSLATION.					
Verse.	None.	About 15 copies, each copy about 30 lines.	About 20 copies, each copy about 20 lines.	None.		
Prose.	About 20 copies, done in school.	About 35 copies done in school, and 5 out, each copy about 15 lines.	About 12 copies in school, and 10 out, each copy about 12 lines.	None.		
	ORIGINAL.					
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	14 copies, 22 lines each.	None.	None.		
Prose.	None.	18 copies, 25 lines.	None.	None.		
	TRANSLATION.					
Verse.	None.	30 copies, mostly elegiacs of 16 lines, sometimes lyrics or hexameters, passages taken often from Holden's Foliorum Silvula.	20 copies, from 10 to 12 lines of Shakspeare.	None.		
Prose.	None.	28 short pieces, involving hard constructions.	12	None.		

RUGBY.—TABLE C.

1. Authors or Books used (not being mere Books of Reference), with the Editions.	2. Authors or Books used, being merely Books of Reference, including Maps and Illustrations.	3. Authors construed or translated *vivâ voce*, and the Quantity of each in the Year ending with the Summer Holidays 1861.	4. Method of hearing the Form in such construing or translating Lessons.	5. Authors whose Language has been committed to Memory, and the Quantity of each in the same Year.	6. Authors whose Substance and Matter have been committed to Memory, and the Quantity of each in the same Year.
Fifth Form, Upper Division, 35 Boys. Mr. C. Evans. Number of Boys from the Form or Division of Form who have left the School during the same Year, 7.					
Latin Grammar, Kennedy; Greek Grammar, Wordsworth; Homer, *Dindorf*; Thucydides, *Bekker, Arnold; Æschylus, Dindorf*; Sophocles, *Dindorf*; Demosthenes, *Bekker, Penrose*; Virgil, *Heyne, Forbiger, Conington*; Horace, *Orelli*; Cicero, *Zumpt*; Livy, *Bekker*; Greek Testament, Textus Receptus; Smith's History of Greece; Liddell's History of Rome.	Smith's Latin Dictionary; Liddell and Scott's Greek Lexicon; Smith's Classical Dictionary; Atlas, Society U.K.	Homer, Iliad, Book I.; Thucydides, Book II.; Æschylus, Eumenides; Sophocles, Electra; Virgil, Georgics, I., II., IV.; Horace, Odes, I.; Cicero de Officiis, Book III.; Livy, Book V.; Greek Testament, St. Mark and Acts of the Apostles.	The passage for translation generally consists of 50 lines. The lesson lasts an hour, during which 8 or 10 boys are called up, the rest sitting, to translate, parse, and answer questions on points illustrative of the passage. The boys are called up by selection, in no regular cycle, yet so that, on the average, every boy is set on once in every four lessons. No places are taken, but marks are given for every good answer, as well as for every translation, and on these marks, combined with those of the half-yearly examinations, promotions depend. Questions are not passed down the form in regular order, but are distributed, as much as possible, to fix the attention of the whole form, with due regard to the special wants of individuals. Notes are taken during the lesson by the pupils. At the end of a lesson the passage is generally translated by the master.	Æschylus, Eumenides, 350 lines; Virgil, Georgic I., and 150 lines of Georgic II., Georgic IV.; Livy, V., six chapters; Sophocles, Electra, 300 lines; Horace, Odes I., 25 odes; Milton and Shakespeare, 300 lines.	Smith's Greece; Liddell's Rome; 300 pages of each. St. Mark, Acts of the Apostles; Thucydides, II.; Livy, V.
Fifth Form, Second Division, average 33 Boys. Mr. C. A. Anstey. Number of Boys from the Form or Division of Form who have left the School during the same Year, 8.					
Homer, Iliad and Odyssey (plain text); Virgil (without notes); Livy (*Cuvier*); *Clough*'s Plutarch's Lives; Smith's Greece; Liddell's Rome; Beatson's Greek Iambics; Crombie's Gymnasium; Kennedy's Materials; Æschylus, Prometheus (*Oxford edition*); Ovid's Fasti (*Rugby School edition*); Horace's Odes, (plain text) (*Wilkins* or *Maclean*); Wordsworth's Greek Grammar; Kennedy's Latin Grammar; Collis's Cards (Greek and Latin verbs); Cicero's Orations (*Rugby edition*); Greek Testament (*Oxford edition*).	Butler's Atlas; Smith's Antiquities; Smith's Classical Dictionary; Riddle's or Ainsworth's Latin Dictionary; Liddell and Scott's Greek Dictionary, large edition.	Iliad, 24th; Prometheus; Virgil, Æn. VII. (400 lines); Livy, Book III., 30 chapters; Horace, Book I., Odes; Ovid's Fasti, Lib. II.; Cicero pro Sexto Am. (two-thirds); Acts, the whole; Herodotus, parts of II.	About 10 boys called up by selection at each lesson to construe, explain, and parse. Errors passed down the form and answers to questions valued in marks. No change of places *generally* at each lesson, but at the end of each month, and according to the marks obtained during that time at each lesson, by construing, parsing, and by answers to questions and composition. N.B. The parsing not reserved till the whole construing of lesson is finished, but accompanying each boy's construing.	Virgil, about 400; Ovid, about 400; Horace, about 450; Milton's Paradise Lost, average 200 or 300; Greek and Latin Grammar, all the large print, with several of the more useful rules in small print; syntax, accents (all, two or three times over), and constant practice in Collis's Cards and Kennedy's irregular verbs, substantives, &c. Besides the above, a large quantity of lines is learnt by each boy as an extra at the Christmas examination.	Butler's Geography, generally; Smith's Greece; Liddell's Rome; and in illustration of subject of lesson, quotations from all books learnt in the lower forms. Every boy is expected to get up the argument and general substance of every book or part of a book he has learnt in the form.

TABLE C.—RUGBY.

7. The Kinds and Quantities (so far as they can be given) of Composition done in the Form in the same Year.					8. Other Subjects of Instruction forming Part of the regular Work of the Form, and taught either by Lecture, Demonstration, Experiment, or Observation, with the Amount of Time devoted to them, or of Ground gone over in the same Year.	9. Methods employed to test individual Proficiency in such "other Subjects."
ORIGINAL.						
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	18 copies, about 450 lines in all. Hexameters, a few hints given, and the subject generally such as to involve some historical reading.	2 copies, about 40 lines in all.	None.		
Prose.	One essay.	10 copies, about 250 lines in all.	None.	None.	*See* Table B b.	
TRANSLATION.						
Verse.	None.	36 copies, about 720 lines in all; elegiacs and lyrics; free translation.	40 copies, about 480 lines in all, aided by a paraphrase at first, free translations towards the end of the half-year.	None.		
Prose.	None.	60 copies, about 800 lines in all.	None.	None.		
ORIGINAL.						
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	None.	None.	None.		
Prose.	None.	None.	None.	None.		
TRANSLATION.						
Verse.	None.	30 copies of 16 verses (elegiacs, hexameters, or lyrics) from some English poet, made easy.	24 copies of 8 or 10 lines, Greek iambics, translated from a Greek play or Beatson.	None.		
Prose.	None.	Latin sentences, *vivâ voce*, afterwards repeated once or twice a week; 30 copies from Kennedy's Materials or Crombie's Gymnasium of about 20 lines each.	Occasional lessons from Wilkins' Greek Sentences. Quantity done in the year from 15 to 20 pages.	None.		

RUGBY.—TABLE C.

Fifth Form, Second Division, 33 Boys. Mr. C. T. Arnold.
Number of Boys from the Form or Division of Form who have left School during the same Year, 6.

1. Authors or Books used, (not being mere Books of Reference), with the Editions.	2. Authors or Books used, being merely Books of Reference, including Maps and Illustrations.	3. Authors construed or translated *viva voce*, and the Quantity of each in the year ending with the Summer Holidays 1861.	4. Method of hearing the Form in such construing or translating Lessons.	5. Authors whose Language has been committed to Memory, and the Quantity of each in same year.	6. Authors whose Substance and Matter have been committed to Memory, and the Quantity of each in the same Year.
Homer, *Oxford Text*; Aristophanes, *Holden's Expurgated*; Æschylus, *Oxford Text*; Demosthenes; Wilkins' Olynthiacs; C. T. Penrose, Select Orations; Herodotus, *Oxford Text*; Virgil, *Oxford Text*; Horace, *Oxford and Cambridge Text*; Cicero, Select Orations, *a Rugby Reprint from Nobbe's Text*; Livy, *Bekker*, 3 vols.; Greek Testament, *Oxford Text*.	Liddell and Scott's larger Lexicon; Malt-by's Gradus; Wordsworth's Greek Grammar; Kennedy's Latin Grammar; Smith's Classical Dictionary; Kiepert's Wandkarte of Greece and Italy; Keith Johnstone's School Atlas; Stanley's Palestine.	Iliad, XXIV.; Aristophanes, parts of Vespæ; Æschylus, Prometheus Vinctus, and Septem contra Thebas; Demosthenes, 1st Olynthiac; Herodotus, parts of II.; Virgil, Æneid, VII.; Horace, Ode I.; Cicero pro Sexto Roscio Am. pro Milone; Livy, III.; Acts of Apostles, Greek Testament.	Call up on an average six boys in each lesson to construe, into English always and all through often, and in parts from English back to Latin or Greek. Errors passed on for correction to other boys; no places taken, but marks given; constant parsing and repetition of grammatical forms; questions in geography and history where names occur in lesson; and, after each lesson, construing it over to the boys. Details continually varying according to the kind of boys then in form; clever boys, loosely prepared, would require different handling from slow boys, who had been kept too exclusively to grammar and parsing; boys entering upon new subjects for the first time from boys reading work, to which they had been accustomed for some years; the end in view being in all cases the same, viz., to ensure, 1st, accuracy in grammatical forms; 2nd, a spirited rendering into English, suitable to the author; 3rd, an understanding of his argument and feeling of the author. And the most direct means to encourage boys to work for this end being (in this part of the school especially, where the stimulus of taking places at every lesson is for the first time removed), to give a distinct value in marks to each kind of excellence, and to every effort made to attain to such excellence, and to give them an idea every week or fortnight how their mark account stands.	Virgil, 400 lines; Horace, 500 lines; Æschylus, 300 lines; extracts from English Poets, Scott, Wordsworth, Tennyson, &c., 400 lines. So far compulsory for all. One of the following necessary,—400 Milton or Shakspeare, 600 Scott or Tennyson, or Campbell, or any standard lyric poets; 500 Horace, Odes; 300 Greek Play; 300 Homer, 300 Virgil.	Clough's edition of Plutarch's Lives (selections, half); Smith's Greece, Pelopponesian War; Liddell's Rome, Punic Wars, with choice from Smith's Greece, other parts; Arnold's Rome, c. xliii.-xlv.; Macaulay's England, iv., v.; Clough's Selections from Plutarch (other half); Hughes' Geography, p. 69-125, with 2 maps, one completely finished, the 2nd in outline for examination. Boys are expected to pass an examination in the substance of the authors put down in column 3; but it is not the custom to "commit substance and matter to memory."

Upper Middle Form, First Division, 98 Boys.
Mr. L. F. Burrows.
Number of Boys from the Form or Division of Form who have left the School during the same Year 9.

Oxford Greek Test.; Sir J. Mackintosh's England; Rev. J. White's France; Hughes' Geography. All Latin and Greek texts, small editions, without notes, chiefly Parker's.	Liddell and Scott's Lexicon; Kennedy's Latin Grammar; Wordsworth's Greek Grammar; Smith's Classical Dictionary; Arnold's Gradus; Malt-by's Gradus; Keith Johnstone's Atlas; Andrew's Latin Dictionary.	The Gospel of St. Matthew in Greek; Herodotus, 70 chapters of Book III.; Euripides, Hecuba; Cicero, De Lege Manilia; Sallust, 25 chapters of the Jugurthine War; Ovid's Fasti, Book IV., 500 lines; Horace, Book IV., Carmen Sæc.	Each boy called on to construe and parse in Latin or Greek at any rate once in a fortnight, frequently oftener. Places taken in all ways, marked at end of each lesson and marks added up at end of each week. French and mathematical and composition marks all added together, the whole total being made about equal to the marks of the half-yearly examination. Boys promoted according to this last total.	Hecuba, 150 lines; Horace, 250; Ovid, 250; Shakspeare, 200; Milton, Lycidas. Parts of the Bible.	Tales of a Grandfather, 12 chapters; White's France, 100 pages; Sir J. Mackintosh's England, 250 pages of Vol. II.; Geography, passim; Book of Judges, with Stanley's Palestine.

TABLE C.—RUGBY.

7. The Kinds and Quantities (so far as they can be given) of Composition done in the Form in the same Year.					8. Other Subjects of Instruction forming Part of the regular Work of the Form, and taught either by Lecture, Demonstration, Experiment, or Observation, with the Amount of Time devoted to them, or of Ground gone over in the same Year.	9. Methods employed to test individual Proficiency in such "other Subjects."
	ORIGINAL.				10 lessons of an hour each, on laying down coast outline, rivers, &c. on a map.	A paper given after each lesson to test their understanding of what was told them, and their ability to apply it.
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	2 copies, 60 lines, original on some subject.	2 copies, 20-30 lines, original on some subject.	None.	See other Returns.		
Prose.	4 copies, 120 lines, original on some subject.	2 copies, 30-40 lines, original on some subject.	None.	See other Returns.		
	TRANSLATION.				And *see* Table B b.	
Verse.	2 copies, 40 lines, from some passage construed in form.	40 copies, 640 lines, from "British Poets;" Dublin pieces, adapted.	28 copies, 280 lines, from easy bits of English Poetry, adapted, with many words given.	See other Returns.		
Prose.	20 copies, 400 lines, from the books being construed in form.	56 copies, 1,120 lines, Kennedy's Materials, Crombie's Gymnasium, Foliorum Centuriæ.	28 copies, 560 lines, chiefly from Wilkins' Elementary Greek Prose Book.	See other Returns.		
	ORIGINAL.				Maps illustrating work done; say 24.	
	English.	Latin.	Greek.	Modern Foreign.		
Verse	An occasional copy.	An occasional copy.	None.	None.		
Prose	An occasional copy.	None.	None.	None.		
	TRANSLATION.				*See* Table B b.	
Verse.	A few translations from Greek choruses; say 6.	Walford's 2nd Verse Book; Wilkins' Lyrics; Moberly's Verses, about 1,000.	Beatson's Iambics, say 200.	None.		
Prose.	None.	Dr. Kennedy's Curriculum; about 50 pages.	None.	None.		

RUGBY.—TABLE C.

1. Authors or Books used (not being mere Books of Reference), with the Editions.	2. Authors or Books used, being merely Books of Reference, including Maps and Illustrations.	3. Authors construed or translated *vivâ voce*, and the Quantity of each in the Year ending with the Summer Holidays 1861.	4. Method of hearing the Form in such construing or translating Lessons.	5. Authors whose Language has been committed to Memory, and the Quantity of each in the same Year.	6. Authors whose Substance and Matter have been committed to Memory, and the Quantity of each in the same Year.
Upper Middle Form, First Division, 37 Boys. Mr. T. W. Jex Blake. Number of Boys from the Form or Division of Form who have left School during the same year, 9.					
Herodotus, Sallust, Ovid, Cicero, Horace; Text only, no notes. Euripides Hecuba; English Notes, very brief and few; published by Parker, West Strand. Grammars, Wordsworth's Greek, Kennedy's Latin. Collis' Greek and Latin Verb Card. Walford's Second Series of Latin Elegiacs; Wilkins's Latin Lyrics; Beatson's Greek Iambics; Moberly's Praxis; Kennedy's Curriculum.	Smith's smaller Classical Dictionary; Atlas, Arrowsmith, or Butler, or Spruner, or Keith Johnstone. Liddell and Scott's larger Lexicon; Andrew's, Smith's or Riddle's Latin Dictionary; Yonge's English-Greek; Riddle and Arnold's English-Latin; Maltby's Greek Gradus; Yonge or Arnold's Latin Gradus; or Quicherat's Thesaurus.	Herodotus IV., lxi-lxxxvii., cxviii.-clx.; Sallust, Jugurtha, c. i.-xxv; Ovid's Fasti, IV., 500 lines, not entirely consecutive; Euripides, Hecuba; Cicero, Pro lege Manilia; Horace, Odes, 4th Book; St. John's Gospel, c. i.-x.; St. Luke's Gospel, c. i.-viii.	Place-taking form. Call up each boy to construe and parse, at least once each week; generally six at each of the eight construing lessons. Give him marks for his performance (maximum 100 out of 800 maximum total of week's marks), apart from those he gets by his place at the end of lesson. Pass all his mistakes down the form, and let the best answerer come up. If the mistake is not answered before it reaches the bottom, not invariably take it to the top, but ask it wherever attention seems to flag. Hear repetitions (except Bible) in the same way, passing down mistakes, calling up in no fixed order, but putting on every boy in each lesson.	Æneid, IX., 200 lines; Fasti, IV., 200 lines; Hecuba, 300 lines; Horace, Odes IV., 344 lines, during the 2 half-years. Milton's Lycidas; Shakspeare's Henry VIII., A. iv. Sc. 2., 170 lines, part of 2 holiday tasks. 300 verses, more or less, of the Psalms or New Testament.	White's France (illustrated and enlivened from Carlyle's French Revolution), p. 432-534; Mackintosh's England, Vol. II., p. 1-130; Hughes' Geography, France, with maps; Alpine System, with rivers flowing south, and cities on them, partly Hughes, partly Johnson's Handbook. During 2 half years. Mackintosh's England, Vol. II., p. 131-247; Tales of a Grandfather, 12 chapters. Part of 2 holiday tasks. Judges, with Stanley's Palestine.
Upper Middle Form, Second Division, 34 Boys. Mr. A. G. Butler. Number of Boys from the Form or Division of Form who have left the School during the same Year, 5.					
Homer, small Oxford edition; Ovid, *Cookesley's* Electa ex Ovidio; also Ovid's Fasti, *Paley's edition*; Horace, *Macleane's smaller edition*; Anthologia, *Rugby edition*; Virgil's Eclogues, *small Oxford edition*; Cæsar, *Long's edition*; Liddell's smaller History of Rome; Hughes' Geography; Greek Testament; Wordsworth's Greek Grammar; Kennedy's Latin Grammar; Collis's Cards of Irregular Greek and Latin verbs; Moberly's Latin Elegiac Verse Book; Walford's ditto; Wilkins's Latin Lyrics; Kennedy's Curriculum; Moberly's Praxis.	Smaller Liddell and Scott's Lexicon; Smith's Latin Dictionary; Long's Atlas, or the Harrow ditto; a classical dictionary, either smaller Smith, or Rich's; Gradus, Young or Arnold; English-Latin Lexicon, either Riddle's or Yonge.	Virgil, the Eclogues; Homer, Il. X. and XXIII.; Cæsar, Books IV. and VI.; Ovid (Electa ex Ovidio, *Cookesley*), 500 lines; Horace, Book IV., Odes; Anthologia (Evans), 200 lines.	A Latin lesson averages 35 lines, a Greek 22; in the former the less familiar words, in the latter nearly every word is parsed. Each boy, who is called up, construes from 2 to 4 lines; if he make mistakes, he is corrected and "taken up" by some one below him. If he does well he keeps his place, and gets extra marks. Every one is marked at the end of lesson by his place in form, his number, *i. e.* from the bottom.	About 650 lines made up of Horace, Ovid, and Virgil; and ten verses of the Bible weekly.	Joshua, Judges, Samuel, I. and II.; and Gospel of St. Luke in English; History of Greece (Smith, 120 pages; History of Rome (Liddell), 120 pages; Hughes' Geography (say) 50 pages.
Upper Middle Form, Second Division, 32 Boys. Mr. C. B. Hutchinson. Number of Boys from the Form or Division of Form who have left School during the same Year, 17.					
Homer, small Oxford edition; Ovid, *Cookesley's* Electa ex Ovidio; also Ovid's Fasti, *Paley's edition*; Horace, *Macleane's smaller edition*; Anthologia, *Rugby edition*; Virgil's Eclogues, *small Oxford edition*; Cæsar, *Long's edition*; Liddell's smaller History of Rome; Hughes' Geography; Greek Testament; Wordsworth's Greek Grammar; Kennedy's Latin Grammar; Collis's Cards of Irregular Greek and Latin verbs; Moberly's Latin Elegiac Verse Book; Walford's ditto; Wilkins's Latin Lyrics; Kennedy's Curriculum; Moberly's Praxis.	Smaller Liddell and Scott's Lexicon; Smith's Latin Dictionary; Long's Atlas, or the Harrow ditto; a classical dictionary, either smaller Smith, or Rich's; Gradus, Young or Arnold; English Latin Lexicon, either Riddle's or Yonge.	Iliad, X., XXIII. 1-800; Anthologia (*Rugby edition*), p. 41-61; Ovid (Eton selections); Laodameia Protesilao, Dido Æneæ, and Nos. V., VI., and XIV.—LXXIV.; LXXVII.-LXXXI., Virgil, Ecl., V.-X.; Horace, Odes, Book IV.; Cæsar, Bell. Gall., Books III., IV., and VII., chap. i-lvii.; St. Luke in Greek, chap. i.-xiv. The above was the work done in form; each boy, with two exceptions, prepared besides this, in tutor, Homer, Iliad, VI.; Virgil, Æneid, IX., 1-620. N.B. The two boys who did not prepare classical subjects with their tutor, read extra mathematics instead.	An average of 6 boys "set on" to construe at each lesson, so that each boy may be put on twice a week. The boy set on construes, parses, and explains allusions occurring in his piece; all errors passed down the form, and places taken accordingly. The whole lesson always construed to the form by the master, after the boys have finished. A Latin lesson averages 35 lines; a Greek 25. Marks are given for construing, and at the end of the lesson every boy is also marked by his place in form.	Ten verses of the Bible weekly; Horace, 200 lines; Ovid, 300 lines; Virgil, 150 lines; Greek Grammar to end of verbs in $\mu\iota$; Latin Grammar, Accidence, rules for Gender, and Syntaxis Minor (special rules); Collis's irregular Greek and Latin verbs.	Liddell's smaller History of Rome; "The Punic and the Civil Wars;" Hughes' Geography, North America; St. Luke's Gospel in English.

TABLE C.—RUGBY.

7. The Kinds and Quantities (so far as they can be given) of Composition done in the Form in the same Year.					8. Other Subjects of Instruction, forming Part of the regular Work of the Form, and taught either by Lecture, Demonstration, Experiment, or Observation, with the Amount of Time devoted to them, or of Ground gone over in the same Year.	9. Methods employed to test individual Proficiency in such "other subjects."
		ORIGINAL.				
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	5 or 6 copies on easy subjects, varying from 1 to 10 lines each.	None.	None.		
Prose.	2 or 3 copies, 15 to 50 lines each.	3 or 4 copies, descriptive, not essays, 5 to 20 lines each.	None.	None.		
		TRANSLATION.				
Verse.	2 or 3, 15 to 20 lines each.	65 copies, 650 lines in all; Walford's 2nd Book for Elegiacs; Wilkin's Lyrics.	18 copies, 150 lines in all; Beatson's Greek Iambics.	None.		
Prose.	None.	40 copies on paper, 600 lines in all. 30 lessons *vivâ voce*, with Moberly's Praxis, or Kennedy's Curriculum; 600 lines in all.	None.	None.		
		ORIGINAL.				
Verse.	None.	None.	None.	None.		
Prose.	One copy.	None.	None.	None.		
		TRANSLATION.				
Verse.	None.	Moberly's Elegiacs and Wilkins's Lyrics, twice or three times a week; average number (say) 8 lines a time; in year (say) 450 elegiacs, 200 lyrics.*	None.	None.		
Prose.	None.	Twice a week from Moberly's Praxis, and dictation, about 20 lines a time, in year (say) 800 lines.	None.	None.		
		ORIGINAL.				
Verse.	None.	None.	None.	None.		
Prose.	One copy.	None.	None.	None.		
		TRANSLATION.				
Verse.	None.	Moberly's Latin Verses; Walford's Latin Verses, Part I.; Wilkins's Lyrics; 68 copies, averaging 8 lines.	None.	None.		
Prose.	None.	Moberly's Praxis; Kennedy's Curriculum and translations; 40 copies (about) averaging 18 lines; about 25 or 30 lessons *vivâ voce*.	None.	None.		

* The clever boys would do considerably more than this.

RUGBY.—TABLE C.

1 Authors or Books used, (not being mere Books of Reference), with the Edition.	2. Authors or Books used, being merely Books of Reference, including Maps and Illustrations.	3. Authors construed or translated *vivâ vo.e.* and the Quantity of each in the Year ending with the Summer Holidays 1861.	4. Method of hearing the Form in such construing or or translating Lessons.	5. Authors whose Language has been committed to Memory, and the Quantity of each in the same Year.	6. Authors whose Substance and Matter have been committed to Memory, and the Quantity of each in the same Year.
Upper Middle Form,* 3rd Division, 29 Boys. Mr. Moberly. Number of Boys from the Form or Division of Form who have left the School during the same Year, None.					
Greek Testament, *Bishop Lloyd;* Homer (*Oxford text*); Cæsar, *Long;* Xenophon's Anabasis. *Macmichael;* Ovid, Selecta ex; Praxis of Latin composition, Moberly; Examples in Elegiac Verse, Moberly; Smith's History of Greece; Hughes' Geogaphy	Lexicon, Liddell and Scott (abridged); Dictionary (Latin), Yonge's; Gradus, any edition; Atlas, Butler's or Johnstone's; Greek Grammar, Wordsworth; Latin Grammar, Kennedy; Latin and Greek Verbs, Collis.	Cæsar, Two Books; Ovid, 2,000 lines; Xenophon, eight chapters; Homer, 1,000 lines; Greek Testament, 12 chapters. N.B. — This is an average estimate, the form having been constituted only in September 1861.	1. Each boy construes from two to three times in the week, for which he has a special mark. 2. He also has many questions in each lesson passed to him, taking places for a successful answer. Numbers in the form are taken after each lesson. 3. In Greek, construing is word by word, or nearly so; in Latin, a sentence (main or subordinate) is taken together.	Ovid, Selections, 400 lines; Psalms at the rate of 12 verses per week.	Smith's History of Greece, from the beginning to B. C. 400.
Lower Middle Form, 30 Boys. Mr. E. A. Scott. Number of Boys from the Form or Division of Form who have left the School during the same Year, 4.					
Xenophon's Anabasis, plain text; Homer, Iliad, plain text; Ovid, Electa *Cookesley;* Cæsar, *Long;* Smith's History of Greece (the larger was used during the year ended Midsummer 1861; now the smaller has been substituted); Wordsworth's Greek Grammar, Kennedy's Latin Grammar; Moberly's Latin Verses; Moberly's Latin Prose Exercises; Walford's or Penrose's Latin verses.	Yonge's English-Latin Dictionary; Smith's Latin-English Dictionary; Liddell's small Greek Lexicon; Smith's small Classical Dictionary; Maps, &c.	Iliad, VI., 500 lines; Ovid, 600 lines; Cæsar, 1st Book; Xenophon, 32 pages.	A boy called up to construe three lines of Xenophon. The same piece construed by another boy, or by two others, if a hard piece; questions asked, and constructions explained. The same process repeated until the lesson is finished; provided always, that about a quarter of an hour is left for parsing. Each boy is called up, or as many as the time will allow of, and required to parse a word completely. In Cæsar or Ovid the same method is pursued, except that in Cæsar about five lines are construed, in Ovid two or four. Boys are called up by selection, and all errors passed down the form.	Ovid, 200 lines every half-year. These are exacted in the half-yearly examinations. Portions of Scripture are also learnt, two each week, but these are not exacted subsequently. Every boy is set on in every repetition lesson, without fail.	Smith's Greece to the Persian wars; St. Luke; Genesis; Exodus.
Lower Middle Form, 27 Boys. Mr. J. Percival. Number of Boys from the Form or Division of Form who have left the School during the same Year, 10.					
Homer (*Oxford text*); *Macmichael's* Xenophon; *Long's* Cæsar; Eton selections from Ovid; Greek Testament; Wordsworth's Greek Grammar; Kennedy's Latin Grammar; Moberly's Verse Book; Moberly's Praxis; Smith's History of Greece.	Butler's Atlas; Johnstone's Atlas; Liddell and Scott's small Lexicon; Riddle's small Latin Dictionary; Yonge's English-Latin Dictionary.	Iliad 6th, 200 lines; Xenophon's Anabasis, 32 pages; Cæsar, one Book; Ovid, about 600 lines; Greek Testament, 12 chapters of St. Luke.	Call up any boy, by selection, to construe, explain allusions, and parse; then call up another boy to construe the same sentence, and answer similar questions; then call up several in succession to parse single words, or explain constructions, &c., always by selection, till the sentence is exhausted, and so on through the lesson. All errors passed down the form, and places taken accordingly.	Ovid, 400 lines; Psalms, about 12 verses each week.	Smith's History of Greece, down to the Persian wars; also the period of Philip and Alexander the Great. St. Luke's Gospel, 12 chapters.

* This form having been constituted in September 1861, the statement

TABLE C.—RUGBY.

7. The Kinds and Quantities (so far as they can be given) of Composition done in the Form in the same Year.					8. Other Subjects of Instruction forming Part of the regular Work of the Form, and taught either by Lecture, Demonstration, Experiment, or Observation, with the Amount of Time devoted to them, or of Ground gone over in the same Year.	9. Methods employed to test individual Proficiency in such "other Subjects."
ORIGINAL.						
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	None.	None.	None.		
Prose.	None.	None.	None.	None.	*See* Table B b.	
TRANSLATION.						
Verse.	None.	Elegiacs (Moberly's), 550.	None.	None.		
Prose.	None.	Praxis (Moberly's), 200 sentences.	None.	Hamel's Grammar, 70 exercises.		
ORIGINAL.						
	English.	Latin.	Greek.	Modern Foreign		
Verse.	None.	None.	None.	None.		
Prose.	None.	None.	None.	None.		
TRANSLATION.						
Verse.	None.	400 lines of Moberly's Latin Verses ; 480 lines of Penrose or Walford.	None.	None.		
Prose.	None.	60 to 80 pages of Moberly's Praxis, to be translated into Latin prose.	None.	None.		
ORIGINAL.						
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	None.	None.	None.		
Prose.	None.	None.	None.	None.		
TRANSLATION.						
Verse.	None.	70 copies, about 490 lines.	None.	None.		
Prose.	None.	40 copies, about 600 lines.	None.	None.		

subjoined is of what *would* have been done in the year.

RUGBY.—TABLE C.

1. Authors or Books used (not being mere Books of Reference), with the Editions.	2. Authors or Books used, being merely Books of Reference, including Maps and Illustrations.	3. Authors construed or translated *vivâ voce*, and the Quantity of each in the Year ending with the Summer Holidays 1861.	4. Methods of hearing the Form in such construing or translating Lessons.	5. Authors whose Language has been committed to Memory, and the Quantity of each in the same Year.	6. Authors whose Substance and Matter have been committed to Memory, and the Quantity of each in the same Year.
Remove, varying from 32 to 40 Boys. Mr. H. J. Buckoll. Number of Boys from the Form or Division of Form who have left the School during the Year, 6.					
Xenophon's Anabasis (no particular edition); Kennedy's Palæstra Latina; Wordsworth's Greek Grammar"; Kennedy's Latin Grammar; Markham's History of England; Smith's History of Greece.	Smith's Classical Dictionaries; no Atlas in particular required. Maps with the outlines pricked, are occasionally brought in and filled up by the boys in school; the rivers, mountains, places, &c. to be inserted, being dictated at the time by the master.	Xenophon's Anabasis, about 370 lines, from Books I. and IV.; Kennedy's Palæstra, prose, about 900 lines; Kennedy's Palæstra, verse, about 350 lines.	In construing lessons, the first boy called up reads the Latin or Greek sentence, and then reads it off in English, *e.g.*:— "PuppibusegressusLatia stetit exul in herba." "Having gone forth from his ships, there stood a banished man on the sod of Latium." The second boy called up construes his passage, *e.g.*:— "Felix exilium cui locus ille fuit." Felix, happy he, cui, to whom, locus ille, that spot, exilium fuit, was a place of banishment.	In so elementary a form so much time must be given to learning the Greek and Latin grammars by heart, that there is little room for committing classical passages to memory; about 100 lines, however, of Ovid have generally been learnt for the examinations at Midsummer and Christmas. Also the English Poetry alluded to in No. 7 of this Table, under the head of verse translation.	Markham's England, 150 pages, Smith's Greece, 100 pages.
This is done in order that the boys may be practised in both methods of rendering Latin and Greek into English, the third boy as first, the fourth as the second, and so on. In asking questions, whether parsing, historical, or geographical, the question is first given out, and then the boy named who is required to answer it, *e.g.*:—ἴστω, parse, Fitzherbert. The object of this is to secure as far as possible the continued attention of the whole form. The parsing sometimes precedes the construing, sometimes is intermixed with it, and sometimes follows it. All errors are passed down the form, and places taken accordingly; but as this in itself is not a fair test (because a boy may have done badly throughout the lesson, and by a single answer mount to the top just before the places are marked), marks are given for construing and parsing to each boy called up, according to his proficiency. This unavoidable unfairness of place-taking alone is also counterbalanced by the mode in which lessons by heart are heard. The boys in these are classed in several columns, according to their proficiency. The first column contains those who say their portions by heart perfectly and fluently; the second, those who say right, but not fluently; the third, those who can correct themselves when they are told that they are wrong; and the last, those who fail altogether. Those in the first column have a mark of 40, those in the second of 30, those in the third of 20, those in the fourth, 0.					
IV., III., II. Form, 25 Boys. Mr. H. T. Rhoades. Number of Boys from the Form or Division of Form who have left the School during the same Year, 3.					
Wilkins' Greek Delectus; Kennedy's Latin Grammar; Wordsworth's Greek Grammar; Bradley's Exercises in Latin Composition; Penrose's Exercises in Latin Verse Composition; Kennedy's Palæstra Latina; Kennedy's Tirocinium; Markham's History of England.	Any school Atlas. The books used for translation or composition include vocabularies.	It is difficult to say how much is done in this part of the school in translation and composition, as the same work is done more than once during the year, and a portion only is given for examination. The number of lines construed during the year would be about 400 in Greek Delectus, 500 in Palæstra Latina. The Latin Grammar also serves in part as a construing lesson.	Call up boys by selection to construe. All mistakes passed down the form, and places taken accordingly. Those who gain places proceed to construe and parse in order, so that each boy either construes a passage or parses several words. Numbers entered in a book at the end of each lesson. After exercises have been marked, the boys are made to go over them again in form, explaining the cases, tenses, &c. Places taken and entered as before.	Collect and Gospel for the week. About 500 lines of English poetry. Greek Grammar, as far as the end of τίπτω. In Latin Grammar the gender of nouns, &c. to the extent of about 300 lines.	Markham's History of England, about 100 pages; Hughes Geography, about 30 pages; Samuel Book I. and part o Book II.

TABLE C.—RUGBY.

7. The Kinds and Quantities (so far as they can be given) of Composition done in the Form in the same year.					8. Other Subjects of Instruction forming Part of the regular Work of the Form, and taught either by Lecture, Demonstration, Experiment, or Observation, with the Amount of Time devoted to them, or of Ground gone over in the same Year.	9. Methods employed to test individual Proficiency in such "other Subjects."
	ORIGINAL.					
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	None.	None.	None.		
Prose.	None.	None.	None.	None.		
	TRANSLATION.					
Verse.	None.	Retranslation of English literally translated from Latin verses, 8 or 10 each week. Very often translations of English poetry are retranslated into literal English prose, which the boys have to translate back again into Latin elegiac verse. The original English poetry has to be written out on the boys' fair copies, and committed to memory.	None.	None.	*See* Table B b.	
Prose.	None.	About 18 sentences of Bradley's Exercises each week, amounting to about 450 lines in the year.	None.	None.		
	ORIGINAL.					
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	None.	None.	None.		
Prose.	None.	None.	None.	None.		
	TRANSLATION.					
Verse.	None.	4 verses every week from Penrose's Elegiac Verse; 140 in the year.	None.	None.		
Prose.	None.	12 sentences from Bradley's Exercises every week, making 444 sentences in the year. In the 3rd Form Ellis used instead of Bradley.	None.	None.		

SHREWSBURY.—TABLE C.

SHREWSBURY

1. Authors or Books used, (not being mere Books of Reference), with the Editions.	2. Authors or Books used, being merely Books of Reference, including Maps and Illustrations.	3. Authors construed or translated *vivâ voce*, and the Quantity of each in the Year ending with the Summer Holidays 1861.	4. Method of hearing the Form in such construing or translating Lessons.	5. Authors whose Language has been committed to Memory, and the Quantity of each in the same Year.	6. Authors whose Substance and Matter have been committed to Memory, and the Quantity of each in the same Year.
Sixth Form, First and Second Divisions, 23 Boys. The Head Master. Number of Boys who have left the School during the same Year, 11.					
For Grammars and Exercise books used, *see* Report of Form V. The Text books usually supplied are— Homer, *Dindorf;* Pindar, *Cookesley* or *Donaldson;* Æschylus, *Paley;* Sophocles, *Dindorf;* Aristophanes, *Holden;* Thucydides, *Arnold;* Herodotus, *Long;* Plato, *Stalbaum;* Aristotle, *Oxford;* Demosthenes, *Dindorf;* Horace, *Orelli;* Virgil, *Wagner;* Juvenal, *Mayor;* Tacitus, *Orelli;* Livy, *Raschig;* Cicero (*various*); Boettichcr's Historia Antiqua; Liddell's Rome; Smith's or Keightley's Greece; Oxford Greek Testament; Wheeler's Analyses of Bible; Barrett's Companion to Greek Testament; Paley's Evidences; Butler's Analogy; Easy Lessons in Reasoning; Sheppard's Decline of Roman Empire; Attwill's Universal History; Butler's Geography; Fougers's Classiques Français; Barnard Smith's Arithmetic; Todhunter's Algebra; Todhunter's Trigonometry; Drew's Conic Sections; Parkinson's Mechanics; Todhunter's Differential and Integral Calculus.	Lexicon, Liddell and Scott: Andrews' Latin Dictionary; Zumpt's Annales; Maps and Plans to Herodotus and Thucydides; Spiers' French Dictionary; Butler's Atlases; Smith's Dictionaries.	Homer's Iliad, book xviii., Odyssey, book viii.; Pindar, Nemea, Isthmia; Æschylus, Septem. c. Thebas, Choephori; Sophocles Antigone, Œdipus Rex, Œdipus Coloneus; Aristophanes, Acharnenses, Equites, Vespæ; Plato, Hippias Major, Io; Thucydides, book iv.; Demosthenes, in Leptinem, de M. G. Legatione; Herodotus, book iv.; Aristotle, Ethics, i. and ii.; Virgil, Æn. vi. Georg. iii.; Horace Carm. books 1 and 4, Epodes Sat. book ii., Epp. books i., ii., ad Pisones; Lucan, book 1; Excerpta from Lucretius and Martial; Cicero de Officiis, iii.; Epist. ad Att., ii.; Philipp. ii.; Tacitus, Hist., book ii.; Livy, books ix., x.; St. Luke's Gospel; Epistles to Romans and Galatians; Classiques Français, St. Simon Fontenelle, Montesquieu, Fenelon, &c., 80 pages.	The boy "called up" reads aloud the Greek or Latin till stopped, from 10 to 20 lines according to his calibre. Then he says the English of what he has so read, not being stopped in doing so unless he is actually wrong; but liable to correction at the close, for want of judgment or taste in his translating. He is then questioned on the passage as to matter, illustration, parsing, &c. according to need. He is then marked, and another called up, and so on. When the lesson is thus gone through with the boys, I go through it again myself, construing, commenting, and explaining, the boys using their note-books. My plan is always to have one Greek book, prose or verse, with one Latin book, verse or prose, on hand at the same time: as Thucydides and Horace, or Æschylus and Livy, and about 80 lines of one are said with 40 lines of the other at second and third lessons. I finish a book, or a play, before going to another author. In examinations I lay great stress on preparation of matter, as well as style and verbal criticism.	Virgil, 3 books; Horace (Odes) 2 books; Cicero, 30 chaps. of "De officiis;" Sophocles' Ajax; Greek and Latin syntaxes, once a year each.	Bible History, Wheeler's (one of the Testaments in a year); Roman History; Atwill's Universal History; Butler's Analogy. It must be observed that boys are advised and expected to read a great deal of matter not included in school lessons, and that they have a library containing such books as Grote's and Merivale's Histories, Pictorial and Macaulay's England, &c. &c.
Fifth Form, First and Second Divisions, 33 Boys. Mr. Calvert. Number of Boys who have left the School during the same Year, 14.					
Homer, Iliad, *Bekker;* Xenophon, Cyropædia, *Dindorf;* Euripides, Hecuba, Medea, *Oxford* 18 *mo.;* Greek Testament; Cicero, Opera Selecta, *Edinburgh, Boyd;* Tacitus, Germania, Agric. Annals, i., *London, Taylor and Walton;* Virgil, *Wagner* Ed. Min.; Nowell's Catechism, *Simpkin and Marshall;* Liddell's History of Rome; Smith's History of Greece; Wheeler's Analysis of Old Testament History; Student's Hume; Kennedy's Latin and Greek Grammars, Palæstra Latina, Palæstra Stili, Palæstra Musarum; Bradley's Latin Exercises; Arnold's Introductions to Latin and Greek Prose Composition; Wilkin's Notes for Latin Lyrics; Oxenham's Latin Elegiac Verse; Barnard Smith's Arithmetic; Colenso's Algebra, Colenso's Trigonometry; Potts's Euclid, smaller edition; Beautès des Ecrivains Français anciens et modernes, V. de Fivas, *8th edition;* Grammar of French Grammars, V. de Fivas; Bonnechose's History of France.	Smith's Classical Dictionary, Smith's Dictionary of Antiquities; Butler's Ancient and Modern Atlas; Carey's Gradus; Lexicons, Greek, Liddell and Scott; Latin, Andrews' Freund; Spiers' French and English Dictionary.	Homer's Iliad, xiii., xvi.; Euripides, Hecuba, Medea; Xenophon, Cyrop., i. ii., vi.; Greek Testament, Acts of the Apostles; Cicero; Cato Major, Lœlius, in Catalinam i., iv., Pro Archiâ Poeta, Pro Leg. Manil.; Tacitus Germania; Virgil; Æn., vii., ix., xi.; Nowell's Catechism (the whole); Les Fourberies de Scapin; Extracts from Les Fables de La Fontaine. During the time referred to in the report there was no difference in the work done by the two divisions of the form. Some few, never more than 3, belong to the non-collegiate class, and while Greek lessons are going on, either attend the mathematical or French lessons of other forms, or employ themselves on English or French history and composition. Thus, in the year referred to, were gone through the first 7 chapters of Bonnechose, and English history from the time of James I. to the present time.	At the beginning of a lesson, the last lesson is read over into English, by the lower boys of the Form, any one failing for want of preparation is sent down, and another called up. The day's lesson is then taken, the Latin or Greek being first read and then construed (Latin or Greek and English). Each boy reads into English the portion construed by the boy who was up before him, and then proceeds to the fresh part of the lesson. Parsing questions and others relative to the subject are asked of the boy up, in general, and if not answered are passed to the others. Places are not taken. If time allows, after the master has given his translation, and explanations, the whole new lesson is again read into English by some of the lower division, who are nevertheless at times called up at first, though not so often as the upper boys. A written translation, of more difficult passages, is sometimes required to be made and brought up immediately after the lesson.	Euripides, 200 lines; Cicero, 250 lines; Tacitus, 100 lines; Virgil, 500 lines; Greek Grammar, Syntax and Appendix on Prepositions; Latin Grammar, Syntaxis Major.	For Classical Authors *see* Column 3. Wheeler's Analysis of Old Testament History (the whole); Liddell's History of Rome, books i. to iv.; Smith's History of Greece, books i. to iii. Student's Hume, from James I. to present time; Bonnechose's History of France, ch. i.-vii. The Geography connected with all these subjects is taught by means of blank maps drawn by the boys themselves and brought up with every lesson containing geographical allusions. The Student's Hume (during the time referred to in the report) was used for the purpose of making analyses of English history. (See Table C. under head English Prose, Original). The matter and style of poetical authors are treated generally as those of prose writers.

SHREWSBURY.

TABLE C.—SHREWSBURY.

7. The Kinds and Quantities (so far as they can be given) of Composition done in the Form in the same Year.					8. Other Subjects of Instruction forming Part of the regular Work of the Form, and taught either by Lecture, Demonstration, Experiment, or Observation, with the Amount of Time devoted to them, or of Ground gone over in the same year.	9. Method employed to test individual Proficiency in such "other Subjects."
	ORIGINAL.				Arithmetic, Euclid, and algebra form part of the regular work of every boy; but such boys as are sufficiently advanced are further instructed in trigonometry, conic sections, mechanics, differential and integral calculus, according to their respective attainments. The upper division have 3 lessons a week, which, together, occupy 4 hours; the lower have 2 lessons a week occupying 3 hours. Each boy is also required to produce at the beginning of one of the lessons an exercise (generally in algebra or trigonometry) appointed at the time of the previous lesson.	Every boy's proficiency in Euclid is tested both *vivâ voce* (with the "black-board") and by written examination at the lessons. Proficiency in other mathematical subjects is tested mainly by written examination. Also at the end of each half year there is a general examination in all the work done in that half year.
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	Heroic, 12; Elegiac, 20; Lyric, 16; Exercises, about 1,000 lines in the year.	None.	None.		
Prose.	Four or five themes or essays in the year.	26 themes in the year.	None.	None.		
	TRANSLATION.					
Verse.	Sometimes an epigram (*ad libitum*) to translate.	10 or 12 passages into Latin verse, about 300 lines in the year.	200 iambics from Palæstra Musarum, No. 8, and trochaic or anapæstic occasionally for best scholars.	None.		
Prose.	Cicero, De officiis, about 30 chapters in the year.	Palæstra Stili and Curriculum into Latin once a fortnight, about 60 pages in the year; Arnold's Latin prose all once a year.	Passages occasionally given into Greek prose from Palæstra Stili, about 10 pages in the year; Arnold's Greek prose all done once a year.	40 French exercises and 20 passages to translate into English.		
	ORIGINAL.				Arithmetic, Euclid, and algebra form part of the regular work of every boy. Boys sufficiently advanced are instructed in trigonometry. Both the upper and lower divisions have 3 lessons a week, together occupying 4 hours. Each boy is also required to produce an exercise (generally in arithmetic) after the plan mentioned under the Sixth Form.	The methods are the same as in the Sixth Form.
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	Occasionally, but translations form the main part of the exercises.	None.	None.		
Prose.	An English theme, or, analysis of English History about five times in the year. No particular quantity is insisted on, but care and attentive work are required.	Occasional.	None.	None.		
	TRANSLATION.					
Verse.	None.	Elegiac and Heroic, 35 copies, about 600 lines; partly from various authors, partly from Oxenham's Latin Elegiacs; 20 copies, about 400 lines from Wilkins's Lyrics.	20 copies, 240 lines, by the upper division only; the rest doing either Latin Arnold, or extra Latin Lyrics.	None.		
Prose.	No regular exercise farther than what is required in the examination half-yearly.	35 copies, 700 lines, mainly from Kennedy's Palæstra Stili Latini.	Arnold's Greek Prose composition once a week, two exercises at a time. See Table D., Saturday, 7¾ to 9. The whole book is thus gone through in the course of the half year.	36 copies in French, about 720 lines.		

TABLE. C.—SHREWSBURY.

	1. Authors or Books used, (not being mere Books of Reference), with the Editions.	2. Authors or Books used, being merely Books of Reference, including Maps and Illustrations.	3. Authors construed or translated *vivâ voce*, and the Quantity of each in the Year ending with the Summer Holidays 1861.	4. Method of hearing the Form in such construing or translating Lessons.	5. Authors whose Language has been committed to Memory, and the Quantity of each in the same Year.	6. Authors whose Substance and Matter have been committed to Memory, and the Quantity of each in the same Year.
Fourth Form, Upper and Lower Divisions, 34 Boys. Mr. Burbury.* Number of Boys who have left the school during the Year, 8.	Xenophon's Anabasis, *Carmichael's;* Arnold's First Greek Book; Dr. Kennedy's Palæstra Latina (containing Extracts from Virgil, Ovid, and Horace, and an Abstract of Roman History in Latin Prose); Virgil, *Oxford Text;* Ovid's Fasti, Text; Dr. Kennedy's Greek and Latin Grammar; Livy, *Oxford Text;* Bradley's Latin Exercises; Arnold's Greek and Latin Prose Composition; Outlines of Greek, Roman, and English Histories; Sinclair's Explanation of the Church Catechism; Riddle's Scripture History; Greek Testament; Sullivan's Geography; L'Histoire de France, *Fleury;* Grammaire des grammaires par V. De Fivas; Hall's Second Course; Gasc's Materials for French Prose Composition.	Liddell and Scott's smaller Greek Lexicon; Riddle's smaller Latin Dictionary.	Upper.—Virgil, Æneid, two books, Ovid's Fasti, two books; Xenophon's Anabasis, four books; Livy, 50 chapters; Palæstra; the prose extracts, and the selections from Ovid (about 400 lines); Fleury's Histoire de France (about 100 pages). Lower.—Ovid's Fasti, two books; Arnold's First Greek Book; Dr. Kennedy's Palæstra; the prose extracts and the selections from Ovid (about 400 lines); Fleury's Histoire de France (about 100 pages); Greek Testament (about half of St. Luke's Gospel).	Any one of the boys being called upon stands up and reads the Latin or Greek till told to stop. He then construes what he has read, taking the Latin or Greek by a few words at a time, and rendering them into English, as literally as possible. He is then questioned in the syntax and parsing. When the lesson has been gone through, the boys, as they sit, are questioned haphazard to see how far they have attended to the questions asked, or the explanations given, in the course of the lesson. Occasionally, also, the previous lesson is construed, and questions on it asked, with the same object. Boys are punished for proved inattention, but there is no "taking places." The order of boys in the form is changed once a month, according to the master's general impression, or according to the average of the boys' marks (which are given for every lesson, and summed up in a weekly average).	Upper.—Ovid's Fasti, about 1,800 lines. Lower.—Ovid's Fasti, about 1,200 lines. Upper and Lower.—Greek and Latin Grammar, as in column 1. Such boys as are excused Ovid's Fasti repeat from Milton's Poetical Works about 1,200 lines.	Outlines of History, as in column 1; Riddle's Scripture History (the whole); Sullivan's geography generalized (about 200 pages); Arithmetic, algebra, and Euclid; Sinclair's Explanation of the Church Catechism (the whole).
Third, Second, and First Form, 40 Boys. Mr. Greenwood. Number of Boys who have left the School during the same Year, none.	Arnold's First Greek Book; Dr. Kennedy's Greek Grammar; Dr. Kennedy's Latin Grammar; Dr. Kennedy's Palæstra Latina; Dr. Kennedy's Tirocinium; Walford's Latin Verses; Arnold's Latin Verses; Bradley's Latin Exercises; Arnold's Latin Exercises; Child's History of Rome, Greece, and England; Sullivan's Geography; Riddle's Scripture History; Sinclair, Church Catechism; Girdlestone, Church Catechism; Hall's French Reading Lessons; Hall's Second French Course; Euclid (*Pott's*); Barnard Smith's Arithmetic; Colenso's Algebra: Latin Vocabulary; Spelling Book superseded; L'Histoire De France, par Fleury.	Liddell and Scott's small Greek Dictionary; Andrews' Latin Dictionary; Butler's Atlases.	Upper Third.—Arnold's First Greek Book—the whole; Palæstra Latina, prose and verse extracts, nearly the whole. Lower Third.—Arnold's First Greek Book, to ex. 20; Palæstra Latina prose, from p. 154 to 185; verse, from 96 to 106. Second. — Arnold's First Greek Book, to ex. 11; Tirocinium, from p. 24 to the end. The 1st form does not get beyond the Latin Accidence; Fleury's Histoire de France (about 50 pages); Hall's Second Course (nearly the whole); Hall's First Course (about 60 pages).	We begin by going through the previous lesson. A boy reads the Greek or Latin until he is told to stop, and then translates literally the piece which he has read, taking the Greek or Latin words. The new lesson is then gone through in the same way; after which most of the words in the lesson are carefully parsed. The boys do not change places, but receive a mark for each lesson. At the end of each week they are told what their marks for the week are, and at the end of the month these marks are added together, and the boys take a new order, which they keep for the next month. The Upper and Lower 3rd do their construing and grammar lessons separately. In the others they are taken together.	Extracts from Ovid and Tibullus, about 250 lines. For the Upper 3rd only, the rest doing grammar.	Sinclair on the Church Catechism; the whole. Girdlestone. The 2nd form has gone through the part called "The Young Churchman Armed," three times; History of England to the end of reign of George II.; Sullivan's Geography, Europe; Arnold's Latin Exercises, to ex. 15, four times over; Riddle's Scripture History; the whole of the New Testament; Old Testament to chapter viii.; Greek Grammar to the end of verbs in μι (3rd form); 2nd form to the end of the contracted verbs; Latin Grammar to the end of Syntaxis Minor and Prosody.

* Mr. Burbury vacated the Second Mastership in June 1861.

TABLE C.—SHREWSBURY.

7. The Kinds and Quantities (as far as they can be given) of Composition done in the Form in the same Year.					8. Other Subjects of Instruction forming Part of the regular Work of the Form, and taught either by Lecture, Demonstration, Experiment, or Observation, with the Amount of Time devoted to them, or of Ground gone over in the same Year.	9. Methods employed to test individual Proficiency in such "other Subjects."
Original.					Arithmetic, Euclid, and algebra form part of the regular work of every boy. Both the Upper and Lower Divisions have 3 lessons a week, together occupying 4 hours. Each boy is required to do an exercise similar to that in the 5th form.	The methods are the same as in the 6th form.
	English.	Latin.	Greek.	Modern Foreign.		
	None.	None.	None.	None.		
Translation.						
Verse.	None.	2 copies (12 or 16 lines each) weekly, translated from English, which is dictated by the master.	None.	None.		
Prose.	Occasional translations of selected passages.	1 copy weekly, about 30 lines, of a passage selected, or of one dictated by the master.	1 exercise weekly, written, and also gone through orally.	1 copy weekly in French, about 15 lines (translation of the exercises in De Fivas' French Grammar). French.—A few of the more advanced boys together with the non-collegiates of the 5th form send in every alternate week an additional translation of about 20 lines selected from "Gasc's Materials for French Prose Composition."		
Original.					Arithmetic and Euclid form part of the regular work of every boy in the 3rd, 2nd, and 1st forms. These forms have 4 lessons a week, together occupying 4 hours. Each boy is also required to do an exercise similar to that in the 5th form. A few boys sufficiently advanced are further instructed in algebra.	The methods are the same as in the 6th form.
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	None.	None.	None.		
Prose.	None.	None.	None.	None.		
Translation.						
Verse.	None.	Walford's.	None.	French.		
Prose.	None.	Bradley; Arnold.	None.	Hall's Second French Course. One exercise weekly for the more advanced boys. One exercise weekly from Hall's First Course for beginners, or for those boys who have learnt but a short time.		

TABLE D.
ETON.

TABLE D.

SHOWING

The Employment of Time in Lessons, and the Composition done, by each Division within a given period.

ETON.

FIRST DIVISION, SIXTH FORM, AND PART OF UPPER FIFTH, 32 BOYS. THE HEAD MASTER.

Lessons and Compositions during two School Terms, from January 16 to August 2.

	Lessons.	Compositions.
Sunday	No school lessons. All done with the tutor.	A Latin theme set on Saturday, not less than 30 lines, shown up to the tutor, at such time as he fixes to the Head Master, on Wednesday morning. A translation from an English author into Latin, and one into Greek, not less than once in each school time. A copy of Latin verse, if Hexameters not less than 40; if elegiacs, not less than 30, set on Monday, shown up to the tutor the time fixed by him to the Head Master on Friday morning. A copy of Greek iambics once in four weeks, about 30 lines. A copy of lyrics about three times in each school term.* A set of questions in divinity, set on Saturday, shown up to Head Master Monday morning. A translation from a Greek or Latin author into English every week in which a saint's day occurs.
Monday	7 to 7½; or 7½ to 8½. According to time of year, Greek Testament. 11 to 12. Mathematical school. 3 to 3¾. Homer Odys., 45 lines. 5½ to 6. Cicero Epistles.	
Tuesday	7½ Repeat Theocritus, 45 lines. 8¼ to 9. Eurip. Ion., Œsch. Agamemnon. 11 to 12. Lucret. Lib. I. Virgil, Georg. I, II. 60 lines. Half Holiday.	
Wednesday	7½ Repeat Virgil or Lucretius. 11 to 11¾. Homer Odys. 3 to 3¾. Cicero, Epistles. 5 to 6. Mathematical school.	
Thursday	7½ Repeat Ovid's Fasti, 40. 8½ Repeat Greek Play, 50 lines. 11 to 11¾. Thucyd. Lib. III. Demosth. 3. Repeat Demosth. adv. Zenotherium et Apaturium.	
Friday	7½. Repeat Homer, 90 lines. 11 to 12. Mathematical school. 3 to 4. Horace, Satires or Epistles 70 lines. 5½ to 6. Demosth. or Thucyd.	
Saturday	7½. Repeat Horace, 90 lines. 8¼ to 9. Eurip. Ion. Æsch. Agamemnon. 11 to 11¾. Theocritus, 45 lines.	

SUMMARY OF LESSONS.

Greek construing	8
Greek repetition	4
Latin construing	4
Latin repetition	3
Mathematical	3
	22

* The doing Greek iambics *or* Latin verse is optional, the lyrics are compulsory.

N.B.—The above scheme is that of a *regular* week's work. But this is often broken in upon by saints' days, anniversary, commemoration, &c. The present school term of 12 weeks contains 6 regular weeks.

The boys in this Division during the present school time (April 1862) write two English essays, on subjects set by the Head Master one month before they are written; they are referred to books for information on the subject and allowed three hours and a half to write the exercise.

They have also a portion of ancient and modern history set during each school time, in which they are examined by papers during the last week of the school time.

I am not able at this distance of time to state with accuracy the amount of composition and repetition done in the year ended July 1861; but I hope that the statement of the work of a school time, as given above, will afford a sufficiently clear view of the work done.

CHARLES O. GOODFORD.

April 15, 1862.

SECOND DIVISION, PART OF UPPER FIFTH FORM, 32 BOYS. REV. F. E. DURNFORD.

Lessons and Compositions during the Year 1861.

	Lessons.	Compositions.
Sunday	No school. A page of questions is set on Saturday, to be done on Sunday, shown up on Monday.	A Latin prose exercise weekly, original or translation at the discretion of the master, (the Head Master,) not less than 40 lines, usually 50 or 60.
Monday	7½ to 8. Greek Testament Epistle. 11 to 12. Mathematics. 3 to 3¾. Homer Odyssey, Σ to Ω, 40 lines a lesson. Livy, 24th book, or Cicero's Letters, 40 lines a lesson.	
Tuesday	7½ to 8. Greek play, 45 lines Agamemnon, Antigone. 8 to 8¾. Repeat Poetæ Græci: Saturday's Greek Lesson. 11 to 11¾. Lucretius, or Virgil's Georgics or Eclogues, 60 lines. Half Holiday.	A Latin verse exercise, original or translation, about 40 lines, varied occasionally by Greek iambics or Latin lyrics. The Prose exercise is shown up on Wednesday, the verse on Friday. A translation from Latin into English is shown up on Saturday, whenever a saint's day falls in the week.
Wednesday	7½ to 8.34. Repeat Ovid's Fasti, 40 lines, showing up Latin Prose exercise. 11 to 11¾. Homer as on Monday. 3 to 3¾. Livy or Cicero as on Monday. 5 to 6. Mathematics.	
Thursday	7½ to 8.40. Repeat Virgil or Lucretius or Greek play, lesson construed on Tuesday. 11 to 11¾. Construe Thucydides, or Demosthenes or Herodotus, 40 lines. 3 to 3¾. Repeat Greek prose, or Latin prose, 40 lines. No school at 5.	
Friday	7½ to 8.40. Repeat two lessons of Homer. Show up verse exercise. 11 to 12. Mathematics as on Monday. 3 to 4. Horace, Satires and Epistles, 70 lines. 5½ to 6. Greek prose, construe as on Thursday at 11.	
Saturday	7½ to 8. Greek play as on Tuesday. 8 to 8¾. Repeat Horace, 70 lines. 11 to 11¾. Poetæ Græci, Theocritus, Callimachus, 20 to 40 lines. Half Holiday.	

SUMMARY OF LESSONS.

Greek	11
Latin	7
Arithmetic	3
Total	21

The 2nd Division do the same lessons as the 1st Division.

A portion of modern history and ancient history, from Hallam and Merivale, is set to be examined in at the expiration of each term.

F. E. DURNFORD.

THIRD, FOURTH, FIFTH, SIXTH, SEVENTH, EIGHTH, AND NINTH DIVISIONS, including the whole of FIFTH FORM, except that part of the UPPER FIFTH comprised in FIRST and SECOND DIVISIONS, about 300 BOYS.

Lessons and Compositions during the whole Year.

	Lessons.	Compositions.
Sunday	No lessons in school, but the Scripture questions and Greek Testament lessons for Monday are prepared.	Theme.
Monday	Four school times, lasting an hour or three quarters of an hour each. 7½. Greek Testament and questions shown up. 11. Homer, 50 lines, and verses set. 3. Latin prose, 40 lines. 5. Mathematics.	A Latin Prose exercise of from 25 to 40 lines.
Tuesday	Two school times; 7½, repetition by heart; Virgil, 50 lines; theme shown up. 11. Construe Virgil, 50 lines.	
Wednesday.	Four school times; 7½, say Ovid, 30 or 40 lines. 11. Greek play, 35 lines. 3. Latin prose, 40 lines. 5. Mathematics.	Verses.
Thursday	Three school times; 7½, repetition of Greek play, or a lesson of geography and a map shown up. 11. Greek prose, 40 lines. 3. Repetition of Greek grammar.	Latin or Greek, from 30 to 50 or 60 lines.

Lessons.		Compositions.
Friday	Four school times; 7½, say Homer, 50 lines, and show up verses. 11. Horace, 70 lines. 3. Greek prose, 40 lines. 5. Mathematics.	—
Saturday	Two school times; 7½, say Horace, 70 lines. 11. Greek verse extracts, 40 lines.	—

Summary of Lessons.

Greek	9
Latin	7
Mathematical	3
	19

A translation (of Latin prose into English) is added to the exercises in every third regular week, and whenever a saint's day occurs.

Tenth, Eleventh, Twelfth, and Thirteenth Divisions. The Remove, about 160 Boys.

Lessons and Compositions during the whole Year from Election 1860 to Election 1861.

Lessons.		Compositions.
Sunday.	—	One Latin essay (called theme) of at least 14 lines in the Lower Remove, and 16 lines in the Upper Remove. Theme set on Saturday morning and shown up in school on Tuesday morning. One copy of Latin elegiacs of at least 14 lines in Lower Remove and 16 in Upper Remove. Set on Monday at 11; shown up on Friday at 7½. About twice in a school time a copy of elegiacs substituted for the theme, and lyrics (Alcaics or sapphics) for the verses; 3 stanzas in Lower Remove and 4 in Upper Remove being the minimum. A Greek exercise of sentences (8 in Lower Remove and 10 in Upper Remove) from "Arnold's Introduction to Greek Prose Composition;" shown up on Friday at 3. When there is a saint's day† in the week, a translation from Cornelius Nepos into English prose is substituted for the Greek exercise. Other exercises. Sunday questions shown up on Monday at 7½. Maps shown up on Thursday at 7½. Description, shown up on Friday at 5½.
Monday	7½.* Greek Testament, St. Mark. 11 to 11¾. Poetæ Græci, Pars. I. 3 to 3¾. Cornelius Nepos. 5½ to 6. Horace's Odes.	
Tuesday	7½. Saying Virgil. 11 to 12. Mathematics. Half Holiday.	
Wednesday	7½. Say short Ovid. 11 to 11¾. Poetæ Græci, Pars. I. 3 to 3¾. Grecian history, Macedonian period. 5½ to 6. Horace's Odes.	
Thursday	7½. Geography. 11 to 12. Mathematics. 3 to 3¾. Scriptores Græci (Xenophon, not Anabasis). Play at 4.	
Friday	7½. Say Poetæ Græci. 11 to 11¾. Virgil's Æneid, Books I., II., III. 3. Say Horace's Odes. 5½ to 6. Virgil's Æneid, Books, I., II., III.	
Saturday	7½. Geography. 11 to 12. Mathematics.	

Summary of Lessons.

Greek Testament	1
Greek	3 (or with repetition, 4)
Latin	5 (or with repetition, 8)
Greek repetition	1 } 4
Latin repetition	3 }
Mathematics	3
History	1
Geography	2
Total	19

* There is no fixed time for the 7½ school to be over.

† Not falling on a Sunday or being a festival in honour of the Blessed Virgin Mary.

N.B.—The four Remove Divisions were, during Lent school time, 1861, XI., XII., XIII., XIV.
From Easter to June 15, 1861, X., XI., XII., XIII.
From June 15 to Election, 1861, XII., XIII., XIV., XV.
From Election to Christmas, 1861, X., XI., XII., XIII.
From Christmas to Easter, 1862, XI., XII., XIII., XIV.

Lessons and Compositions done by the same Divisions during the Year from Election 1861 to Election 1862.

Lessons.		Compositions.
Sunday.	—	One Latin essay (called theme) of at least 14 lines for Lower Remove and 16 for Upper Remove, set on Friday at 5½, and shown up on Tuesday at 7½.
Monday	7½. Greek Testament, St. Mark. 11 to 11¾. Poetæ Græci, Pars I. 3 to 3¾. Cornelius Nepos. 5½ to 6. Horace's Odes.	
Tuesday	7½. Say Virgil. 11 to 12. Mathematics. Half Holiday.	
Wednesday	7½. Say short Ovid. 11 to 11¾. Poetæ Græci, Pars I. 3 to 3¾. Cornelius Nepos. 5½ to 6. Horace's Odes (Greek Testament substituted during Lent).	
Thursday	7½. Say Poetæ Græci. 11 to 12. Mathematics. 3 to 3¾. Grecian history from end of Pelop. war to battle of Issus. Play at 4.	
Friday	7½. Geography. 11 to 11¾. Scriptores Græci (Xenophon, not Anabasis). 3. Say Horace's Odes. 5½ to 6. Virgil's Æneid, Books I., II., III.	
Saturday	7½. Geography. 11 to 12. Mathematics. Half Holiday.	

Summary of Lessons.

Greek Testament	1
Greek construing	3 (or with repetition, 4)
Latin construing	5 (or with repetition, 8)
Repetition, Greek	1 } 4
Repetition, Latin	3 }
Arithmetic and mathematics	3
Geography	2
History	1
Total	19

Compositions.
Every third week a written translation from English into Latin prose called "version" substituted for the theme. One copy of elegiacs (minimum, 14 lines for Lower Remove and 16 for Upper Remove), set on Monday at 11, and shown up on Friday at 7½. Every third week "lyrics," either alcaics or sapphics, substituted for the elegiacs; minimum, 3 stanzas for Lower Remove and 4 for Upper Remove. A Greek exercise of sentences (8 for Lower Remove and 10 for Upper Remove) from "Arnold's Introduction to Greek Prose Composition," shown up on Friday at 3. When there is a saint's day in the week, not falling on a Sunday or being a festival of the Blessed Virgin Mary, a translation from Cornelius Nepos into English prose is substituted for the Greek exercise. Other exercises. Sunday questions shown up on Monday at 7½. Maps shown up on Friday at 7½. Description shown up on Thursday at 7½.

N.B.—For the arrangement of the Remove work before Election 1861, *see* Table immediately preceding this.

Fourteenth, Fifteenth, Sixteenth, and Seventeenth Divisions. The Fourth Form, about 160 Boys.

Lessons and Compositions during a regular Week.

Lessons.		Compositions.
Sunday.	—	Divinity questions set by each master for his own Division.
Monday	7½ to 8½. 12 verses of Greek Testament; Bible history. 11 to 11¾. Æsop's fables, 12 lines construed and parsed. 3 to 3¾. Parsing Greek. 5½ to 6. 20 lines Ovid's Electa.	Divinity questions shown up. Exercise of Latin, Arnold shown up. Set by the master in school and looked over by the tutor.
Tuesday	7½ to 8½. Mathematics; extra mathematical work shown up. 11 to 12. Grecian or Roman history. Half Holiday.	
Wednesday	7½ to 8½. Say by heart Ovid (construed on Monday). 11 to 11¾. Construe and parse 12 lines Farnaby's Epigrams. 3 to 3¾. Say Greek grammar (accidence). 5½ to 6. Construe 25 lines Ovid's Metamorphoses.	First Copy of Latin verses shown up. Set by the tutor.
Thursday	7½ to 8½. Mathematics; mathematical exercises shown up. 11 to 11¾. 12 lines Farnaby construed and parsed. 3 to 3¾. Greek grammar said by heart. Play at 4.	
Friday	7½ to 8½. Say (Upper Fourth) Farnaby; Middle and Lower, Ovid's Metamorphoses. 11 to 11¾. Æsop's Fables, 12 lines construe and parse. 3 to 3¾. Say Greek grammar. 5½ to 6. Construe 20 lines Cæsar de Bello Gallico.	1. 2nd copy Latin verses shown up. 2. Upper Fourth show up a Greek exercise. 1. Set by the tutor. 2. Set by the master in school.

TABLE D.

ETON.

Lessons.			Compositions.
Saturday	7½ to 8½.	Mathematics; mathematical exercises shown up.	* Latin prose shown up. Set by the tutor.
	11 to 12.	English history. Half Holiday.	

Summary of Lessons.

Greek	10
Latin	4
Mathematics	3
History	2
Total	19

* When a saint's day occurs in the week, a translation from Latin in English is substituted for this.

N.B.—This form only gives the employment of time in testing the boys' knowledge and teaching in school, but does not include the preparation of any of the lessons. No lessons are prepared in school.

Lower School, First and Second Divisions of Third Form, 64 to 55 Boys.

Lessons and Compositions during Michaelmas Schooltime.

Lessons.			Compositions.
Sunday	7½ to 8½.	Collect, Gospel, Epistle, explained; Church catechism repeated: Scripture questions set.	
Monday	7½ to 8½.	Greek Testament, 8 verses: a chapter of St. Mark in English; some short portion of Old Testament history, or one of the Gospels.	
	11 to 12.	Kennedy's Palæstra Latina, 18 lines.	Answers to the Scripture questions shown up.
	12 to 1.	Writing or dictation.	
	3 to 4.	Ovid's Epistles, 18 lines construed.	
	5 to 6.	Verse composition taught,	
Tuesday	7½ to 8½.	English history, (Student's Hume).	Greek verbs shown up and looked over.
	10¾ to 12.	Arithmetic.	
Wednesday	7½ to 8½.	Latin exercise parsed; Ovid, 18 lines repeated.	
	11 to 12.	Excerpta Græca, 8 lines, with grammar or Wilkins' Delectus.	
	12 to 1.	Writing or dictation.	Latin exercise shown up.
	3 to 4.	Ovid, 18 lines construed.	
	5 to 6.	Prose composition taught.	
Thursday	7½ to 8½.	Geography (Clyde's), exercise looked over.	
	10¾ to 12.	Arithmetic.	
Friday	7½ to 8½.	Greek grammar repeated.	
	11 to 12.	Excerpta Græca, or Wilkins' Delectus, 8 lines with grammar.	
	12 to 1.	Writing or dictation.	Verses shown up and looked over.
	3 to 4.	Kennedy's Palæstra Latina, 18 lines.	
	5 to 6.	Verse composition taught.	
Saturday	7½ to 8½.	English history; Latin exercise parsed	2nd Latin exercise shown up.
	10¾ to 12.	Arithmetic.	

Summary of Lessons.

Divinity	2
Greek	4
Latin	4
Writing or dictation	3
Arithmetic	3
History or geography (alternate)	3
Repetition	2
Composition	3
Total	24

The prose exercises are set by the master in school; the verse by the tutor.

All answers and compositions are looked over in school with the boys.

I have thought it desirable from time to time to make slight modifications in our arrangements, but the Return D., though limited to the Michaelmas schooltime, will give the fairest and simplest idea of our work during the year. The only material difference has been the substitution of history or geography for grammar repetition.—W. A. Carter.

Lower School, Third and Fourth Divisions of Third Form, 36 Boys.

Lessons and Compositions during the Year.

Lessons.			Compositions.*
Sunday	7½ to 8½.	Scripture lesson; collect by heart.	
Monday	7½ to 8½.	New Testament and Church Catechism.	
	11 to 12.	Latin verses.	
	12 to 1.	Writing school.	
	3 to 4.	Kennedy's Palæstra Latina.	
	5 to 6.	Ovid construed.	
Tuesday	7½ to 8½.	Student's Hume.	Greek nouns or Latin nouns or verbs.
	10¾ to 12.	Arithmetic. Half Holiday.	
Wednesday	7½ to 8½.	Old Testament; Ovid repeated.	Latin exercise (Bradley).
	11 to 12.	Latin exercise.	
	12 to 1.	Writing school.	
	3 to 4.	Greek delectus or syntax.	Greek derivations.
	5 to 6.	Ovid construed.	
Thursday	7½ to 8½.	Geography.	
	10¾ to 12.	Arithmetic.	
	3 to 4.	Greek and Latin grammar construed and explained.	
Friday	7½ to 8½.	Old Testament, Greek and Latin Grammar (repetition).	Verses.
	11 to 12.	Verses.	
	12 to 1.	Writing school.	
	3 to 4.	Greek delectus or prosody.	Greek derivations.
	5 to 6.	Palæstra Latina.	
Saturday	7½ to 8½.	Student's Hume.	Latin exercise or translation from Palæstra Latina.
	10¾ to 12.	Arithmetic.	

Summary of Lessons.

Scripture	4
Greek	3
Latin	4
Writing and dictation	3
Arithmetic	3
*History	2
*Geography	1
Repetition	3
Composition	3
Total	26

* On alternate weeks, geography, 2, history, 1.

Second and First Forms, 18 Boys.

Lessons and Compositions during the Year.

Lessons.			Compositions.
Sunday	7¾ to 8½.	Say collect; epistle and gospel read and explained.	
Monday	7½ to 8½.	Say catechism; read New Testament with questions on same.	
	11 to 12.	Kennedy's Tirocinium, construe and parse.	
	12 to 1.	Dictation.	
	3 to 4.	Latin grammar syntax, with *vivâ voce* exercises.	
	5 to 6.	Latin exercise (English into Latin) from papers.	
Tuesday	7½ to 8½.	English history (Student's Hume), a portion read and explained, and questions on the portion read the last time.	Exercise of Latin nouns or verbs (alternately) shown up, and a quarter of an hour occupied in looking them over.
	10¾ to 12.	Arithmetic. Half Holiday.	
Wednesday	7½ to 8½.	Old Testament read and explained; say by heart grammar (Latin) or a portion of Tirocinium.	An exercise from Bradley shown up; a quarter of an hour consumed in looking over the remainder of the Latin nouns of previous day.
	11 to 12.	Tirocinium, construe and parse.	
	12 to 1.	Writing lesson.	
	3 to 4.	Latin grammar syntax, with *vivâ voce* exercises.	
	5 to 6.	Latin exercise, from papers, or Tirocinium occasionally.	
Thursday	7½ to 8½.	Geography (Clyde) questions from some portion set to prepare.	
	10¾ to 12.	Arithmetic.	
	3 to 4.	Latin grammar. Play at 4.	
Friday	7½ to 8½.	Old Testament read and explained; say by heart Latin grammar or a portion of Tirocinium.	An exercise from paper shown up.
	11 to 12.	Tirocinium, construe and parse.	
	12 to 1.	Writing lesson.	
	3 to 4.	Latin grammar syntax, with *vivâ voce* exercises.	
	5 to 6.	Latin exercise, from papers.	
Saturday	7½ to 8½.	English history, as on Tuesday.*	A translation into English of a portion of Tirocinium (about 12 to 16 lines) shown up
	10¾ to 12.	Arithmetic. Half Holiday.	

Summary of Lessons.

Scripture	4
Latin (including exercise)	10
English history	1 or 2 alternately.
Geography	1 or 2 alternately.
Arithmetic	3
Writing and dictation	3
Total	24

* History and geography are taken alternately.

WINCHESTER.

Sixth Form, Upper Division, 22 Boys. The Head Master.

Lessons and Compositions during the Autumn Half-year, 1861.

Lessons.	Compositions.
Sunday - 4 to 4¾. Greek Testament.	—
Monday - 9 to 10. Virgil. 10 to 12. Greek or Latin verse composition. 11 to 12. 1st subdivision conic sections. 2nd „ trigonometry. 2 to 4½. Mathematics; algebra. 5 to 6. Livy.	Essay, or translation in Latin prose.
Tuesday - 7½ to 8. Greek Testament. 9 to 10. 1st and 2nd subdivision arithmetic. 10 to 11. 3rd subdivisions in Euclid. 11 to 12. 1st and 2nd subdivisions in Euclid; 3rd subdivision in arithmetic. Half Remedy, 4 to 5¾ (preparation) French and German.	—
Wednesday 7½ to 8. Greek Testament. 9 to 10. Homer. 10 to 12. Greek and Latin verse composition. 11 to 12. 1st sub-division conic sections; 2nd sub-division trigonometry. 3 to 4½. Sophocles.	—
Thursday - 7½ to 8. Greek Testament. 9 to 11 or 11½. Thucydides. Half Remedy. 4 to 5¾. (Preparations of lessons and composition) French and German.	Copy of verses, original or translated, in Latin.
Friday - 7½ to 8. Greek Testament. 9 to 10. 1st and 2nd subdivisions algebra. 10 to 11. 3rd sub-division Euclid. 11 to 12. 1st and 2nd sub-division Euclid. 11 to 12. 3rd sub-division algebra. Half Remedy, 4 to 5¾, as before.	—
Saturday - 7½ to 8. Greek Testament. 9 to 10. Entries (written translations from dictation out of Thucydides or Sophocles). 10½ to 12. Greek verse composition. 3 to 4¾. Compositions and general looking over.	Copy of Greek verses.

Summary of Lessons.

Divinity	3¼ hours
Latin	2 „
Greek	5 „
Mathematics	7 „
French or German	2 „
Total	19¼ „

In reply to a request that the return for the Sixth and Upper Fifth might be extended so as to embrace the whole year, the Head Master says:—

"I have great difficulty in making the returns of the work of the whole year, according to the desire of the Commissioners. Our long, or spring half-year, used to be divided into three periods. The first, which we call '*Common Time*,' consisting of about six weeks, was arranged precisely in the same manner as the short, or autumn half-year, in respect of lessons. In the next six weeks, which we call '*Easter Time*,' the hours were generally the same, except that we had a *whole remedy* on Tuesdays, and that the hour from 12 to 1 on Saturdays was devoted to elocution. The *work* so far differed from the ordinary work that we did *Horace's Odes* instead of Virgil and Homer on Mondays and Wednesdays in the forenoon; that we did little besides *Greek grammar* and grammatical exercises in the school afternoons; and that a *Latin lyrical task* took the place of the Greek verse on Saturdays.

"But this work has been much interrupted by our Easter holidays, and our Easter time must be reconstructed. I really cannot say how much we did or left undone in Easter time 1861.

"In the remaining eleven weeks (which we call '*Cloister Time*'), we continue the whole remedy on Tuesdays, and the lyrical task on Saturdays; but *Horace's Satires* or *Epistles* take the place of the Odes, and in the latter part of the afternoon of school days we construe *Juvenal* or (on alternate days) *Theocritus*.

"I trust that this information may supply what the Commissioners desire."

Sixth Form, Lower Division, 19 Boys. The Head Master.

Lessons and Compositions during the Autumn Half-year, 1861.

Lessons.	Compositions.
Sunday - 4 to 4¾. Greek Testament.	The Greek Testament and the Livy are done with the head master. The other classical lessons with Mr. Griffith.
Monday - 9 to 10½. Thucydides. 10½ to 12. Greek history or Latin composition. 2 to 4. Mathematics. 5 to 6. Livy.	
Tuesday - 7½ to 8. Greek Testament. 9 to 12. Mathematics; Half Remedy. 4 to 4¾. Preparations, French and German.	
Wednesday 7½ to 8. Greek Testament. 9 to 10. Homer. 10 to 12. Greek exercises. 3½ to 4½. Sophocles.	Latin prose translation or Latin essay,
Thursday - 7½ to 8. Greek Testament. 9 to 10½. Virgil. 10½ to 12. Composition with tutor; Half Remedy. 4 to 5¾. As Tuesday.	—
Friday - 7½ to 8. Greek Testament. 9 to 12. Mathematics. Half Remedy. 4 to 4¾. As Tuesday.	Latin verse; translated or original: generally hexameters.
Saturday - 7½ to 8. Greek Testament. 9 to 9¾. Repetition of Sophocles. 9¾ to 12. Greek iambics and looking over tasks. 3 to 4¾. Preparing Thucydides, &c.	Greek iambics sent in at 12.

Summary of Lessons.

Greek Testament	3½ hours.
Greek subjects in school - -	3 forenoons, 9 hours. Wednesday afternoon, 1 hour.
Latin - - -	4 hours.
Mathematics -	8 „
Total -	25¼

Fifth Form, Senior Division, 34 Boys. The Head Master.

Lessons and Compositions during the Autumn Half-year, 1861.

Lessons.	Compositions.
Sunday - 4 to 4¾. Greek Testament.	—
Monday - 7½ to 8. Catechism for unconfirmed boys. 9 to 11½. Virgil, construed first by the prefects. 3 to 4½. Cicero's orations.	Essay or translation in Latin prose.
Tuesday - 7½ to 8. Greek Testament. 9 to 11½. Arrian. Half Remedy. 4 to 4¾. (Preparations) German and French.	Vulgus of 6 lines.
Wednesday 7½ to 8. Greek Testament. 9 to 11½. Homer, construed first by the prefects. 2 to 4½. Mathematics. 5 to 6. Cicero's orations.	Vulgus of 6 lines.
Thursday - 7½ to 8. Greek Testament. 9 to 12. Mathematics. Half Remedy. 4 to 4¾. As Tuesday.	Copy of Latin verses, generally hexameter original or translated.
Friday - 7½ to 8. Greek Testament. 9 to 11½. Greek play, Euripides. Half Remedy. 4 to 4¾. As Tuesday.	Vulgus of 6 lines.
Saturday - 7½ to 8. Greek Testament. 9 to 12. Mathematics. 4 to 4¾. Geography.	

Summary of Lessons.

Greek Testament -	3¾
Greek -	6½
Latin -	4
Mathematics -	8½
Geography -	0¾
Total -	23

Middle Fifth Form, Senior Division, 31 Boys; Junior Division, 27 Boys. Mr. F. Wickham, Second Master.

The same Books and amount of Lessons, only differing in quantity and hours.

Lessons and Compositions during the larger portion of any year.

Lessons.	Compositions.
Sunday - 4 to 4¾. Greek Testament.	None.
Monday - 7½ to 8. Catechumenical instruction under the head master. 9 to 10. Mathematics and arithmetic under the head master. 11½ to 12. Greek Testament, rendering and parsing. 3 to 3¾. 60 lines of Virgil, construe, &c. 5 to 6. Mathematics. 7½ to 8¾. Called "toy time" composition with the tutor.	A "Vulgus," 6 lines, sent up.

TABLE D.

WINCHESTER.

	Lessons.	Compositions.
Tuesday	7½ to 8. 30 lines of Cicero repeated.	None sent up.
	11½ to 12. 40 lines of Cicero construed, &c.	
	Half Remedy. Composition with tutor, modern languages, drilling, drawing, &c.	
	7½ to 8¾. "Toy time" as above.	
Wednesday	7½ to 8. 50 lines of Virgil repeated.	A "Vulgus," 6 lines, sent up.
	9 to 10. Mathematics, algebra.	
	11½ to 12. 30 lines of Xenophon's Memorabilia.	A map, set on Friday sent up.
	3½ to 4½. 60 lines of Virgil.	A "verse task," 14 lines sent up.
	5 to 6. Mathematics.	
	7½ to 8¾. "Toy time" as above.	
Thursday	7½ to 8. 50 lines of Horace odes repeated.	None sent up.
	11½ to 12. 80 lines of Horace odes.	
	Half Remedy. } Same as Tuesday.	
	7½ to 8¾. }	
Friday	7½ to 8. 30 lines of Greek play repeated.	A "Vulgus" 6 lines sent up.
	11½ to 12. 50 lines of Greek play (Euripides), construe and parse.	A map set for the following Wednesday.
	Half Remedy. } Same as Tuesday and Thursday.	
	7½ to 9. }	
Saturday	7½ to 8. 50 lines of Virgil repeated.	A prose task sent up, usually a translation of about 16 or 20 lines.
	11½ to 12. 50 lines of Greek play, construe, &c.	
	3 to 5 Modern languages.	
	7½ to 8¾. Same as all the week.	

Summary of Lessons.

Greek	6
Latin	8
Mathematics, &c.	4
Total per week	18

Fifth Form, Junior Part, 27 Boys. Mr. F. Wickham, Second Master.

This Part, to consist of 40 Boys (as of old), will shortly be placed under a new Master in two "Divisions."

Lessons and Compositions during the larger Portion of any Year.

	Lessons.	Composition.
Sunday	4 to 4¾. Greek Testament.	None.
Monday	7½ to 8. Catechumenical instruction under the head master.	A "Vulgus" of 4 lines sent up.
	10 to 10⅞. Greek Testament, rendering and parsing.	
	2 to 3. 30 lines of Virgil construed, &c.	
	4 to 5. Colenso's arithmetic.	
	7½ to 8¾. Composition, is called "Toy time."	
Tuesday	7½ to 8. 20 lines of Virgil repeated.	None sent up.
	10 to 10¾. 20 Cornelius Nepos construed, &c.	
	Half Remedy. Composition, modern languages, drilling, drawing, &c. &c.	
	7½ to 8¾. The same every evening.	
Wednesday	7½ to 8. 20 lines of Virgil repeated.	A "Vulgus," 4 lines sent up.
	10 to 10¾. 20 lines of Xenophon's Anabasis.	A map sent up.
	2 to 3. 30 lines of Virgil.	A "verse task," 8 lines sent up.
	4 to 5. Colenso's Algebra.	
	7½ to 8¾. "Toy time" as above.	
Thursday	7½ to 8. 20 lines of Horace repeated.	None sent up.
	10 to 10¾. 30 lines of Horace.	
	Half Remedy. } *Vide* Tuesday.	
	7½ to 8¾. }	
Friday	7½ to 8. 20 lines of Virgil repeated.	A "Vulgus" of 4 lines sent up.
	10 to 10¾. 20 lines of Xenophon's Anabasis.	A map set for the following Wednesday.
	Half Remedy. } *Vide* Tuesday and Thursday.	
	7½ to 8¾. }	
Saturday	7½ to 8. Grammar repeated.	A "prose task" sent up, usually a translation of 12 or 14 lines.
	9 to 10. Colenso's arithmetic.	
	10 to 10¾. Greek testament.	
	3 to 5. Modern languages.	
	7½ to 8¾. "Toy time," as above.	

Summary of Lessons.

Greek	5
Latin	9
Mathematics, &c.	3
Total	17 per week.

Fourth Form, Senior Division, 27 Boys. Mr. H. E. Moberly, Classical Assistant Master.

Lessons and Compositions from Feb. 3 to Dec. 16, 1861.

	Lessons.	Compositions.
Sunday	Collect and Gospel, explained and learnt by heart.	——
Monday	7½ to 8. Catechising.	Ellis' Exercises, 20 lines.
	9 to 10. Repetition of English poetry; Greek lesson prepared.	
	10 to 11. Mathematics.	
	11 to 12. Greek construing.	
	2 to 3½. Cæsar, learnt and said.	
	3½ to 4½. Greek words of the morning written down and parsed.	
	5 to 6. Ellis' Exercises.	
	7 to 8½. Repetition for the next morning learnt.	
Tuesday	7½ to 8. Bible reading.	Latin verses, 10 lines at least to be sent in on Thursday morning; the best boys doing between 30 and 40.
	9 to 10. Repetition of Ovid; Latin lesson prepared.	
	10 to 11. Latin lesson said.	
	11 to 12. English History; an analysis written or grammar paper.*	
	4 to 6. Latin verse and French.	
	7 to 8½. Repetition for the next morning (Greek Grammar), and Greek Tree on paper.	
Wednesday	7½ to 8. Bible reading.	——
	9 to 10. Repetition of Greek Grammar; Greek lesson prepared.	
	10 to 11. Mathematics.	
	11 to 12. Greek lesson said.	
	2 to 3½. Latin lesson learnt and said.	
	3½ to 4½. Greek words of the morning written down and parsed.	
	5 to 6. Latin verses.	
	7 to 8½. Latin Grammar learnt for Thursday.	
Thursday	7½ to 8. Latin Grammar repetition.	——
	9 to 10. Mathematics.	
	10 to 11. Latin lesson prepared.	
	11 to 12. Latin lesson said.	
	4 to 6. French.	
	7 to 8½. Greek Grammar learnt for Friday, and Greek Tree on paper.	
Friday	7½ to 8. Bible reading.	Latin verses, 6 lines to be sent in on Saturday morning.
	9 to 10. Greek Grammar said and Greek lesson learnt.	
	10 to 11. Greek lesson said.	
	11 to 12. English History; analysis.	
	4 to 6. French and verses.	
	7 to 8½. Latin Grammar learnt for Saturday.	
Saturday	7½ to 8. Bible reading.	Translation into Latin prose, about 10 or 12 lines.
	9 to 10. Latin Grammar said; Latin lesson learnt.	
	10 to 11. Latin lesson said.	
	11 to 12. Translation from English into Latin, about 12 lines.	
	3 to 5. French, and English History analysis.	
	7 to 8½. English poetry for Monday, and Greek tree on Paper.	

Summary of Lessons.

Bible reading and catechising	6
Greek	3
Latin	5
Arithmetic, &c.	3
French†	2
English History	2
Repetition:—English 1, Greek and Latin 5	6
Grammar paper*	1
Total	28

Every exercise, analysis, and grammar paper is marked, and the marks are added, as they are given, to the ordinary marks for the lessons.

Every boy is required also to have a word book, in which either words marked beforehand or those which he does not know are written down, and some account given of their forms and meanings; these are looked over also and marked.

Occasionally, for a few weeks before the Easter holidays, in both divisions of the Fourth Form, the syntax in the Latin grammar takes the place of a Latin lesson; the examples being written down and afterwards translated *vivâ voce*. Then the rules are explained and applied by the boys from the examples respectively. Also for the last twelve weeks of the summer half-year the hour from 11 to 12 a.m. on Saturdays has been lately occupied with a lecture on some scientific subject.

* The Grammar Paper is a paper of questions, set, generally on Tuesday from 11 to 12.

† French is mentioned four times, but the class is divided for French Lessons, each division only going twice.

TABLE D.

WIN-CHESTER.

FOURTH FORM, JUNIOR DIVISION, 10 Boys. Mr. H. E. MOBERLY, Assistant Classical Master.

Lessons and Compositions from Feb. 3 to Dec. 16, 1861.

	Lessons.	Compositions.
Sunday	Collect and Gospel explained and learnt by heart.	—
Monday	7½ to 8. Catechising. 9 to 10. Repetition of English poetry; Greek lesson prepared. 10 to 11. Greek lesson said. 11 to 12. Arithmetic and algebra. 2 to 3½. Latin lesson prepared; Ellis' Exercises gone through. 3½ to 4½. Latin lesson said. 5 to 6. Ellis' Exercises done. 7 to 8½. Repetition for the next morning learnt; Greek and Latin nouns and verbs declined on paper.	Ellis' Exercises, 20 lines.
Tuesday	7½ to 8. Bible reading. 9 to 10. Latin Grammar repetition. 10 to 11. Latin lesson learnt; in this time either words are parsed on paper, or some piece translated. 11 to 12. Latin lesson said. 4 to 6. French and verses. 7 to 8½. Greek Grammar, repetition learnt, and as Monday. *See* Monday	Latin verses, 10 lines (minimum).
Wednesday	7½ to 8. Bible reading. 9 to 10. Greek Grammar, repetition, and Greek lesson learnt. 10 to 11. Greek lesson said. 11 to 12. Arithmetic and Algebra. 2 to 3½. Latin lesson learnt and verses. 3½ to 4½. Latin lesson said. 5 to 6. Latin verses. 7 to 8½. Repetition, Latin Grammar learnt, &c., as Monday.	Latin verses of Tuesday finished and sent in.
Thursday	7½ to 8. Repetition, Latin Grammar. 9 to 10. Repetition continued; Latin lesson learnt. 10 to 11. Latin lesson said. 11 to 12. English History analysed. 4 to 6. French. 7 to 8½. Greek Grammar learnt for Friday, and as Monday.	—
Friday	7½ to 8. Bible reading. 9 to 10. Greek Grammar said. 10 to 11. Greek lesson learnt. 11 to 12. Greek lesson said. 4 to 6. French and verses. 7 to 8½. Latin Grammar learnt for Saturday, and as Monday.	Latin verses, 4 lines to be sent in on Saturday morning.
Saturday	7½ to 8. Bible reading. 9 to 10. Latin Grammar said, and Latin lesson learnt. 10 to 11. Arithmetic. 11 to 12. Latin lesson said. 3 to 5. French, English history analysis, or map. 7 to 8½. English poetry for Monday.	—

SUMMARY OF LESSONS.

Bible reading and catechising	6
Greek	3
Latin	5
Arithmetic	3
French	2
English history	1
Repetition	6
Total	26

The boys in this division, as in the senior division, only go twice a week to French.

The two divisions, especially the senior, are examined on paper at the end of each quarter; the senior regularly, the junior not so; because it is of more use to go through the work of the latter over and over again in the course of the quarter.

For a considerable portion of the summer half-year Tuesday morning, from 11 to 12, is given up to verses, instead of the usual Latin lesson. This becomes more necessary in the summer, because the boys are out in the evening. For the same reason school begins at 2 on Saturday afternoon, instead of 3 during the last twelve weeks of the summer half-year. At the same time, on the afternoon of Tuesday, Thursday, and Friday, they have an hour's work from 4 to 5, instead of two from 4 to 6.

WESTMINSTER.

WEST-MINSTER.

SIXTH FORM, 20 Boys. THE HEAD MASTER.

No. 1.—Lessons and Compositions during the Autumn of 1860.

	Lessons.	Compositions.
Sunday	No lesson.	One Latin essay of at least 30 lines. Set on Friday at noon, for Monday morning. In alternate weeks written translations into Latin prose, from English substituted.
Monday	8 to 9. Repetition of Greek Testament. 10 to 11½. Greek Testament, (2 Corinth.) 11½ to 12½. Davison on Prophecy. 3½ to 5½. Euclid and Algebra, or Higher Mathematics.	
Tuesday	8 to 9. Repetition (Plautus). 10 to 11½. Demosthenes (part of Meidias, and Androtion). 11½ to 12½. Plautius (Trinummus). 3½ to 4½. French. 4½ to 5½. (Composition looked over).	One copy of Latin verses of at least 24 lines alternately original and translated. Set Wednesday for Friday.
Wednesday	8 to 9. Repetition. 10 to 11½. Demosthenes. 11½ to 12½. Plautus. Half Holiday.	One copy of Greek iambics of at least 16 lines, from English. Every third week translation into Greek prose substituted. Set Monday for Wednesday.
Thursday	8 to 9. Repetition. 10 to 11. Demosthenes. 11 to 12. Horace, Sat. ii., iii. to end (at 12, Rehearsal of Speeches). 3½ to 5½. Mathematics.	A saint's day falling at the time of any exercise commutes it for English composition, in verse, usually translation.
Friday	8 to 9. Repetition. 10 to 11. Demosthenes. 11 to 12. Plautus. 12 to 12½. (Speeches). 3½ to 4½. French. 4½ to 5½. Composition Lecture.	
Saturday	8 to 9. Repetition (Latin prose). 10 to 11. Mathematics. 11 to 12. Roman history. Half Holiday.	Epigrams are now and then set, if there be extra pressure of work, in lieu of the longer exercise.

SUMMARY OF LESSONS.

Greek	4
Latin	4
Mathematics	5
French	2
Greek Testament, &c.	2
History	1
Composition	1
*Repetition	6
	25

Drawing and singing in addition for some.

On Friday afternoon, a piece is done without Lexicons, or other help, under my own eye. Now and then I change this into oral version of an English passage.

* After repetition is finished, and at any intervals of work, composition is looked over.

SIXTH FORM, 21 Boys. THE HEAD MASTER.

No. 2.—Lessons and Compositions during the Spring of 1861, January to May.

	Lessons.	Compositions.
Sunday	No lesson.	As before in No. 1, except that, during a short time, while the Greek iambics and Latin essay are being done, the ordinary composition, for a week or ten days, is excused in the case of the candidates.
Monday	As in No. 1.	
Tuesday	8 to 9. Repetition. Sophocles, Œd. Col., (afterwards Æn. ix). 10 to 11½. Soph. Æd. Colon. 11½ to 12½. Livy, B. ix. 3½ to 4½. French. 4½ to 5½. Composition looked over.	
Wednesday	8 to 9. Repetition. 10 to 11½. Sophocles. 11½ to 12½. Livy. Half Holiday.	
Thursday	8 to 9. Repetition. 10 to 11. Sophocles. 11 to 12. Hor. Epist. 3½ to 5½. Mathematics.	

TABLE D.

WEST-MINSTER.

Lessons.		Compositions.
Friday	8 to 9. Repetition. 10 to 11½. Sophocles. 11½ to 12½. Livy. 3½ to 4½. French. 4½ to 5½.	
Saturday	8 to 9. Repetition (Latin prose). 10 to 11. Mathematics. 11 to 12. Roman History. Half Holiday.	

SUMMARY OF LESSONS.

As before in No. 1, excepting that for about six weeks in the beginning of the half-year, the Composition Lecture is dropped, the head-master being engaged with "The Challenge."

*

SIXTH FORM, 14 * BOYS. THE HEAD MASTER.

No. 3.—Lessons and Compositions during the Summer of 1861.

Lessons.		Compositions.
Sunday	No lesson.	As in No. 1.
Monday	8 to 9. Repetition of Greek Test. 10 to 11½. Greek Test., 1 Peter, afterwards Acts. 11½ to 12½. Hallam's Constitutional History, vol. 1. 3½ to 5½. Mathematics.	——
Tuesday	8 to 9. Repetition, Ovid. Epist., ex Ponto. 10 to 11½. Plato, Apologia. 11½ to 12½. Cicero de Finibus, i. 3½ to 4½. French. 4½ to 5½. As in No. 1.	——
Wednesday	8 to 9. Repetition. 10 to 11½. Plato. 11½ to 12½. Cicero. Half Holiday.	——
Thursday	8 to 9. Repetition. 10 to 11. Plato. 11 to 12. Horace Epist. (at 12, Rehearsal of Speeches). 3½ to 5½. Mathematics.	——
Friday	8 to 9. Repetition. 10 to 11. Plato. 11 to 12. Cicero. 12. (Speeches.) 3½ to 4½. French. 4½ to 5½. Composition Lecture.	——
Saturday	8 to 9. Repetition. 10 to 11. Mathematics. 11 to 12. Greek Testament.	——

SUMMARY OF LESSONS.

As in No. 1.

* This number was unusually small from accidental causes; and part of the head master's time was therefore given to the next form (the remove).

REMOVE, 17 BOYS. MR. MARSHALL.

No. 1.—Lessons and Compositions during the first half Year of 1861, January to May.

Lessons.		Compositions.
Sunday		The same as in other return.
Monday	8 to 9. Scripture History. 10 to 11½. Repetition of Passages, Greek Testament. 11½ to 12½. Mathematics. 3½ to 4½. Euclid. 4½ to 5½. History.	——
Tuesday	8 to 9. Repetition of Horace, Od. ii. and construing. 10 to 12½. Herodotus, l. i.; Cicero pro Milone. 3½ to 4½. French. 4½ to 5½. Cicero finished and Latin or Greek exercise read *vivâ voce*.	One Greek author only is generally read at the beginning of the half year, and when about a third of it is passed, the second is begun.
Wednesday	8 to 9. Greek Grammar. 10 to 11½. Sophocles, Œdip. Colon. 11½ to 12½. Mathematics. Half Holiday.	——
Thursday	8 to 9. Repetition of Horace and construing. 10 to 12. Verses with help and superintendence of a master. 3½ to 4½. Euclid. 4½ to 5½. Cicero pro Milone.	——
Friday	8 to 9. Repetition of Horace and construing. 10 to 12½. Herodotus, Cicero pro Milone. 3½ to 4½. French. 4½ to 5½. History.	——
Saturday	8 to 9. Grammar. 10 to 12. Sophocles Œdipus Coloneus. Half Holiday.	——

SUMMARY OF LESSONS.

Holy Scripture	3
Latin	6 or 7
Greek	7 or 6
History	2
Mathematics	4 hours
French	2
	24

REMOVE, 14 BOYS. MR. MARSHALL.

No. 2.—Lessons and Composition during Autumn 1861.*

Lessons.		Compositions.
Sunday.		——
Monday	8 to 9. } Scripture History. 10 to 11½. } Repetition of passages of Scripture, Greek Testament. 11½ to 12½. Mathematics. 3½ to 4½. Thucydides, l. vi. 4½ to 5½. Mathematics.	Monday evening Translation from English into Latin.
Tuesday	8 to 9. Repetition and construing of Horace Od. ii. 10 to 12½. Thucydides, l. vi., Cæsar, Bellum Civile i. 3½ to 4½. French. 4½ to 5½. Latin verses done under supervision of a master.	Latin hexameters on a subject not less than 20 lines given up on Thursday.
Wednesday	8 to 9. Greek syntax or Latin repetition. 10 to 12½. Homer, Il. x. Latin or Greek translation exercise read *vivâ voce*. Half Holiday.	Occasionally translation into English verse.
Thursday	8 to 9. Repetition and construing of Horace. 10 to 12. Mathematics. 3½ to 4½. Thucydides. 4½ to 5½. Greek History.	Translation from English into Greek shown up on Saturday morning.
Friday	8 to 9. Repetition and construing of Horace. 10 to 11. Thucydides. 11 to 12. Cæsar. 12 to 12½. Listening to recitations in school. 3½ to 4½. French. 4½ to 5½. Greek History.	Occasionally a translation from Greek or Latin is set. Translation verses, see Tuesday for remove, Thursday for upper shell.
Saturday	8 to 9. Greek Syntax. 10 to 12. Homer. Half Holiday.	A French exercise in the course of the week.

SUMMARY OF LESSONS.

Scripture	3
Greek	8
Latin	7
French	2
Mathematics	4 hours
History	2
	26

Drawing for such as learn, 2 lessons of 1½ hours

* Some alterations take place in the distribution of time, but the general result is as nearly as possible constant. Cæsar and Homer are read this half year for particular reasons. A Greek play and Livy or Cicero are the ordinary subjects, see return C.

UPPER SHELL, 11 BOYS. MR. MARSHALL.

No. 1.—Lessons and Compositions during the first half Year of 1861, January to May.

Lessons.		Compositions.
Sunday		The same as in the other return.
Monday	8 to 9. Scripture History. 10 to 11½. Repetition of passages of Scripture, Greek Testament. 11½ to 12½. Latin exercise under supervision. 3½ to 4½. French. 4½ to 5½. History.	——

Lessons.		Compositions.
Tuesday	8 to 9. Repetition and construing of Horace Od. ii. 12 to 12½ } Herodotus, Bk. i. Cicero pro 3.50 to 5.50 } Milone, Latin or Greek translation *vivâ voce.*	—
Wednesday	8 to 9. Greek Grammar. 10½ to 12½. Euripides, Medea; Cicero pro Milone. Half Holiday.	—
Thursday	8 to 9. Construing and repetition of Horace. 10 to 12. Verses with help and supervision of a master. 3½ to 4½. French. 4½ to 5½. Cicero pro Milone.	—
Friday	8 to 9. Construing and repetition of Horace. 10 to 12. Mathematics. Euclid one hour. 3½ to 4½. Herodotus. 4½ to 5½. History.	—
Saturday	8 to 9. Greek Grammar. 10 to 12. Euripides. Medea. Half Holiday.	—

SUMMARY OF LESSONS.

Holy Scripture	3
Latin	8 or 9 generally one dropped in a week for want of time.
Greek	7 or 6
History	2
Mathematics	4 hours
French	2
	26

UPPER SHELL, 15 BOYS. MR. MARSHALL.

No. 2.—Lessons and Compositions during Autumn 1861.

Lessons.		Compositions.
Sunday.		
Monday	8 to 9. Scripture History. 10 to 12½. Repetition of passages of Scripture, Greek Testament, Translation from English into Latin under supervision of a master. 3½ to 4½. French. 4½ to 5½. Thucydides, l. vi.	The same as for the remove, with slightly diminished quantities.
Tuesday	8 to 9. Repetition and construing of Horace. 10 to 12 Mathematics. 12 to 12½ } Thucydides. 3½ to 5½ } Cæsar, Bellum Civile, l. i.	—
Wednesday	8 to 9. Greek Syntax. 10 to 12½. Homer, Il., x., English exercise translated into Latin or Greek, *vivâ voce.*	—
Thursday	8 to 9. Repetition and construing of Horace. 10 to 12. Latin translation, verses done in school under supervision, and with help. 3½ to 4½. French. 4½ to 5½. Cæsar.	—
Friday	8 to 9. Repetition and construing of Horace. 10 to 12. Mathematics. 12 to 12½. Recitations. 3½ to 5½. Thucydides, Greek History.	—
Saturday	8 to 9. Greek Syntax. 10 to 12. Homer.	—

SUMMARY OF LESSONS.

Scripture	3
Latin	8
Greek	7
Mathematics	4 hours.
French	2
History	1
Drawing	—
Singing	—
	25

One lesson is sometimes dropped in a week for want of time to hear it.

UNDER SHELL, 13 BOYS. MR. JAMES.

Lessons and Compositions during the Year (with occasional variations).

Lessons.		Compositions.
Sunday.	No school.	—
Monday	8 to 9. Bible and Gospel repetition. 10 to 11½. Greek Testament. 11½ to 12½. Preparation. 3½ to 4½. Virgil's Æneid. 4½ to 5½. French repetition and dictation.	
Tuesday	8 to 9. Repetition of Virgil. Greek grammar. 10 to 11½. Xenophon's Cyropædia. 3½ to 4½. Euclid. 4½ to 5½. Algebra.	11½ to 12½. Translation into Latin verse or into English prose, or Latin prose.
Wednesday	8 to 9. English History (Chepmell). 10 to 11½. Homer's Iliad. Half Holiday.	11½ to 12½. Greek prose (Arnold's Exercises.)
Thursday	8 to 9. Repetition of Virgil, Greek grammar. 3½ to 4½. Xenophon's Cyropædia. 4½ to 5½. French translation.	10 to 12. Translation into Latin verse.
Friday	8 to 9. Cæsar de Bello Gal. 10 to 11. Preparation. 11 to 12. Virgil's Æneid. 3½ to 4½. Euclid. 4½ to 5½. Algebra.	—
Saturday	8 to 9. Repetition of Virgil, Greek History. 10 to 10½. Translation orally into Latin prose. 11½ to 12. Greek History. Half Holiday.	10½ to 11½ Translation into Latin prose.

SUMMARY OF LESSONS.

Greek	4
Latin	3
Scripture	2
History	2
Grammar	2
Repetition	3
French	2
Mathematics	4
	22

UPPER FIFTH FORM, 14 BOYS. MR. JAMES.

Lessons and Compositions during the Year, (with occasional variations).

Lessons.		Compositions.
Sunday.	No school.	
Monday	8 to 9. Bible and Gospel repetition. 10 to 11½. Greek Testament. 11½ to 12½. Preparation and oral translation into Latin prose. 3½ to 4½. Virgil's Æneid.	4½ to 5½. Translation into Latin verse.
Tuesday	8 to 9. Repetition of Virgil, Greek grammar. 11½ to 12½. Xenophon's Anabasis. 3½ to 5½. Arithmetic.	10 to 11½. Translation into Latin prose or English prose.
Wednesday	8 to 9. English History (Chepmell). 11½ to 12½. Homer's Iliad. Half Holiday.	10 to 11½ Greek prose (Arnold's Exercises).
Thursday	8 to 9. Repetition of Virgil, Greek grammar. 4½ to 5½. Xenophon's Anabasis.	10 to 12. Translation into Latin verse. 3½ to 4½. Translation into Latin prose.
Friday	8 to 9. Cæsar de Bello Gallico. 10 to 11. Preparation. 11 to 12. Virgil's Æneid. 3½ to 5½. Arithmetic.	—
Saturday	8 to 9. Repetition of Virgil, Greek History. 10 to 11. French. 11 to 12. Greek History. Half Holiday.	—

SUMMARY OF LESSONS.

Greek	4
Latin	4
Bible	2
History	2
Grammar	2
Repetition	3
French	1
Arithmetic	2, of two hours each.
	20

UNDER FIFTH FORM, 16 BOYS. MR. ANDREWS.

No. 2. Lessons and Compositions during the Year ending Midsummer, 1861 (with occasional variations).

Lessons.		Compositions.
Sunday.		
Monday	8 to 9. Gospel or Epistle repetition. 10 to 11. Bible History. 11 to 12. Greek Testament. 12 to 12½. Preparation of Virgil. 3½ to 4½. Virgil. 4½ to 5½. Greek exercise.	Greek exercise, or Latin verses, in alternate weeks.

TABLE D.

WEST-MINSTER.

Lessons.	Compositions.
Tuesday	
8 to 9. Virgil, repetition.	Latin exercise.
10 to 11. Homer.	
11 to 12. Prepare } History.	
12 to 12½. say }	
3½ to 5½. Arithmetic.	
Wednesday	
8 to 9. Latin Grammar.	Greek exercise.
10 to 11. Prepare } Xenophon and	
11 to 12½. say } Ovid.	
12 to 12½. Greek Grammar.	
Half Holiday.	
Thursday	
8 to 9. Ovid, repetition.	Latin exercise.
10 to 12. Latin verses.	
3½ to 4½. Prepare } Virgil.	
4½ to 5½. say }	
Friday	
8 to 9. Greek Grammar.	—
10 to 11. Prepare } Virgil and Xeno-	
11 to 12½. say } phon.	
3½ to 5½. Arithmetic.	
Saturday	
8 to 9. Virgil repetition.	—
10 to 11. Cæsar.	
11 to 12. French.	

Summary of Lessons.

Greek	5
Latin	8
Arithmetic	2
French	1
Divinity	2
History	2
	20

Upper Fourth Form, 14 Boys. Mr. Andrews.

Lessons and Compositions during the Year ending Christmas, 1861.

Lessons.	Compositions.
Sunday	
Monday	
8 to 9. Divinity (Gospel repetition).	Latin exercise.
10 to 12½. Bible History and Greek Testament (prepare and say).	
3½ to 5½. Arithmetic.	
Tuesday	
8 to 9. Latin and Greek Grammar.	—
10 to 12. Greek epigrams (prepare and say).	
12 to 12½. Prepare history.	
3½ to 4½. Say ditto.	
4½ to 5½. French.	
Wednesday	
8 to 9. Latin Grammar, and prepare Nepos.	—
10 to 11. Cornelius Nepos.	
11 to 12½. Ovid.	
Thursday	
8 to 9. Ovid, repetition.	Latin verses.
10 to 12. Latin verses.	
3½ to 5½. Arithmetic.	
Friday	
8 to 9. Greek Grammar, and prepare Nepos.	Latin exercise.
10 to 11. Cornelius Nepos.	
11 to 12½. Ovid and History (Prepare and say).	
3½ to 4½.	
4½ to 5½. Greek exercises.	
Saturday	
8 to 9. Ovid, repetition.	Greek exercise.
10 to 12. Greek epigrams (prepare and say).	

Summary of Lessons.

Divinity	2
Greek	4
Latin	6
French	1
History	2
Arithmetic	2
	17

Under Fourth Form, 13 to 15 Boys. Mr. Bonney.

Lessons and Compositions during the Year ending Aug. 1861.

Lessons.	Compositions.
Sunday — No school.	—
Monday	
8 to 9. Lessons in Bible and Sinclair's Church Catechism heard, which have been prepared out of school.	
10 to 12½. Greek Grammar and Greek construe, chiefly prepared out of school.	
3½ to 5½. Arithmetic.	Latin exercise.
Tuesday	
8 to 9. Latin Grammar (prepared out of school).	Latin or Greek exercise (done out of school).
10 to 12½. Prepare and construe, Nepos; prepare Ovid Fasti.	—
3½ to 4½. Say Ovid lesson.	
4½ to 5½. French.	
Wednesday	
8 to 9. Ovid repetition, prepare Greek construe.	
10 to 12½. Greek lesson said; English History lesson prepared and said; Greek Grammar.	
No afternoon school.	
Thursday	
8 to 9. Greek Grammar (prepared out of school).	
10 to 12. — — — — —	Latin verses.
3½ to 5½. Arithmetic.	
Friday	
8 to 9. Latin Grammar (prepared out of school).	Latin or Greek exercise (done out of school).
10 to 12 or 12½. Prepare and construe Nepos; prepare Ovid Fasti.	
3½ to 4½. Say Ovid lesson.	
4½ to 5½. Geography.	
Saturday	
8 to 9. Ovid repetition, prepare Greek construe.	—
10 to 12. Greek lesson said, English History lesson prepared and said.	
No afternoon school.	

Summary of Lessons.

Bible	1
Sinclair	1
Nepos	2
Ovid	2
Greek construe	3
Grammar	5
History	2
Geography	1
Prose exercise	3
Verse ditto	1
Mathematics	4 hours.
	25

Under Fourth Form (in part Charge), Upper Third, Under Third (in active Charge), 27 Boys. Mr. Weare.

Lessons and Compositions during the Year ending August 1861.

Lessons.	Compositions.
Sunday	
No lessons heard.	—
N.B. Four times a year special Divinity exercises for the 20 Senior Queen's scholars, in connexion with preparation for the Holy Communion.	
Monday	
8 to 8¾. Under 4, say, and questioned in Sinclair's Exposition of Catechism.	—
8¾ to 9. Upper 3, say Wake's Explanation of Catechism.	
10 to 11. „ and under 3 say ditto.	
11 to 11½. Both thirds say Latin, Greek, and question.	
11½ to 12. „ up in St. Luke's Gospel.	
12 to 12½. One form in Ovid.	
3 to 5. Both thirds, Ovid, Yonge's Exercises, correcting faults pointed out.	
Tuesday	
8 to 8¾. Under 4 say Greek or Latin Grammar, with questions.	—
8¾ to 9. Third ditto.	
10 to 10½. „ finish.	
10½ to 11½ or 12. Thirds in Ovid.	
11½ or 12 to 12½, and often 1. Under 4, Cornelius Nepos, with questions, history and geography.	
3 to 5. Thirds with arithmetic master	
Wednesday	
8 to 8¾. Under 4, repetition of 14 lines of Ovid Fasti, and a shorter portion of Latin or Greek Grammar.	—
8¾ to 9. As Tuesday.	
10 to 12½. Thirds, finish grammar, prepare and say Ovid Fasti, with questions, parsing, and rules.	
Half Holiday.	
Thursday	
8 to 8¾. As Tuesday.	—
8¾ to 9. Ditto.	
10 to 12. (School up earlier on Thursdays), Thirds in grammar and Ovid, as Wednesday, and rudiments of Latin prosody and verses.	
3 to 5. Thirds, as Monday.	—
Friday	
8 to 8¾. As Tuesday.	
8¾ to 9. Ditto.	
10 to 12. And after "speeches," 12 to 12½, 12½ to 1 very often, as Tuesday.	
3 to 5. Thirds at arithmetic.	
Saturday	
8 to 9. Under 4, repeat as Wednesday, &c. (finished at 12 to 12.20, if needed).	—
10 to 12. School up at 12 on Saturday, Thirds Latin Grammar or geography lecture, &c., Ovid lessons, &c.	

Summary of Lessons.

Repetitions	2
Catechism	3
Gospel	1
Latin or Greek Grammar	17
Ovid's Fasti	12
Cornelius Nepos	2
Translations	4
French	1
Rudiments	1
	42 per week

N.B. The under fourth repetition in the mornings is only by a part of the form, taken in lieu of some of the under school, who are heard by another master.

CHARTERHOUSE.

Sixth or highest Form, 13 Boys. The Head Master.

[The Sixth Form prepare their work *out of School.*]

Lessons and Compositions during Year ending at Summer Holidays, 1861.

	Lessons.	Compositions.
Sunday	2½ to 3. The 2nd lesson of the evening service from the Greek Testament.	English essay (occasionally English verse) on a scriptural or ecclesiastical subject, to be shown up on Monday morning.
Monday	7¾ to 8½. Instruction in Biblical history and theology. 10 to 10¾. Greek Testament. 11.20 to 12. Greek play (Æschylus, Sophocles, or Euripides). 12 to 1. Singing (voluntary). 2 to 4. German.	Translation from English into Greek prose and verse (alternate weeks), to be shown up Tuesday morning. Subject given out for Latin and English essay (alternate weeks), to be shown up on Friday morning.
Tuesday	7¾ to 9. Repetition, and exercise looked over with boys. 10 to 10¾. Lucretius, or Horace, or Juvenal, &c. 11.20 to 12. Demosthenes or Plato. 12 to 1. Chemistry (voluntary). 2½ to 3. Tacitus, or Cicero, or Livy. 3 to 4. History.	Latin prose of Friday night re-written with corrections. Subject for Latin verse (original and translation, alternate weeks) given out, to be shown up on Thursday morning.
Wednesday	7¾ to 9. Repetition, and exercise looked over with boys. 9½ to 12. Mathematics. Half holiday (Drawing, voluntary).	Verses given out on the previous evening, done for quantity: see Table C.
Thursday	7¾ to 9. Repetition, and exercise looked over with boys. 10 to 10¾. Lucretius, &c., as on Tuesday. 11.20 to 12. Thucydides. 12 to 1. Singing (voluntary). 2½ to 3. Virgil, Æneid. 3½ to 4. Greek play (as on Monday).	Verses set on Tuesday evening, given up on Thursday morning.
Friday	7¾ to 9. Repetition, and exercise looked over with boys. 9½ to 10½. Homer. 10½ to 11½. Paper of critical questions. 12 to 1. Chemistry (voluntary). 2 to 2½. Tacitus, or Cicero, or Livy. 2½ to 3. Translation from some Greek or Latin author. 3 to 4. Composition done in school without dictionary or lexicon.	Translation from English into Latin prose, to be shown up on Saturday morning.
Saturday	7¾ to 9. Repetition and exercises, looked over with boys. 9½ to 12. Mathematics. Half Holiday.	Subject for English essay given out; to be shown up on Monday morning.

Summary of Lessons.

Greek Testament and Divinity	3
Greek	5
Latin	6
History, &c.	1
German	1
Mathematics	2
Singing (voluntary)	2
Drawing (do.)	2
Chemistry (1 for each class)	1
Total	23

Fifth Form, Upper Division, 17 Boys, Mr. H. T. Forster.

Lessons and Compositions during Year ending at the Summer Holidays, 1861.

	Lessons.	Compositions.
Sunday	10½ to 11. Greek Testament with the head or second master. 3 to 4. Greek Testament with the head or second master.	English essay (or occasionally English verse) on a Scriptural subject.
Monday	7¾ to 8½. Instruction in Scripture history. 10 to 10.40. Greek Testament (with the under 5th). 10.40 to 11½. Prepare Greek Play (Euripides or Sophocles). 11½ to 12. Construe Greek Play. 2 to 2½. Prepare Cicero. 2½ to 3 Construe Cicero. 3 to 4. Questions (written) on Roman, Greek, or English History.	Translation from English into Greek prose or verse (set in alternate weeks).
Tuesday	7¾ to 8½. Repetition (Horace, Odes, Virgil, Georgics, or Ovid,) 20 lines. 10 to 10½. Virgil (Georgics or Eclogues,) about 50 lines (construe.) 10½ to 11½. Prepare Herodotus, (Books VII. VIII.) 11½ to 12. Construe Herodotus. 2 to 4. French (with Professor Mariette.)	Latin prose of Friday night rewritten with corrections.
Wednesday	7¾ to 8½. Repetition. 9½ to 12. Mathematics (*See* Mathematical Report.) Half Holiday.	Copy of Latin verse (Hexameters, Lyrics or Elegiacs); original and translated set in alternate weeks.
Thursday	7¾ to 8½. Repetition. 10 to 10½. Virgil (construe). 10½ to 11½. Prepare Herodotus. 11½ to 12. Construe Herodotus. 2 to 2½. Prepare Horace (Satires or Epistles) or Virgil (Æneid.) 2½ to 3. Construe Horace, &c. 3 to 3½. Prepare Greek Play. 3½ to 4. Construe Greek Play.	English and Latin Themes set in alternate weeks.
Friday	7¾ to 8½. Repetition. 9½ to 10½. Homer (construe) about 50 lines (Iliad). 10½ to 11. Construe Cicero. 11 to 12. Critical questions (written). 2 to 4. French with Professor Mariette.	Translation from English into Latin prose (about 18 lines of English).
Saturday	7¾ to 8½. Repetition. 9½ to 12. Mathematics. Half Holiday.	No exercise.

Fifth Form, Lower Division, 11 Boys, Mr. H.T. Forster.

Lessons and Compositions during the year ending at the Summer Holidays, 1861.

	Lessons.	Compositions.
Sunday	10½ to 11. Greek Testament with the head or second master. 3 to 4. Greek Testament with the head or second master.	Theme on Scriptural subject.
Monday	7¾ to 8½. Questions relating to Scriptural History. 10 to 10.40. Greek Testament (with upper 5th). 10.40 to 11½. Prepare Odyssey. 11½ to 12. Construe Odyssey (to Mr. Watts). 2 to 2½. Prepare Cicero. 2½ to 3. Construe Cicero, (with upper 5th.) 3 to 4. History.	Greek prose (from Wilkins' exercise book).
Tuesday	7¾ to 8½. Repetition (to Mr. Dicken.) 9½ to 10. Virgil Georgics. 10 to 11. Prepare Herodotus. 11 to 11½. Construe Herodotus. 2 to 4. French (with M. Mariette).	Latin prose of Friday night rewritten with corrections.
Wednesday	7¾ to 8½. Repetition (to Mr. Dicken). 9 to 12. Mathematics (*see* Mathematical Report). Half Holiday.	Verses.

TABLE D.

CHARTERHOUSE.

	Lessons.	Compositions.
Thursday	7.40 to 8½. Repetition (to Mr. Dicken). 9½ to 10. Virgil Georgics. 10 to 11. Prepare Herodotus. 11 to 11½. Construe Herodotus. 2 to 2½. Construe Horace (Satires). 2½ to 3½. Prepare Odyssey. 3½ to 4. Construe Odyssey (to Mr. Watts).	Greek Iambics (Collis' exercise book).
Friday	7¾ to 8½. Repetition (to Mr. Dicken). 9½ to 10½. Homer Iliad (with upper 5th). 10½ to 11. Cicero. 11 to 12. Critical questions. 2 to 4. French with M. Marriette.	Latin prose (Wilkins' Latin exercise book).
Saturday	7¾ to 8½. Repetition (to Mr. Dicken.) 9½ to 12. Mathematics (*see* Mathematical Report). Half Holiday.	

Summary of Lessons.

Greek Testament and Divinity	4
Greek	5
Latin	5
History	1
Repetition	6
Mathematics	2
Voluntary singing	2
Drawing	2
Chemistry	1
	28

Fourth Form, 20 Boys. Rev. J. Poynder.

Lessons and Compositions during Year ending at the Summer Holidays, 1861.

	Lessons.	Compositions.
Sunday	The Gospel for the Sunday is translated in the morning (10½ to 11). The second lesson is translated in the afternoon (3 to 4), and such questions are asked as suggest themselves at the time.	One or more chapters of the Old Testament are analysed by each boy by way of a Sunday exercise, which is given up the first thing on Monday morning.
Monday	7¾ to 8. Catechism or Scripture lesson. 9½ to 10½. Lesson in Greek Testament. 10½ to 11. Preparation of lesson. 11 to 11½. Lesson in Homer 11½ to 12. Preparation of lesson. 2 to 2½. Lesson in English history, or Roman history. 2½ to 3. Preparation of lesson. 3 to 3½. Lesson in geography. 3½ to 4. Preparation of lesson. 8 to 9. Preparation of work for next day.	Latin Prose (Kennedy's Curriculum Stili Latini).
Tuesday	7¾ to 8. Repetition of Horace. 9½ to 10½. Lesson in Cicero. 10½ to 11. Preparation of lesson. 11 to 11½. Lesson in Xenophon. 11½ to 12. Preparation of lesson. 2 to 4. French. 8 to 9. Preparation of work for next day.	Greek Prose (Wilkins' Elementary Exercise Book).
Wednesday	7¾ to 8½. Repetition of Horace. 9½ to 12. Mathematics. Half Holiday. 8 to 9. Preparation of work for next day.	Copy of Latin verse, (hexameters, elegiacs, or lyrics,) English being given.
Thursday	7¾ to 8½. Repetition of Horace. 9½ to 10½. Lesson in Cicero. 10½ to 11. Preparation of lesson. 11 to 11½. Lesson in Xenophon. 11½ to 12. Preparation of lesson. 2 to 2½. Lesson in Horace. 2½ to 3. Preparation of lesson. 3 to 3½. Lesson in Homer. 3½ to 4. Preparation of lesson. 8 to 9. Preparation of work for next day.	Exercises of week corrected.
Friday	7¾ to 8½. Repetition of Horace. 9½ to 11. Lesson in Horace. 11 to 12. Examination of work done in the week. 2 to 4. French. 8 to 9. Preparation of work for next day.	Latin Prose as on Monday.
Saturday	7¾ to 8½. Repetition of Horace. 9½ to 12. Mathematics. Half Holiday.	—

Summary of Lessons.

Divinity	4
Greek	4
Latin	4
Repetition	—
French	2
Mathematics	2
English History (or Roman)	1
Geography	1
Total	23

Shell Form, 13 Boys. Mr. J. W. Irvine.

Lessons and Compositions during the Year ending with Summer Holidays, 1861.

	Lessons.	Compositions.
Sunday	10½ to 11. Collect said (with questions and references connected with it). 3 to 4. Scripture history.	Analysis of two chapters of the Old Testament, given up on Monday morning.
Monday	7¾ to 8½. Catechism or Scripture history (alternately.) 9½ to 10.20. Greek Testament. 10.20 to 11. Prepare lesson. 11 to 11½. Homer. 11½ to 12. Prepare lesson. 2 to 2½. Geography. 2½ to 2.50. Prepare. 2.50 to 3.25. English history. 3.25 to 3¾. Prepare. 3¾ to 4. Writing from dictation. 8 to 9. Prepare work for next day.	Latin exercise (Arnold). Every third week a map or history questions are given instead.
Tuesday	7¾ to 8½. Horace repetition. 9½ to 10.20. Horace. 10.20 to 11. Prepare. 11 to 11½. Xenophon. 11½ to 12. Prepare. 2 to 4. French. 8 to 9. Prepare for next day.	Greek exercise (Major's Praxis).
Wednesday	7¾ to 8½. Horace repetition. 9½ to 12. Mathematics. Half Holiday. 8 to 9. Prepare for next day.	10 or 12 verses (Walford's Elegiacs).
Thursday	7¾ to 8½. Grammar repetition (Greek or Latin). 9½ to 10.20. Horace. 10.20 to 11. Prepare. 11 to 11½. Homer. 11½ to 12. Prepare. 2 to 2.40. Xenophon. 2.40 to 4. Learn and say grammar or do verses (alternately). 8 to 9. Prepare for next day.	Latin exercises (Arnold's).
Friday	7¾ to 8½. Horace repetition. 9½ to 10.20. Cicero. 10.20 to 11. Prepare. 11 to 12. Examination in work of the week. 2 to 4. French. 8 to 9. Prepare for next day.	Latin & Greek exercises and verses for week re-written, with corrections.
Saturday	7¾ to 8½. Repetition for week said over. 9½ to 12. Mathematics. Half Holiday.	

Summary of Lessons.

Divinity	2
Greek	5
Latin	3
History	1
Geography	1
Repetition	5
Arithmetic and Mathematics	2
French	2
Voluntary — Singing	2
Voluntary — Drawing	2
Voluntary — Chemistry	1
Total	26

Third Form, 19 Boys. Mr. J. W. Irvine.

Lessons and Compositions during Year ending with the Summer Holidays, 1861.

	Lessons.	Compositions.
Sunday	10½ to 11. Collect said (with questions, references, &c.) 3 to 4. Scripture history.	Analysis of 2 chapters of the Old Testament, given up on Monday morning.
Monday	7¾ to 8½. Catechism or Scripture history (alternately). 9½ to 10.20. Prepare lesson. 10.20 to 11 Greek Testament. 11 to 11½. Prepare. 11½ to 12. Homer. 2 to 2½. Prepare. 2½ to 2.50. Geography 2.50 to 3.25. Prepare. 3.25 to 3¾. Xenophon. 3¾ to 4. Writing for dictation. 8 to 9. Prepare work for next day.	Latin Exercises (Arnold). Every 3rd week a map or history questions given instead.

TABLE D.

CHARTERHOUSE.

	Lessons.	Compositions.
Tuesday	7¾ to 8½. Virgil repetition. 9½ to 10.20. Prepare. 10.20 to 11. Virgil. 11 to 11½. Prepare. 11½ to 12. Xenophon. 2 to 4. French. 8 to 9. Prepare for next day.	Greek Exercises (Major's Praxis).
Wednesday	7¾ to 8½. Virgil repetition. 9½ to 12. Mathematics. Half Holiday. 8 to 9. Prepare for next day.	Eight verses (Walford's Elegiacs).
Thursday	7¾ to 8½. Grammar repetition. 9½ to 10.20. Prepare. 10.20 to 11. Virgil. 11 to 11½. Prepare. 11½ to 12. Homer. 2 to 2.40. Prepare. 2.40 to 3.10. History. 3.10 to 4. Learn and say grammar, or do verses (alternately). 8 to 9. Prepare for next day.	Latin Exercise (Arnold).
Friday	7¾ to 8½. Virgil repetition. 9 to 10.20. Prepare. 10.20 to 11. Cicero. 11 to 12. Examination in work of the week. 2 to 4. French. 8 to 9. Prepare for next day.	Latin and Greek Exercises and verses for week re-written, with corrections.
Saturday	7¾ to 8.10. Repetition for week said over. 9½ to 10.20. Mathematics. Half Holiday.	—

SUMMARY OF LESSONS.

Divinity		2
Greek		5
Latin		3
History		1
Geography		1
Repetition		5
Arithmetic and mathematics		2
		19
Voluntary: French		2
Voluntary: Singing		2
Voluntary: Drawing		2
Voluntary: Chemistry		1
Total		26

SECOND FORM, 9 BOYS. REV. F. POYNDER.

Lessons and Compositions during Year ending at Summer Holidays, 1861.

	Lessons.	Compositions.
Sunday	10½ to 11. The collect for the day is learnt and explained.* 3 to 4. A lesson in Scripture history.*	Questions on Scripture history are answered as a Sunday exercise, which is shown up in school the first thing on Monday morning.
Monday	7¾ to 8½. Lesson in Scripture history or catechism. 9½ to 10¼. Preparation of Greek Testament lesson. 10¼ to 11. Lesson of Greek Testament. 11 to 11½. Preparation of lesson. 11½ to 12. Greek Delectus. 2 to 2½. Preparation of geographical lesson. 2½ to 3. Lesson in geography. 3 to 3½. Preparation of lesson in English history. 3½ to 4. Lesson in English history. 8 to 9. Preparation of lessons.	Latin exercise (Ellis' Exercises).
Tuesday	7¾ to 8½. Repetition of Ovid. 9½ to 10¼. Preparation of lesson. 10¼ to 11. Lesson in Latin. 11 to 11½. Preparation of lesson. 11½ to 12. Lesson in Greek. 2 to 4. French. 8 to 9. Preparation of lessons.	Greek exercise (Howard's Exercises).
Wednesday	7¾ to 8½. Repetition of Ovid. 9½ to 12. Mathematics. Half Holiday. 8 to 9. Preparation of lessons.	A portion of grammar written out and learnt.
Thursday	7¾ to 8½. Repetition of Ovid. 9½ to 10¼. Preparation of lesson. 10¼ to 11. Lesson in Latin. 11 to 11½. Preparation of lesson. 11½ to 12. Lesson in Greek. 2 to 2½. Preparation of grammar lesson, Latin. 2½ to 3. Lesson in grammar. 3 to 3½. Preparation of grammar lesson (Greek). 3½ to 4. Lesson in Grammar. 8 to 9. Preparation of lessons.	Exercises of week corrected.
Friday	7¾ to 8½. Repetition of Ovid. 9½ to 10¼. Lesson in Latin composition (verses). 10½ to 11. Verses. 11 to 12. Examination in work of week. 2 to 4. French. 8 to 9. Preparation of lessons.	Latin exercise, as on Monday.
Saturday	7¾ to 8½. Repetition of Ovid. 9½ to 12. Mathematics. Half Holiday.	—

* These two lessons are done with another master; at these hours I take the 4th Form and some of the 5th also.

SUMMARY OF LESSONS.

Divinity	4
Greek	3
Latin	2
Repetition	5
French	2
Mathematics	2
English History	1
Geography	1
Verses	1
Total	21

FIRST FORM, 10 BOYS. REV. ROBERT R. WATTS.

Lessons and Compositions during the quarter ending December 12, 1861 (the same course is followed throughout the year).

	Lessons.	Compositions.
Sunday	10½ to 11. Collect and gospel. 3 to 4. Scripture history.	Analysis of a short portion of Scripture, shown up on Monday morning.
Monday	7¾ to 8½. Catechism. 9½ to 10. Prepare lesson. 10 to 10¾. Latin Delectus. 10¾ to 11½. Prepare lesson. 11½ to 12. Latin grammar. 2 to 4. History and geography.	Every evening a portion of an exercise from Henry's First Latin Book; a vocabulary of the verbs in the construing lesson for the next day, with a translation of the last lesson.
Tuesday	7¾ to 8½ Grammar by heart. 9½ to 10 Prepare lesson. 10 to 10¾ Greek Delectus. 10¾ to 11½ Prepare lesson. 11½ to 12 Greek grammar. 2 to 4 French or arithmetic.	
Wednesday	7¾ to 8½ Grammar by heart. 9½ to 12 Arithmetic. Half Holiday.	—
Thursday	7¾ to 8½ Grammar by heart. 9½ to 10 Prepare lesson. 10 to 10¾ Latin Delectus. 10¾ to 11½ Prepare lesson. 11½ to 12 Latin grammar. 2 to 2½ Prepare lesson. 2½ to 3¼ Greek or Latin lesson. 3¼ to 4 Grammar prepared and repeated.	
Friday	7¾ to 8½ Grammar by heart. 9½ to 10¾ Prepare lesson. 10¾ to 11 Greek Delectus. 11 to 11½ Prepare work. 11½ to 12 Examined in work of the week. 2 to 4 French or arithmetic.	On Friday evening the exercises of the week written over and corrected.
Saturday	7¾ to 8½ Grammar of the week repeated. 9½ to 12 Arithmetic. Half Holiday.	No exercise on Saturday evening.

SUMMARY OF LESSONS.

Greek		4
Latin		4
Grammar		8
Scripture and Catechism		2
Arithmetic		2 (or 4, in case of those who do not learn French.)
History and geography		1
French		2
Voluntary: Singing		2
Voluntary: Chemistry		1
Total		26

UPPER MATHEMATICAL SCHOOL, FIRST DIVISION, 15 BOYS. REV. R. R. WATTS, Mathematical Master.

Lessons.	Compositions.
Sunday. —	—
Monday. —	—
Tuesday - Prepare Euclid, and work examples for Wednesday morning.	—
Wednesday 9.30 to 12, Mathematics.	—
Thursday. —	—
Friday - Prepare Euclid for Saturday morning.	—
Saturday - 9.30 to 12. Mathematics.	—

TABLE D. — CHARTER-HOUSE.

Upper Mathematical School, Second Division, 16 Boys.
Rev. C. R. Dicken, Master of the Second Division of the Upper Mathematical School.

Lessons during the year 1861.

Lessons.	Compositions.
Sunday. —	—
Monday. —	—
Tuesday evening - Preparation of Mathematics for Wednesday morning.	—
Wednesday - 9½ to 10½. Euclid *vivâ voce*, and in writing. 10½ to 12. Colenso's Arithmetic.	—
Thursday. —	—
Friday evening - Preparation of Mathematics for Saturday.	—
Saturday - 9½ to 10½. Euclid *vivâ voce*, and in writing. 10½ to 12. Colenso's Algebra.	—

Upper Mathematical School, Third Division, 21 Boys. Mr. H. T. Forster.

Lessons.	Compositions.
Sunday. —	—
Monday. —	—
Tuesday - Prepare Euclid for Wednesday morning	—
Wednesday - 9½ to 10½. Write and say Euclid. 10½ to 12. Arithmetic and Algebra.	—
Thursday. —	—
Friday. —	—
Saturday - 9½ to 12. Arithmetic and Algebra.	—

Middle Mathematical School, First and Second Division, 38 Boys. Rev. F. Poynder and Mr. J. W. Irvine.

Lessons.	Compositions.
Sunday. —	—
Monday. —	—
Tuesday - Work prepared in evening for following morning.	
Wednesday - First Division. Euclid from 9½ to 12. Second Division. Arithmetic from 9½ to 12.	—
Thursday. —	—
Friday. Work prepared in evening for following morning.	—
Saturday - First Division. Arithmetic from 9½ to 12. Second Division. Euclid from 9½ to 12.	—

Lower Mathematical School, First Division, 7 Boys. Rev. Richard Elwyn, Master of Division.

Lessons.	Compositions.
Sunday. —	—
Monday. —	—
Tuesday - Prepare work for following morning.	—
Wednesday - 9½ to 10¾. Euclid. 10¾ to 12. Arithmetic.	—
Thursday. —	—
Friday - Prepare work for following morning.	—
Saturday - 9½ to 10¾. Euclid. 10¾ to 12. Arithmetic.	—

Lower Mathematical School, Second Division, 15 Boys. Mr. Stewart.

Lessons.	Compositions.
Sunday. —	—
Monday. —	—
Tuesday. —	—
Wednesday - 9½ to 10½. Writing. 10½ to 12. Arithmetic.	—
Thursday. —	—
Friday. —	—
Saturday - 9½ to 10½. Writing and dictation. 10½ to 12. Arithmetic.	—

French, First Division, 28 Boys.

Lessons and Compositions during the Year ended at the Summer Holidays, 1861. Mons. Mariette.

Lessons.	Compositions.
Sunday. —	—
Monday. —	—
Tuesday - One hour, from 2 till 3	One hour, from 3 till 4.
Wednesday. —	
Thursday. —	—
Friday - One hour, from 2 till 3	One hour, from 3 till 4.
Saturday. —	

Summary of Lessons.
Two hours a week.

French, Second Division, 28 Boys. Mons. Mariette.

Lessons and Compositions during the Year ended at the Summer Holidays, 1861.

Lessons.	Compositions.
Sunday. —	—
Monday. —	—
Tuesday - One hour, from 3 till 4	One hour, from 2 till 3.
Wednesday. —	
Thursday. —	—
Friday - One hour, from 3 till 4	One hour, from 2 till 3.
Saturday. —	

Summary of Lessons.
Two hours a week.

French, Third Division, 26 Boys. Mons. Le Riche.

Lesson and Compositions during the same period.

Lessons.	Compositions.
Sunday. —	—
Monday. —	—
Tuesday - One hour, from 2 till 3	One hour, from 3 till 4.
Wednesday. —	
Thursday. —	—
Friday - One hour, from 2 till 3	One hour, from 3 till 4.
Saturday. —	

Summary of Lessons.
Two hours a week.

ST. PAUL'S.

Eighth Class, 18 Boys. The High Master.

Lessons and Compositions from June 1860, to June 1861.

	Lessons.	Compositions.
Sunday	No attendance.	
Monday	9.20 to 10. Greek Testament, (St. Paul's Ep.) heard. 10 to 10.40. Plato, Apologia prepared. 10.40 to 11.20. Plato heard. 11.20 to 12. Horace, Sat. prepared. 12 to 12.40. Horace, heard. 12.40 to 1. Next day's work prepared. 2 to 4. Mathematics, Diff. Calculus, hydrostatics, algebra, Euclid, &c.	One Latin, or Greek prose translation of about 20 lines, set on Thursday, given up on Friday morning.
Tuesday	9.20 to 10. Rep. Horace or Virgil, heard. 10 to 10.40. Greek play, Sophocles, Aristophanes, prepared. 10.40 to 11.20. Greek play heard. 11.20 to 12. Cicero de Finibus prepared. 12 to 12.40. Cicero heard. 12.40 to 1. Next day's work prepared. 2 to 4. French, classical exercises looked over.	One copy of Latin hexameters, elegiacs, lyrics, successively, occasionally, but rarely, varied by setting English verse, of about 20 lines set Saturdays, given up the following Saturday.
Wednesday	9.20 to 10. Retranslation, Terence, or Cicero. 10. to 10.40. Greek play prepared. 10.40 to 11.20. Ditto heard. 11.20 to 12. Ter. Andria prepared. 12 to 12.40. Ditto heard. 12.40 to 1. Next day's work prepared. Half Holiday.	
Thursday	9.20 to 10. Retrans. Sophocles heard. 10 to 10.20. Greek play prepared. 10.40 to 11.20. Ditto heard. 11.20 to 12. Horace, Sat. prepared. 12 to 12.40. Ditto heard. 12.40 to 1. Next day's work prepared. 2 to 4. Mathematics, as above.	
Friday	9.20 to 10. Latin or Greek prose, or Wilkins' Greek Prose Exercises. 10 to 10.40. Thucydides prepared. 10.40 to 11.20. Thucydides heard. 11.20 to 12. Cicero prepared. 12 to 12.40. Cicero heard. 12.40 to 1. Next day's work prepared. 2 to 4. French, classical exercises looked over.	One copy of Greek iambics translation of about 20 lines in succession with the Latin verses.
Saturday	9.20 to 10. Latin or Greek verses read over. 10 to 10.40. Greek play prepared. 10.40 to 11.20. Greek play heard. 11.20 to 12. Ter. Andria prepared. 12 to 12.40. Ter. Andria heard. 12.40 to 1. Lessons for Monday prepared. Half Holiday.	One English essay, from six to twelve pages in succession with the Greek and Latin verses.

Summary of Lessons.

Greek	8
Latin	8
Mathematics	2, two hours each
French	2, two hours each
	20

Seventh Class, 15 Boys. The High Master.

Lessons and Compositions from June 1860 to June 1861.

	Lessons.	Compositions.
Sunday	No attendance.	
Monday	9.20 to 10. Prepare Herodotus lesson. 10 to 10.40. Construe Greek Testament. 10.40 to 11.20. Construe Herodotus. 11.20 to 12. Prepare Virgil. 12 to 12.40. Construe Virgil. 12.40 to 1. Prepare next day's work. 2 to 4. Mathematical lessons.	One copy of Latin verses, hexameters, elegiacs, or lyrics, not less than 12 lines.
Tuesday	9.20 to 10. Prepare Greek play. 10 to 10.40. Say repetition Virgil, and construe Greek play. 10.40 to 11.20. Prepare Horace. 11.20 to 12. Construe Horace. 12 to 12.40. Prepare Virgil. 12.40 to 1. Construe Virgil. 2 to 4. French lessons, classical compositions looked over.	—
Wednesday	9.20 to 10. Prepare Herodotus. 10 to 12.40. Say Horace repetition, and construe Herodotus. 10.40 to 11.20. Herodotus or Virgil prepared. 11.20 to 12. Virgil or Herod. construed. 12 to 12.40. Horace prepared. 12.40 to 1. Same heard, or prepare next day's work. Half Holiday.	One Latin prose translation of about 12 lines.
Thursday	9.20 to 10. Prepare Greek play, Latin prose looked over. 10 to 10.40. Say re-translation of Greek play. 10.40 to 11.20. Greek play. 11.20 to 12. Livy or Virgil prepared 12 to 12.40. Same construed. 12.40 to 1. Prepare next day's work. 2 to 4. Mathematical lessons.	—
Friday	9.20 to 10. Prepare Herodotus. 10 to 10.40. Construe Herodotus. 10.40 to 11.20. Prepare Horace. 11.20 to 12. Construe Horace. 12 to 12.40. Prepare Virgil. 12.40 to 1. Next day's work, or say Virgil or Horace. 2 to 4. French lessons and classical compositions looked over.	—
Saturday	9.20 to 10. Verses looked over, prepare Greek play. 10 to 10.40. Greek play construed. 10.40 to 11.20. Prepare Virgil or Horace. 11.20 to 12. Construe Virgil or Horace. 12 to 12.40. Prepare next day's lessons. 12.40 to 1. Ditto. Half Holiday.	—

Summary of Lessons.

Greek	8
Latin	8
Mathematics	2, two hours each.
French	2
	20

Sixth Class, 15 Boys. Rev. J. Kempthorne.

Lessons and Compositions during the Year ending June 1861.

	Lessons.	Compositions.
Sunday.	—	—
Monday	9 to 10.50. Greek Testament. Review of all done the preceding week. Repetition of a few verses in the original (*). 11 to 11.40. Learn Virgil, and a few lines of fair copy of the last verse exercise by heart. 11.40 to 12.10. Say fair copy, and take from dictation the English for a fresh copy; to be shown up Wednesday morning. 12.10 to 1. Say Virgil.	— — Latin Verse.
Tuesday	9 to 9½. Short lesson of Greek Test., and the same every day. 9½ to 10. (*) Repetition of Virgil. Arnold's Prose with fifth class. 10 to 10.50. Learn Livy. 11 to 12. Say Livy. 12 to 1. Learn Xenophon or Plato.	Latin Verse.
Wednesday	9 to 9½. Greek Testament. 9½ to 10. (*) Book work from Arnold's Latin Prose, or an article from Classical Dictionary; then take (from dictation) English for Latin prose, with notes for help. Shown up Friday morning. 10 to 10.50. Say Xenophon or Plato. 11 to 12. Learn Homer or Æschylus. 12 to 1. Say ditto.	— Latin Prose.

TABLE D.

ST. PAUL'S.

	Lessons.	Compositions.
Thursday	9 to 9½. Greek Testament. 9½ to 10.50. Examination, alternate weeks, with the 5th Class, in one Greek and one Latin subject, on the quantity done since last such examination (*vivâ voce* June to Christmas, papers January to June). On intervening days the last papers looked over, or a piece of extempore translation done. 11 to 12. Learn Homer or Æsch. 12 to 1. Say ditto.	—
Friday	9 to 9½. Greek Testament. 9½ to 10. Learn an exercise of Arnold's Greek Prose. 10 to 10.50. (*) Say Xenophon or Plato. 11 to 11½. Arnold's Greek Prose (say). 11½ to 12.10. Learn Virgil. 12.10 to 1. Say ditto.	—
Saturday	9 to 9½. Greek Testament. 9½ to 10. (*) Say retranslation of Livy. 10 to 10.50. (*) Lesson in geography or history alternately. 11 to 1. Composition. An exercise of Arnold's Latin Prose; then fair copy of Latin prose dictated and learnt, and exercises looked over, partly up at class, mistakes having been previously marked for correction. The fair copy partly elicited orally from the boys.	—

SUMMARY OF LESSONS.

Greek Test., 5 short lessons, 1 full ditto.
Greek, 4 } + examinations (= nearly 2 lessons.)
Latin, 3 }
Composition, 3 short, 1 full (not including "retranslation.")
History and Geography, 1 short, 1 full.

* The work marked (*) has been learnt or prepared the evening before, at home.

N.B.—The variations in the authors read, &c., at different periods of the year are not sufficient to necessitate separate Tables. During part of the year Plato's Crito took the place of Xenophon's Cyropædia, and the Persæ of Æschylus, that of Homer.

FIFTH CLASS, 19 BOYS. REV. J. KEMPTHORNE.

Lessons and Compositions during the Year ending June 1861.

	Lessons.	Compositions.
Sunday.	—	—
Monday	9 to 10.50. Greek Testament with 6th Class. 11 to 11.40. Correct (at class) past week's verses. 11.40 to 1. Learn Xenophon and part of lesson in Arnold's Latin Prose.	—
Tuesday	9 to 9½. (*)Short Greek Testament lesson with 6th Class. 9½ to 10. (*) Arnold's Latin Prose with 6th Class. 10 to 10.50. Say Xenophon. 11 to 12. Learn Cicero. 12 to 1. Say ditto.	Latin verses in evening, from T. K. Arnold.
Wednesday	9 to 9½. Greek Testament. 9½ to 10. (*) Repetition of Virgil, and during latter part of year dictation of English for prose, with 6th Class; shown up Friday morning. 10 to 10.50. Learn Xenophon. 11 to 12. Say Xenophon. 12 to 1. Learn Cicero, and write a portion for retranslation.	—
Thursday	9 to 9½. Greek Testament. 9½ to 10.50. Examination alternately with 6th Class (see table of that Class). 11 to 12. Say Cicero and retranslate. 12 to 1. Learn Virgil.	During former half of the year, Latin verses as on Tuesday. Set Thursday, shown up Saturday.
Friday	9 to 9½. Greek Testament. 9½ to 10. (*) Retranslate part of Virgil lesson. 10 to 10.50. Learn Arnold's Greek Prose. 11 to 11½. Say ditto. 11½ to 12.10. Say Virgil. 12.10 to 1. Learn exercise of Arnold's Latin Prose.	—
Saturday	9 to 9½. Greek Testament. 9½ to 10. Learn lesson of grammar. 10 to 10.50. (*) Geography or history with sixth class. 11 to 1. Grammar lesson, and composition with 6th Class, and as in their table.	—

SUMMARY OF LESSONS.

Greek Test., 5 short lessons, 1 full ditto.
Greek, 2 } + examination (= nearly 2 lessons).
Latin, 4 }
Composition, 4 short, 1 full (not including "retranslation.")
History and Geography, 1.

(*) implies "learnt or prepared at home during the preceding evening."

N.B.—In both classes a short lesson of grammar brought up with the first construing lesson of every day except Monday.

FOURTH AND THIRD CLASSES, 40 BOYS. REV. E. T. HUDSON.

Lessons and Compositions during one week in the year ending June 1861.

	Lessons.	Compositions.
Sunday	—	—
Monday	9 to 1. 4th Class. Latin grammar; Bible; Cæsar; verses. 3rd Class. Latin grammar; Bible; nonsense verses; Greek Delectus. 2 to 4. Arithmetic.	—
Tuesday	4th Class. Latin grammar; Cæsar retranslation; Greek Delectus, Arnold. 3rd Class. Latin grammar; Ovid retranslation; Nepos; Greek tree, scan and prove. French.	—
Wednesday	4th Class. Latin grammar; Ovid, Diatessaron verses. 3rd Class. Latin grammar; Nepos retranslation; Ovid.	—
Thursday	4th Class. Latin grammar; Ovid retranslation; Cæsar, Arnold. 3rd Class. Latin grammar; Ovid retranslation; Greek tree; Greek Delectus; scan and prove nonsense verses. 2 to 4. Arithmetic.	—
Friday	4th Class. Latin grammar; Cæsar retranslation; Diatessaron verses. 3rd Class. Latin grammar; Greek Delectus retranslation; Greek tree; Nepos; nonsense verses. 2 to 4. French.	—
Saturday	4th Class. read History of Greece and answer geographical and historical questions; Latin grammar; Ovid, Arnold; Greek grammar repetition. 3rd Class. Latin grammar; Grecian history; Greek grammar repetition.	—

The above represents the work of one week taken at random; of course the same author will not always be construed on the same day of the week. The Greek trees, nonsense verses, and scanning lessons (of the 3rd class) take up only a short time.

SECOND AND FIRST CLASSES, 14 and 16 BOYS. REV. JAMES COOPER.

Lessons and Compositions during the whole Year.

	Lessons.	Compositions.
Sunday.	—	—
Monday	9 to 10. 2nd Class. Exercise (Selæ. c. V. T.), corrected and retranslated; Gospel of Sunday explained. 10 to 11¼. 1st Class. Exercise corrected; Collect repeated; Grammar or Delectus. 11¼ to 12. 2nd Class. Delectus. 12 to 12½. 1st Class. Grammar. 12½ to 1. 2nd Class. Grammar. 2 to 4. 1st and 2nd Class. Barnard Smith's Arithmetic.	—

TABLE D.

ST. PAUL'S.

	Lessons.	Compositions.
Tuesday	9 to 10. 2nd Class. Exercise corrected; grammar.	—
	10 to 11½. 1st Class. Exercise corrected; grammar.	
	11½ to 12. 2nd Class. Selectæ c. V. T.	
	12 to 12½. 1st Class. Grammar.	
	12½ to 1. 2nd Class. Grammar.	
	2 to 4.	
Wednesday	9 to 10. 2nd Class. Exercise corrected; syntax.	—
	10 to 11½. 1st Class. Exercise corrected; grammar or Delectus.	
	11½ to 12. 2nd Class. Delectus.	
	12 to 12½. 1st Class. Grammar.	
	12½ to 1. 2nd Class. Grammar.	
Thursday	9 to 10. 2nd Class. Exercise (Delectus) re-translated and corrected.	—
	10 to 11½. 1st Class. Exercise corrected; grammar.	
	11½ to 12. 2nd Class. Delectus.	
	12 to 12½. 1st Class. Grammar.	
	12½ to 1. 2nd Class. Grammar.	
	2 to 4. Barnard Smith's Arithmetic.	
Friday	9 to 10. 2nd Class. Exercise corrected; syntax.	—
	10 to 11½. 1st Class. Exercise corrected; grammar or Delectus.	
	11½ to 12. 2nd Class. Delectus.	
	12 to 12½. 1st Class. Grammar.	
	12½ to 1. 2nd Class. Grammar.	
	2 to 4.	
Saturday	9 to 10. 2nd Class. Exercise corrected; accidence.	—
	10 to 11½. 1st Class. Exercise corrected; grammar.	
	11½ to 12. 2nd Class. Selectæ. c. V. T.	
	12 to 1. 1st and 2nd Classes. Bible reading.	

Summary of Lessons.

Latin	28
Arithmetic	2
Bible	2
	32

MERCHANT TAYLORS'.

MERCHANT TAYLORS.'

Head Form, 23 Boys. The Head Master.

Specimen of Lessons and Compositions during the Year ending June 1861.

	Lessons.
Sunday	The school does not assemble on Sundays.
Monday	9½ to 9.25. Prayers.
	9.25. Notes of absences from the whole school brought up to the Head Master for signature.
	9½ to 11¾. Head Master occupied with Head Form.
	9½ to 10¼. Essays given up and looked over by Head Master as far as time will permit in school, remarks made *to each boy* separately. Head Form *generally* preparing Lesson which is either Greek Testament or Hebrew.
	N.B. This is of course varied, if instead of an Essay, a *part* has been set to be said two and two, or by examination of the Form generally.
	10¼ to 11¾. Head Master hears Head Form their lesson.
	11¾. Head Form at French till 12.40, then Prayers; Head Master with part of 6th Form in Hebrew 11¾ to 12.40.
	12¾. Dismissal.
	1¾ to 3¾. Mathematics; Prayers at opening and close.
Tuesday	9½ to 9.25. Prayers.
	9.25. Notes of absences, &c., and exercises of Monitors and Prompters given up.
	9½. Head Master hears *parts* of Monitors and Prompters, two and two; directly a Monitor has said his part, he hears his boy of the Upper Sixth say his, and looks over his boy's exercise.
	10 to 10¼. *Part* construed, &c., as a 1st Lesson, by the Head Form, to Head Master.
	10¼ to 11¾. Head Form occupied in preparing 2nd lesson. Head Master engaged in looking over exercises, calling up boys one by one.
	11¾ to 12.40. Head Master hears 2nd lesson.
	12.40. Prayers.
	12¾. Dismissal.
	1¾ to 3¾. Mathematics and Drawing. Prayers at opening and close.
Wednesday	9½ to 12¾. As on Tuesday. (Prayers as usual.)
	1¾ to 3¾. Mathematics. (Prayers as usual.)
Thursday	9½. Prayers.
	9.25. Notes of absences, &c., Mathematical exercises given up.
	9½ to 10¾. Lesson prepared by Head Form. The Head Master occupied in calling up boys one by one to comment on exercises not looked over by him in school for want of time.
	10¾ to 11¾. Lesson of Head Form construed, &c. to Head Master.
	11¾ to 12.40. Head Form at French.
	12.40. Prayers.
	12¾. Dismissal.
	11¾ to 12.40. Head Master with part of 6th Form in Hebrew.
	1¾ to 3¾. Mathematics. (Prayers as usual.)
	Sometimes on Thursday the Head Master examines one of the Lower Forms from 9½ to 10¾. He is then obliged to work at more of the Head Form's exercises out of school.
Friday	9½ to 12¾. As on Tuesday. (Prayers as usual.)
	1¾ to 3¾. Mathematics and Drawing. (Prayers as usual.)
Saturday	9½ to 12¾. As on Tuesday. (Prayers as usual.) No afternoon school on Saturday.

Summary of Lessons.

It is perfectly impossible for me to give a more accurate account of a week's work than the above. But I have set forth the employment of the Head Form so fully in table C, that I think it can scarcely be necessary. I have only to add here, that as a general rule, if the *part* is from a Latin author, the 2nd lesson is from a Greek author, and *vice versâ*, so that I have always an author of each language in hand at once. I have said also that the *part* consists of about 30 lines of poetry, or a moderate chapter of prose. The 2nd lesson consists of about 60 or 100 lines of poetry, or 3 or 4 chapters of prose.

N.B.—The above arrangement is varied occasionally, if the *part* is some exercise corrected and re-written, or if the morning is occupied, as it sometimes is, in an historical lecture, or a philological paper &c.

Compositions.

With regard to the exercises, I can only make the following statement. As a general rule I set four translations from English every week (for Monday, Tuesday, Thursday, and Friday evening) into Greek prose, Greek Verse, Latin prose, Latin verse, devoting a week to each sort. But (as I observed in Table C. Column 7), this order is broken in upon by translation from Greek or Latin into English, by philological or historical papers, or by a classical essay, &c. On Wednesday evening the exercise is a Mathematical one; and there is no Classical *part* on Thursday morning.

On Saturday is set invariably something of a sacred character, viz., an essay connected with Holy Scripture, or Jewish History, or Christian doctrine, evidences, or Butler, or the XXXIX. Articles, or some Hebrew composition; sometimes a *part* consisting of some passage from Scripture or Greek Testament is set. Sometimes a portion of Scripture has to be read for *viva voce* examination.

The Head Master is not teaching in school in the afternoon, but is occupied from 1 to 3 in looking over the exercises of the Head Form, which cannot be got through in the morning; or in other school business, as seeing parents, and generally superintending the work of the School, or examining a Form.

TABLE D.

MERCHANT TAYLORS'.

Sixth Form, 26 Boys. Rev. C. Crowden, M.A.

Specimen of Lessons and Compositions during the Year ended June, 1861.

	Lessons.	Compositions.
Sunday.		
Monday	9½ to 9.25. Prayers. 9.25 to 10. Articles I.-XXIX. Joshua to II. Kings. 10 to 11. Preparation of Greek Testament. I. & II. St. Peter, St. James, I. Corinthians. 11 to 11¾. The Master hears the lesson prepared. 11¾ to 12.40. A portion of the boys learning Hebrew with the Head Master. The remainder doing composition. 12.40 to 12¾. Prayers.	Latin verse.
Tuesday	9½ to 9.25. Prayers. 9.25 to 10. Repetition and translation of *part*. Hor., Carm. III., and Carm. Sæc. 10 to 11. Preparation of lesson. Soph. Œd. Col. 799 lines; Soph. Antig. 780; Homer Il. II. 11 to 11¾. The Master hears the lesson prepared. 11¾ to 12.40. French. 12.40 to 12¾. Prayers.	Greek prose.
Wednesday.	9½ to 9.25. Prayers. 9.25 to 10. Repetition and translation of *part*. Soph., Œd. Col., 250; Antig. 250. 10 to 11. Preparation of lesson. Thuc. I. 1–27. Herod. VII. 1–39. History of Greece. 11 to 12. The Master hears the lesson prepared. 12 to 12.40. Composition, varied occasionally by a lecture on philology. 12.40 to 12¾. Prayers.	Mathematical exercise.
Thursday	9.15 to 9.25. Prayers. 9.25 to 10. Liddell's Hist. of Rome, XXVIII. to end. 10 to 11. Preparation of lesson. Hor. Epist. I. Sat. II. Virgil, Æn. VIII. 1–519. 11 to 11¾. The Master hears the lesson prepared. 11¾ to 12.40. A portion of the boys learning Hebrew with the Head Master. The remainder doing composition. 12.40 to 12¾. Prayers.	Greek iambics.
Friday	9½ to 9.25. Prayers. 9.25 to 10. Repetition and translation of *part*. Hor. Carm. III. and Carm. Sæc. 10 to 11. Preparation of lesson. Hor. Epist. I. Sat. II. Virgil, Æn. VIII., 1–519. 11 to 11¾. The Master hears the lesson prepared. 11¾ to 12.40. French. 12.40 to 12¾. Prayers.	Latin prose.
Saturday	9½ to 9.25. Prayers. 9.25 to 10. Repetition and translation of Cic. de Am., about 400 lines. 10 to 11. Preparation of lesson. Cic. de Am. Livy I., 1–24. Soph. Antig. 780. 11 to 12. The Master hears the lesson prepared. 12 to 12.40. Lecture on composition. Prose composition, occasionally done by the Master and Form together. 12.40 to 12.45. Prayers.	Articles to be learned, and Scripture lesson to be prepared.

Summary of Lessons.

Greek	4 (sometimes 5.)
Latin	6 (sometimes 5.)
French	2
Hebrew	2
Composition and lectures	4
History	1
Divinity	2
Total	21

Mathematics - 10 hours per week (in afternoons).

Out of this boys in four highest classes of Mathematics devote 1 hour per week to Drawing.

For Greek prose is occasionally substituted an English essay (generally on subjects connected with the antiquities and history of Greece and Rome).

Passages of Latin and Greek verse are set from time to time to be translated into English verse.

The exercises are set in accordance with the table given above. They are brought to the Master the next morning. They are examined by him, as far as time permits, with the boys individually. In all cases the errors are marked and pointed out to the several writers. In the case of prose compositions, the errors marked by the Master are corrected by the boys. A translation of the passages set both for prose and verse is generally read out and taken down. The passages selected for prose are frequently done by the Master and Form together.

The following system of marking the compositions is adopted. Each exercise when examined is placed in one of 5 classes. When the examination of the whole is completed, the Master compares the exercises in each of the classes and arranges them in numerical order according to their respective merit: *e.g.*, the head boy of class I. is marked 1^1, the boy at the head of class II. 6^2, 7^2, according to the number of boys placed in class I. These marks are entered in a book, and determine the relative position of the boys for the lesson of the day. *Vide* C.

Upper Fifth Form, 31 Boys. Rev. J. A. L. Airey, M.A.

Lessons and Compositions during the year ending at Midsummer, 1861.

	Lessons.	Compositions.
Sunday.		
Monday	9½ to 9.25. Prayers. 9·25 to 10¾. Nicholls' help to the Bible. Corrected exercises repeated memoriter. 10¾ to 11¾. Greek Testament. 11¾ to 12.40. Beatson's Iambic Metre, and Greek Prosody. 12.40. Prayers. 1¾ to 3¾. Mathematics and Drawing, or Arithmetic and Writing.	For Tuesday morning—Translation from some English poet into Latin elegiacs, or hexameters, (from 8 to 12 lines,) to be written at home, brought to school on Tuesday morning, and corrected after "part."
Tuesday	9½ to 9.25. Prayers. 9.25 to 10. "Part" heard. 10 to 10¾. Exercises corrected, individually. 10¾ to 11¾. Hecuba, or Homer. 11¾ to 12.40. Greek iambics, "challenge" exercise. 12.40. Prayers. 1¾ to 3¾. Mathematics, &c.	For Wednesday morning—Two, or more sections (rules and exercises) in Arnold's Latin prose composition, to be written out and learnt, and said in class on Wednesday morning.
Wednesday	9½ to 9.25. Prayers. 9.25 to 10¾. "Part" heard and exercises corrected. 10¾ to 11¾. Virgil or Sallust. 11¾ to 12.40. French. 12.40. Prayers. 1¾ to 3¾. Mathematics, &c.	For Thursday morning Mathematical exercises.
Thursday	9½ to 9.25. Prayers. 9.25 to 10¾. History; corrected exercises repeated memoriter. 10¾ to 11¾. Geography. 11¾ to 12.40. Arnold's Greek Prose Composition and rules. 12.40. Prayers. 1¾ to 3¾. Mathematics, &c.	For Friday morning — Translation from English into Latin prose (from 12 to 20 ordinary octavo lines,) to be written at home, brought to school on Friday morning, and corrected after "Part."
Friday	9½ to 9.25. Prayers. 9.25 to 10. "Part" heard. 10 to 10¾. Exercises corrected. 10¾ to 11¾. Hecuba, or Homer. 11¾ to 12.40. Arnold's Greek Prose ("challenge" exercise). 12.40. Prayers. 1¾ to 3¾. Mathematics, &c.	For Saturday morning—Select sentences from Xenophon's Cyropædia (Huntingford's Introduction,) to be written at home, brought to school on Saturday morning, and corrected, after "part."
Saturday	9½ to 9.25. Prayers. 9.25 to 10¾. "Part" heard, and exercises corrected. 10¾ to 11¾. Virgil, or Sallust. 11¾ to 12.40. French. 12.40. Prayers.	For Monday morning—Epitome of a section from Nicholls' Help to be prepared and read in class.

Summary of Lessons heard in Class each Week.

Greek	6
Latin	3
"Parts"	4
Biblical, &c.	1
History, &c.	1
Geography	1
Total	16
*Mathematics†	10 hours.
French	2 hours.

* Each of the first four Classes in Mathematics receives a Drawing lessons of one hour weekly; and, as a test of progress, each boy in the Head Class is required to exhibit one specimen drawing, geometrical, mechanical, or landscape, at every half-yearly public probation of the school.

† Boys in the four higher classes of mathematics have one hour of drawing per week, taken out of the mathematical time.

TABLE D.

MERCHANT TAYLORS'.

LOWER FIFTH FORM, 18 BOYS. REV. J. A. L. AIREY, M.A.

Lessons and Compositions during the Year ending at Midsummer, 1861.

	Lessons.	Compositions.
Sunday.	—	—
Monday	9½ to 9.25. Prayers. 9.25 to 10¼. Nicholls' Help to the Bible. Corrected exercises repeated memoriter. 10¾ to 11¾. Greek Testament. 11¾ to 12.10. French. 12.40. Prayers. 1¾ to 3¾. Mathematics, or arithmetic and writing.	The same as for the Upper Fifth Form shortened.
Tuesday	9½ to 9.25. Prayers. 9.25 to 10. "Part" heard. 11¾ to 12.40. Homer, or Xenophon. 12.40. Prayers. 1¾ to 3¾. Mathematics, &c.	For Thursday morning boys not in the Mathematical School have an Arithmetical exercise.
Wednesday	9½ to 9.25. Prayers. 9.25 to 10¼. "Part" heard, and exercises corrected. 10¼ to 10¾. Compositions corrected individually. 11¾ to 12.40. Virgil, or Cæsar. 12.40. Prayers. 1¾ to 3¾. Mathematics, &c.	REMARKS. Besides the exercises, the Lessons in Nicholl's Help, History, Geography, and Greek Testament, as well as the "parts," are said by the Upper and Lower Fifth Forms together, both these Forms being under the care of one Master.
Thursday	9½ to 9.25. Prayers. 9.25 to 10¼. History; corrected exercises repeated memoriter. 10¾ to 11¾. Geography. 11¾ to 12.40. French. 12.40. Prayers. 1¾ to 3¾. Mathematics, &c.	
Friday	9½ to 9.25. Prayers. 9.25 to 10. "Part" heard. 11¾ to 12.40. Homer or Xenophon. 12.40. Prayers. 1¾ to 3¾. Mathematics, &c.	
Saturday	9½ to 9.25. Prayers. 9.25 to 10¼. "Part" heard, and exercises corrected. 10½ to 10¾. Compositions corrected individually. 11¾ to 12.40. Virgil, or Cæsar. 12.40. Prayers.	

SUMMARY OF LESSONS HEARD IN CLASS EACH WEEK.

Greek	4
Latin	3
"Parts"	4
Biblical, &c.	1
History, &c.	1
Geography	1
Total	14
*Mathematics	10
French	2 hours.

* The first four Classes in Mathematics receive a Drawing lesson of one hour weekly; and each boy in the Head Class is required to exhibit one specimen drawing, geometrical, mechanical, or landscape, at every half-yearly examination of the school.

FOURTH FORM, 23 BOYS. REV. R. WHITTINGTON, M.A.

Lessons and Compositions during the Year ended June 1861.

	Lessons.	Compositions.
Sunday.	—	—
Monday	9¼ to 9.25. Prayers. 9.25 to 10¼. Nicholl's Help to Reading the Bible, Parts I. and II. 10¼ to 11. Reading Scripture, Historical books of the Old Testament. 11 to 11¼. Greek Testament. 11¼ to 12.40. French. 12.40. Prayers.	For Tuesday morning.—Exercise in Arnold's Latin Prose to be written at home, brought to school on Tuesday morning, and corrected after saying part.
Tuesday	9¼ to 9.25. Prayers. 9.25 to 10. Say Greek grammar *part*. 10 to 11. Correct exercise, Arnold's Latin Prose. 11 to 12. Prepare lesson in Homer or Xenophon. 12 to 12.40. Translate and parse ditto. 12.40. Prayers.	For Wednesday morning.—Exercise in Arnold's Latin Verse.
Wednesday.	9¼ to 9.25. Prayers. 9.25 to 10. Say Ovid *part*, or Latin grammar, and translate Ovid's Met., 15 lines. 10 to 11. Correct exercise, Arnold's verse. 11 to 11.45. Write challenge exercise in Arnold's Latin Prose or Verse, or Huntingford's Greek Exercise. 11.45 to 12.40. Prepare and translate Cæsar, 20 lines. 12.40. Prayers.	For Thursday morning.—Mathematical or arithmetical exercise.
Thursday	9¼ to 9.25. Prayers. 9.25 to 10¼. Grecian history (Dr. Smith's). 10¼ to 11.45. Ancient geography with maps. 11¼ to 12.40. French. 12.40. Prayers.	For Friday morning. — Translation from some English author into Latin prose, about 12 lines, to be written at home, and corrected on Friday in school.
Friday	9¼ to 9.25. Prayers. 9.25 to 10. Say Greek grammar *part*. 10 to 11. Correct exercise, Latin prose composition. 11 to 12. Prepare lesson in Homer or Xenophon. 12 to 12.40. Translate and parse ditto.	For Saturday morning.—Huntingford's Greek Exercise, about 16 sentences.
Saturday	9¼ to 9.25. Prayers. 9.25 to 10. Say Ovid, *part*, or Latin grammar, and translate Ovid's Met., 15 lines. 10 to 11. Correct Exercise, Huntingford's Greek Exercises. 11 to 11.45. Prepare and translate Virgil, 15 lines. 11.45 to 12.40. Prepare and translate and parse Cæsar, 20 lines. 12.40. Prayers.	For Monday morning.—Epitome of a portion from Nicholl's Help to Reading the Bible.

SUMMARY OF LESSONS.

Greek	7
Latin	8
French	2
History	1
Geography	1
	19

Mathematics or Arithmetic and Writing, 10 hours per week (in afternoon).

UPPER DIVISION FORM, 25 BOYS. REV. R. WHITTINGTON, M.A.

Lessons and Compositions during the Year ending June 1861.

	Lessons.	Compositions.
Sunday.	—	—
Monday	9¼ to 9.25. Prayers. 9.25 to 10¼. Nicholl's Help to Reading the Bible, Parts I. and II. 10¼ to 11. Reading Scripture, historical books of Old Testament. 11 to 11¼. Greek Testament. 11¼ to 12.40. Challenge in Arnold's Latin Prose or Hodgson's Latin Verse, or Huntingford's Greek Exercises. 12.40. Prayers.	For Tuesday morning.—Exercise in Huntingford's Greek Exercise, to be written at home, brought to school on Tuesday morning, and corrected after saying part.
Tuesday	9¼ to 9.25. Prayers. 9.25 to 10. Say Greek grammar *part*. 10 to 11. Correct Huntingford's Greek Exercise. 11 to 11¼. Prepare and translate Analecta (Greek prose). 11¾ to 12.40. French. 12.40. Prayers.	For Wednesday morning.—Exercise in Arnold's Latin Prose Composition, Part I.
Wednesday	9¼ to 9.25 Prayers. 9.25 to 10. Say Ovid, *part*, or Latin grammar, and translate Ovid's Epistles, 10 lines. 10 to 11. Correct exercise, Arnold's Latin Prose. 11 to 11¾. Prepare lesson in Cæsar, 20 lines. 11¾ to 12.40. Translate and parse Cæsar lesson. 12.40. Prayers.	For Thursday morning. — Mathematical exercise, or exercise in arithmetic.
Thursday	9¼. Prayers. 9.25 to 10¼. Grecian history, Dr. Smith's Student's History of Greece. 10½ to 11¾. Ancient geography, with maps. 11¾ to 12.40. Prepare and translate Analecta. 12.40. Prayers.	For Friday morning. — Exercise in Hodgson's Latin Verse.
Friday	9¼. Prayers. 9.25 to 10. Say Greek grammar *part*. 10 to 11. Correct exercise, Hodgson's Latin Verse. 11 to 11¾. Prepare and translate Analecta. 11¾ to 12.40. French. 12.40. Prayers.	ForSaturday morning. — Exercise inArnold's Latin Prose Composition, Part I.
Saturday	9¼. Prayers. 9.25 to 10. Say Ovid *part*, or Latin grammar. and translate Ovid's Epistles, 10 lines. 10 to 11. Correct exercise, Arnold's Latin Prose. 11 to 11¾. Prepare lesson in Cæsar, 20 lines. 11¾ to 12.40. Translate and parse Cæsar lesson. 12.40. Prayers.	For Monday morning.—Epitome of a portion from Nicholls' Help to reading the Bible.

SUMMARY OF LESSONS.

Greek	7
Latin	7
French	2
History	1
Geography	1
Total	18

Mathematics or Arithmetic and Writing, 10 hours per week (in afternoon).

TABLE D.

MERCHANT TAYLORS'.

Lower Division Form, 32 Boys. Rev. C. Scott, M.A.

Lessons and Compositions during the Year 1861.

	Lessons.	Compositions.
Sunday.	—	—
Monday	9¼ to 9.25. Prayers. 9.25 to 10. Latin grammar. 10 to 10¾. Read and answer questions on Bible. 10¾ to 11¼. Greek Testament, 6 verses of Gospel. 11¼ to 11¾. Archdeacon Sinclair's Catechism. 11¾ to 12¾. Latin and Greek exercises and verses. 12.40. Prayers.	Huntingford's Greek Exercises.
Tuesday	9¼ to 9.25. Prayers. 9.25 to 10. Latin grammar. 10 to 10¼. Greek grammar. 10¼ to 11. Prepare Analecta Græca, or Greek grammar. 11 to 11¾. Correcting exercises. 11¾ to 12¾. Say Greek grammar or Analecta Græca. 12.40. Prayers.	Hodgson's Mythology for Latin Elegiacs.
Wednesday	9¼ to 9.25. Prayers. 9.25 to 10. Latin grammar. 10 to 10¼. Latin Accidence. 10¼ to 11. Correct Latin verse exercise. 11 to 11¾. Ovid, repetition and translation. 11¾ to 12¾. French. 12.40. Prayers.	Mathematical or Arithmetical exercise.
Thursday	9¼ to 9.25. Prayers. 9.25 to 10. Prayers; Latin grammar. 10 to 11. Roman History. 11 to 11¾. Ancient geography. 11¾ to 12¾. Greek grammar or Analecta. 12.40. Prayers.	Ellis' Exercises.
Friday	The same as on Tuesday.	Latin Elegiacs.
Saturday	The same as on Wednesday till 12.45.	Texts illustrative of Sinclair, &c., to be written out for Monday morning.

Summary of Lessons.

Greek	8
Latin	13
French	2
Total	23

Mathematics or Arithmetic and Writing, 10 hours per week in the afternoon.

Third Form, 30 Boys. Rev. C. Scott, M.A.

Lessons and Composition during the Year 1861.

	Lessons.	Compositions.
Sunday.	—	—
Monday	9¼ to 9.25. Prayers. 9.25 to 10. Latin grammar. 10 to 10¾. Read and answer questions on Bible. 10¾ to 11¼. Say "Article" and prepare Sinclair's Catechism. 11¼ to 11¾. Say the Sinclair's Catechism. 11¾ to 12¾. Translate Latin Psalms. 12.40. Prayers.	Ellis' Exercises.
Tuesday	9¼ to 9.25. Prayers. 9.25 to 10. Latin grammar. 10 to 11. Latin prosody. 11 to 11¾. Transposing verses. 11¾ to 12¾. Correcting exercise and Latin translation. 12.40. Prayers.	Translation from Latin prose.
Wednesday	9¼ to 9.25. Prayers. 9.25 to 10. Latin grammar. 10 to 10¼. Latin accidence. 10¼ to 11¼. Correct exercise and Latin prosody. 11¼ to 12¾. Translating, scanning, and proving in Latin Psalm Book. 12.40. Prayers.	Mathematical or Arithmetical exercise.
Thursday	9¼ to 9.25. Prayers. 9.25 to 10. Latin grammar. 10 to 11. Read and answer questions on Roman History. 11 to 11¾. Read and answer questions on ancient geography. 11¾ to 12¾. Write an exercise from Ellis or Latin verses. 12.40. Prayers.	Ellis' Exercises.
Friday	The same as on Tuesday.	Translation from Latin prose.
Saturday	The same as on Wednesday, till 12.45.	Texts illustrative of Sinclair, &c., to be written out for Monday.

Summary of Lessons.

Latin	20

Mathematics or Arithmetic and Writing, 10 hours per week in the afternoon.

Second Form, 27 Boys. Rev. A. J. Church, M.A.

Lessons and Composition during the Year ending June 1861.

	Lessons.	Compositions. or work at home.
Sunday.	—	—
Monday	9¼ to 9.25. Prayers. 9.25 to 10½. Collects, &c. repeated. 10¾ to 11½. The Bible read. 11½ to 12¼. Latin Scripture lesson. 12¼ to 12.40. Preparation for next day, or exercises corrected. 12.40 to 12¾. Prayers.	Lesson prepared at home. *Part* learnt at home.
Tuesday	9¼ to 9.25. Prayers. 9.25 to 10. Part (Latin grammar) repeated. 10 to 11. Latin exercise written. (Ellis' or Henry's Latin Book.) 11 to 11¾. Latin exercise corrected. 11¾ to 12.40. Latin lesson. (Church's Latin Prose lessons.) 12.40 to 12¾. Prayers.	Exercise written at home. Part learnt at home.
Wednesday	9¼ to 9.25. Prayers. 9.25 to 10.20. Part (Latin grammar) looked over and repeated. 10.20 to 11.20. Latin exercise written. 11.20 to 11¾. Latin exercise corrected. 11¾ to 12.40. Short Latin lesson (Church's Latin Prose lessons) prepared and construed. 12.40 to 12¾. Prayers.	Arithmetical exercise.
Thursday	9¼ to 9.25. Prayers. 9.25 to 10.40. Lessons in modern geography prepared. 10.40 to 11½. Lesson in Geography said. 11½ to 12¼. History of England read. 12¼ to 12.40. Preparation for next day, or exercise corrected. 12.40 to 12¾. Prayers.	Lesson prepared at home. *Part* learnt at home.
Friday	Same as Tuesday.	Exercise written at home. *Part* learnt at home.
Saturday	Same as Wednesday, till 12.45.	Collect learnt and Latin Scripture lesson prepared for Monday.

Summary of Lessons.

Collects learnt and repeated. Bible reading.
Lesson in modern geography. Reading of history.
Four parts of Latin grammar learnt and repeated.
Two exercises written at home, and corrected in school.
Four exercises written and corrected in school.
Two Latin lessons prepared at home, and said in school.
Two Latin lessons prepared and said in school.
Arithmetic and Writing, 10 hours per week in the afternoon.

First Form, 27 Boys. Rev. A. J. Church, M.A.

Lessons and Composition during the Year ending June 1861.

	Lessons.	Compositions. or work at home.
Sunday.	—	—
Monday	9¼ to 9.25. Prayers. 9.25 to 10½. Collects, &c. repeated. 10½ to 11¼. The Bible read. 11¼ to 12¼. Psalm or Catechism learnt and repeated. 12¼ to 12.40. Preparation for next day, or exercise corrected. 12.40 to 12¾. Prayers.	Exercise written and part learnt at home.
Tuesday	9¼ to 9.25. Prayers. 9.25 to 10.20. Part (Latin grammar) looked over and repeated. 10.20 to 11¾. Exercise corrected or Latin lesson (Henry's 1st Latin Book) said. 11¾ to 12.40. Latin exercise written. 12.40 to 12¾. Prayers.	Do.
Wednesday	9¼ to 9.25. Prayers. 9.25 to 9.50. Part (Latin grammar) repeated. 9.50 to 10.20. Latin lesson (Henry's 1st Latin Book) prepared. 10.20 to 11.40. Exercises corrected and Latin lesson said. 11.40 to 12.40. Latin exercise written. 12.40 to 12¾. Prayers.	Arithmetical exercise.
Thursday	9¼ to 9.25. Prayers. 9.25 to 10.40. Modern geography lesson prepared. 10.40 to 11½. Geography lesson said. 11½ to 12¼. History of England read. 12¼ to 12.40. Preparation for next day, or exercise corrected. 12.40 to 12¾. Prayers.	Exercise written and part learnt at home.
Friday	The same as Tuesday.	Do.
Saturday	The same as Wednesday, till 12.45.	Collect and Psalm or Catechism learnt for Monday.

Summary of Lessons.

Collects, Psalms, Catechism learnt and repeated.
Lesson in modern geography. Reading of history.
Four parts of Latin grammar learnt and repeated.
Four exercises written at home and corrected in school.
Four exercises written and corrected in school.
Two or more Latin lessons.
Arithmetic and Writing, 10 hours per week in the afternoon.

HARROW.

MONITORS and SIXTH FORM, UPPER DIVISION, 30 BOYS.
THE HEAD MASTER.

Lessons and compositions during the year ending July 29, 1861.

	Lessons.	Compositions.
Sunday	3¼ to 4¼. An epistle, with either Paley's Horæ Paulinæ, or Butler's Analogy.	A Latin prose exercise (original or translation from an English author) of at least 40 lines. Subject given at fourth school, Friday. Exercises brought up to the head master at first school, Wednesday.
Monday	7½ to 9. An epistle, with repetition by heart from Scripture of 21 verses, 14 old, 7 new. 11 to 12. Translation on paper from Greek or Latin book, described in Table C. 3½ to 5½. (3 to 5 in summer). Mathematics in two divisions. 5½ to 6½. (5 to 6 in summer). Construing lesson; first 20 lines brought up translated on paper.	Every third or fourth week an English essay of not less than 60 lines takes the place of the above.
Tuesday	8½ to 9. Aristophanes, *Nubes* and *Aves*. Half holiday.	One copy of Latin hexameters or Latin elegiacs (original or translation from any English poet) of at least 26 lines. Subject given at fourth school, Monday. Exercises brought up at first school, Thursday.
Wednesday	7½ to 9. Construing lesson; repetition from Sophocles (iambic lines) of 48 lines, 32 old, 16 new. 11 to 1. Modern languages in two divisions. 3½ to 5½. Mathematics, as on Monday. 5½ to 6½. Construing lesson, as on Monday.	One copy of Greek iambics, almost always translation, generally from Shakspere, at least 20 lines for monitors, 16 lines for others.
Thursday	7½ to 9. Construing lesson; repetition from Virgil of 60 lines, 40 old 20 new. 11 to 12. History, 10 or 12 pages of Guizot's English Revolution, or 12 or 14 pages of Arnold's Rome, Vol. III. Half holiday.	We have generally two translations into Greek prose, and two or three copies of Latin lyrics (original or translation, of not less than 7 stanzas) sent in every school quarter. These take the place of some one of the above-named exercises, generally of the Greek verse or Latin verse.
Friday	7½ to 9. As on Thursday. 11 to 1. As on Wednesday. 3½ to 5½. As on Wednesday. 5½ to 6½. As on Wednesday.	In translations the length of the exercise depends on the length of the passage set.
Saturday	7½ to 9. Construing lesson without repetition; this has subsequently been converted into Homer, with articles from Buttmann's Lexilogus. 11 to 12. Construing lesson; this has subsequently been converted into Homer. Mr. Westcott always takes the Form for me at second school on Saturday.	

SUMMARY OF LESSONS.

Divinity	2
Construing (Greek and Latin alternate weeks)	9
Aristophanes	1
Repetitions	4
History	1
Mathematics	3
Modern languages	2
Total	22

Each of the monitors has in turn his "monitor's week." During this, instead of the regular composition of the week, he does his "monitor's exercise," generally a copy of from 40 to 60 Greek iambics, from a passage selected by himself, and approved by the head master. Special pains are taken with the "monitor's exercise." It is sent in on Saturday.

I may explain that in each week we read only one book for construing, Greek verse, Latin prose, Greek prose, Latin verse, successively. Latterly I have introduced Homer at both schools on Saturday. A book of the Odyssey is read at first school; a book of the Iliad (with Mr. Westcott) at second school; or *vice versâ*.

ADDITIONAL RETURN respecting the COMPOSITIONS for the MONITORS and UPPER SIXTH FORM. THE HEAD MASTER.

I will here explain to the Commissioners our method of looking over the composition of the monitors and Upper Sixth Form. This duty is shared by Mr. Westcott and myself. The first 10 boys in the Form, which consists of 30, come always to me. The remaining 20 go to Mr. Westcott, but in such a manner that one-fourth of this lower division, *i.e.*, five boys, come to me instead in each week; consequently in a month I have taken the composition of every boy in this division. The time which I devote to looking over the exercises with the boys is given above. Tuesday is the morning which I reserve for the variable fourth part of Mr. Westcott's division.

I may add that third school on "whole school days" (Mondays, Wednesdays, and Fridays) is the hour which I devote to examining the lower Forms. My aim is to hear each of these Forms twice during each quarter.

Looking over Composition. Monitors and Upper Sixth.
The Head Master.

Sunday.	—
Monday	10 to 11. One boy, the head of the school, comes for composition.
Tuesday	10. 1st boy from Mr. Westcott's division. 10½. 2nd. 11. 3rd. 11½. 4th. 12. 5th. Two or three of these boys are almost always in the room at once; the composition of the last is never looked over till 1 o'clock.
Wednesday	10 to 12. Three boys of my own division coming respectively at 10, 10½, 11. 12 to 1. A fourth boy.
Thursday	—
Friday	10 to 12. Four boys, coming respectively at 10, 10½, 11, 11½. 12 to 1. A fifth boy.
Saturday	—

Looking over Composition.* Monitors and Upper Sixth.
Mr. Westcott.

Sunday.	—
Monday	10 to 11. Looking over composition (three exercises), two boys. 3 to 4½. Looking over composition (three exercises), three boys.
Tuesday.	—
Wednesday	11 to 1. Looking over composition (three exercises), four boys. 3 to 4½. Looking over composition (three exercises), three or four boys.
Thursday	10 to 11. Looking over composition (three exercises), two boys.
Friday	10 to 11. Looking over composition (three exercises), two boys. 3 to 4½. Looking over composition (three exercises), three boys.
Saturday	12 to 1. Looking over composition (three exercises) two boys.

* Each exercise is, as a general rule, looked over and partly corrected beforehand.

SIXTH FORM, LOWER DIVISION, 31 BOYS. MR. G. F. HARRIS.

Lessons and Compositions during the year ending July 29, 1861.

	Lessons.	Compositions.
Sunday	3¼ to 4¼. Greek Testament, Epistles; with Paley's Horæ Paulinæ.	—
Monday	7½ to 9. Scripture repetition (Collect, Epistle, and Gospel); Greek Testament, Epistles. 10 to 11. English into Greek prose, read *vivâ voce*. 11 to 12. Composition of first half of form looked over. 3½ to 5½. Mathematics, in 2 divisions. 5½ to 6½. Construing lesson, with translation of part of old lesson.	(*a*) Verses, and (*b*) prose exercise set; (*c*) Latin prose of Friday read over, and corrected *vivâ voce*.
Tuesday	7½ to 8¼. Aristophanes, with head master.	—
Wednesday	7½ to 9. Construing lesson. 11 to 12. Modern languages, French or German in 2 divisions. 3½ to 5½. Mathematics, in 2 divisions. 5½ to 6½. Construing, with translation.	(*d*) Lyrics shown up, (*e*) Greek prose corrected *vivâ voce*.
Thursday	7½ to 9. Repetition, 60 lines Latin, 20 new, 40 old; 48 lines Greek, 16 new, 40 old; with construing lesson. 10½ to 11. Construing lesson. 11 to 12. Composition of second half looked over.	(*f*) Lyrics or Greek Iambics alternately set; (7 stanzas or 14 lines); (*g*) prose exercises shown up, English and Latin, original and translation, alternately (30 to 50 lines).

TABLE D.

HARROW.

	Lessons.	Compositions.
Friday	7½ to 9. Repetition, as above; with construing lesson.	(*a*) Latin prose set, about 24 lines.
	11 to 1. Modern languages in 2 divisions.	
	3½ to 5½. Mathematics, in 2 divisions.	
	5½ to 6½. Construing lesson, with translation.	
Saturday	7½ to 9. Repetition, as above; with construing lesson.	(*b*) Verses shown up, elegiacs and hexameters, original and translation, alternately (26 lines).
	11 to 12. Examination in history, *viva voce*, Arnold's Rome 16 to 20 pp.	
	12. Look over common place and translation books.	

Summary of Lessons.

Construing (Greek and Latin alternate weeks)	9
Construing Divinity	2
Aristophanes	1
Repetitions	4
Mathematics	3
Modern languages	2
History	1
Miscellaneous classical works	4
Total	26

N.B.—Versions of all translation-exercises, prose or verse, are read out, and copied down in the translation books.

Fifth Form, First Division, 34 Boys. Mr. Drury.

Lessons and Compositions during the Year 1861.

	Lessons.	Compositions.
Sunday	3½ to 4½. Old Testament, 6 chapters.	——
Monday	7½ to 9. Greek Testament, and repetition of Old Testament.	10½ to 11, Latin prose composition, Latin verses set, Latin theme or English (alternately) set.
	11 to 12. Mathematics.	
	3 to 4. Latin lesson.	
	5 to 6. Greek lesson.	
Tuesday.	——	
Wednesday.	7½ to 9. Greek Grammar and Latin lesson.	Latin verses shown up.
	11 to 12. Mathematics.	
	3 to 4. Modern languages.	
	5 to 6. Greek lesson.	
Thursday	7½ to 9. Latin lesson, and Latin verse repetition.	Themes shown up; 10½ to 11. Greek prose composition; Latin lyrics or Greek iambics (alternately) set.
	11 to 12. Greek lesson.	
Friday	7½ to 9. Latin lesson, and Ancient History.	
	11 to 12. Mathematics.	
	3 to 4. Geography.	
	5 to 6. Greek lesson.	
Saturday	7½ to 9. Latin lesson, and Latin verse repetition.	Lyrics shown up; maps set.
	11 to 12. Modern languages.	

Summary of Lessons.

Divinity, 2½ hours.
Latin lessons, 5 hours.
Greek lessons, 4 hours.
Grammar, history, and geography, and repetitions, 3½ hours.
Mathematics, 3 hours.
Modern languages, 2 hours.

Fifth Form, Second Division, 36 Boys. Mr. Rendall.

Lessons and Compositions during Year ending July 29, 1861.

	Lessons.	Compositions.
Sunday	3½ to 4½. Six chapters of Old Testament history.	One set of hexameters or elegiacs; Latin verse set on Monday at 10½ given up to private tutors on Tuesday evening; one Latin exercise; about 20 lines of prose translation set on Monday at 10½, and given up to the master of form on Tuesday at 11; every 4th week an English or Latin essay of 20 or 30 lines substituted.
Monday	7½ to 9. 30 verses of Greek Testament, with Scripture questions.	
	10½ to 11. Correction and dictation of composition.	
	11 to 12 or 12 to 1. Mathematics.	
	3½ to 4½. 50 lines of Livy, Virgil, Horace's Satires, or Ovid.	
	5½ to 6½. 36 to 40 lines of Æschylus, Homer, Demosthenes.	
Tuesday	——	
Wednesday.	7½ to 9. Repetition of Livy, Virgil, or Ovid, 25 new lines; 1 page of Greek Grammar or 6 pages of history.	
	11 to 12 or 12 to 1. Mathematics.	
	3½ to 4½. Modern languages.	
	5½ to 6½. Same as on Monday, Greek construing.	
Thursday	7½ to 9. 50 lines of Livy, Virgil, Horace, or Ovid; 1 page of Greek Grammar or 6 pages of history.	One set of Latin lyrics 20 lines, or of Greek iambics 10 lines, given up to tutors on Saturday night.
	10½ to 11. As on Monday.	
	11 to 12. As on Monday; between 5½ and 6½ Greek construing.	
Friday	7½ to 9. As on Wednesday, repetition, &c.	One Latin exercise, as above.
	11 to 12 or 12 to 1. Mathematics.	
	3½ to 4½. As on Monday, Latin construing.	
	5½ to 6½. As on Monday, Greek construing.	
Saturday	7½ to 9. Latin construing, Greek prose exercises.	One Greek exercise of about 16 lines, done in school.
	11 to 12 or 12 to 1. Modern languages.	

Summary of Lessons.

Scripture	2
Repetition	2
History	2
Greek	4
Latin	4
Composition	2
Grammar	2
Mathematics	3
Modern languages	2
Total	23

Fifth Form, Third Division, 33 Boys. Mr. Vaughan.

Lessons and Compositions during Year ending July 29, 1861.

	Lessons.	Compositions.
Sunday	3½ to 4½. Old Testament in English, Joshua, Judges, Ruth, Samuel I., II., Kings I., II., Chronicles II.	——
Monday	7½ to 9. Greek Testament, Acts of the Apostles, and Old Testament repetition, or Scripture questions set the previous evening.	——
	10½ to 11. Translation for Latin prose and verse given out, and any assistance in reading the passages given.	
	11 to 1. Mathematics in two divisions, one hour each.	
	2½ to 4½. Modern languages, German and French, in two divisions, one hour each.	
	5½ to 6½. Æschylus, Septem. c. Thebas., or Persæ, or Virgil's Georgics, or Æneid, XII.	
Tuesday	The work is done in pupil room this morning not in the Form. Half Holiday.	Latin prose exercise set on Monday, shown up at 11.
Wednesday	7½ to 9. Roman or Greek history; Greek Grammar repetition.	Latin lyrics shown up.
	11 to 1. Mathematics, as on Monday.	
	3½ to 4½. Livy, Book XXV. or XXVI.	
	5½ to 6½. Do.	
Thursday	7½ to 9. Horace's Odes, repetition and construing.	——
	10½ to 12. Butler's Modern Geography. A few sentences of Latin prose, or a few Greek iambics from Beatson's iambic book, done in school. Latin or Greek verses given out (with any requisite remarks) to be done out of school. Half Holiday.	
Friday	7½ to 9. Æschylus or Virgil, as on Monday, Horace or Virgil repetition.	——
	11 to 1. Mathematics, as on Monday.	
	3½ to 4½. Modern languages, as on Monday.	
	5½ to 6½. Homer's Iliad.	
Saturday	7½ to 9. Roman or Greek history and repetition, as on Wednesday.	Latin elegiacs or hexameters shown up.
	11 to 12. Homer's Iliad.	

Summary of Lessons.

Holy Scripture	1
Greek and Latin lesson	8
Mathematics	3
Modern languages	2
Roman history	2
Geography	1
Repetitions	5
Total	22

I have given the arrangement of work as well as I can, but it has been my practice to have only one or two construing books in use each week, so as to embrace rather a larger portion of each author at one time.

FIFTH FORM, FOURTH DIVISION, 34 BOYS. MR. STEEL.

Lessons and Compositions during Term ending July 29, 1861.

	Lessons.	Compositions.
Sunday	3¼ to 4¼. Old Testament in English, Kings I., II., Chronicles II.	Map shown up at 8 a.m.
Monday	7½ to 9. Greek Testament, Acts of the Apostles, and Old Testament repetition. 11 to 1. Mathematics in two divisions, one hour each. 3 to 4. Modern languages, German and French, in two divisions, one hour each. 5 to 6. Livy, Book XXVI., or Virgil, Æneid, XI., alternate weeks; about 35 lines of either.	——
Tuesday	No work in form. Half Holiday.	Latin prose exercise, translation of 25 or 30 lines shown up at 11 a.m.
Wednesday	7½ to 9. Homer's Iliad, Book IX., or Euripides Electra, alternate weeks, about 32 lines of either; repetition of Virgil 20 lines, or Greek Grammar. 11 to 1. Mathematics, as on Monday. 3 to 4. Livy, Book XXVI., or Virgil's Æneid, XI., alternate weeks, with short repetition of Latin syntax rules. 5 to 6. Livy, Book XXVI., or Virgil's Æneid, XI., alternate weeks, without Latin syntax repetition.	Map shown up, done in outline, with latitude and longitude marked. Latin lyrics shown up.
Thursday	7½ to 9. Homer or Electra, as on Wednesday; and repetition, as on Wednesday. 10½ to 11. Correction of Latin prose exercise for retranslation; 11 to 12. Roman history (Liddell), and Beatson's Greek iambics or Latin prose. Half Holiday.	——
Friday	7½ to 9. Homer or Electra, and retranslation by heart of Latin prose exercise. 11 to 1. Mathematics, as on Monday. 3 to 4. Modern languages, as on Monday. 5 to 6. Livy or Virgil, as on Monday.	——
Saturday	7½ to 9. Homer or Electra, and repetition as on Wednesday. 11 to 12. Roman history and Beatson, as on Thursday. Half Holiday.	Latin elegiacs shown up.

SUMMARY OF LESSONS.

Holy Scripture	2
Greek	4
Latin	4
Mathematics	3
Modern languages	2
Latin prose	1
Roman history	2
Beatson's Greek iambics	2
Repetition	5
Total	25

REMOVE, 36 BOYS. MR. BRADBY.

Lessons and Compositions during the Year ended at the Summer Holidays, 1861.

	Lessons.	Compositions.
Sunday	3¼ to 4¼. Old Testament history.	
Monday	7½ to 9. Greek Testament and Bible repetition. 10 to 1. Modern languages, in three divisions, one hour each. 2½ to 4½. Mathematics, in two divisions, one hour each. 5½ to 6½. Homer's Iliad.	An evening exercise every night, a map once a week.
Tuesday	7½ to 8½. Mathematics.	
Wednesday	7½ to 9. Roman or Greek history, Greek Grammar by heart. 11 to 12. Euripedes. 12 to 1. Exercise in Latin verses and correction of verses 3½ to 4½. Latin prose exercise. 5½ to 6½. Homer.	A set of 20 Latin elegiacs from Oxenham's Elegiacs, done chiefly in pupil room, and shown up by Wednesday night to tutor.
Thursday	7½ to 9. Horace or Virgil, construe and repeat. 10 to 1. Modern languages, in three divisions, one hour each.	——
Friday	7½ to 9. Roman or Greek history, and Greek Grammar by heart. 10 to 11. Geography. 3½ to 4½. Cicero. 5½ to 6½. Euripedes.	A set of 20 Latin lyrics from MS. notes, done chiefly in pupil room, and shown up by Saturday night to tutor.
Saturday	7½ to 9. Horace or Virgil construed by heart. 11 to 12. Mathematics. 12 to 1. Exercise in Greek Grammar and Greek verse scanning.	

SUMMARY OF LESSONS.

Scripture	2
Greek construing	4
Greek Grammar	2
Latin construing	3
Latin composition	2
French	2
Mathematics	3
History	2
Geography	1
Repetitions	3
Total	24

Note.—This scheme is drawn out for the whole year, the variations for different terms being unimportant. They are, that in the summer term, 3rd and 4th school of Mondays, Wednesdays, or Fridays are half an hour earlier, and that Horace and Virgil are read in alternate terms.

SHELL, FIRST DIVISION, 36 BOYS. MR. HOLMES.

Lessons and Compositions during Term ending July 29, 1861.

	Lessons.	Compositions.
Sunday	3¼ to 4¼. Scripture, 6 chapters (about), from 1. and II. Kings to II. Chron.	Map shown up, and a Greek exercise.
Monday	7½ to 9. Greek Testament, about 20 verses; Biblical repetition. 10 to 1. French, construing, in 3 divisions, 1 hour each; repetition. 2 to 4. Mathematics, in 2 divisions, 1 hour each. 5 to 6. *Xenophon Anabasis, Lib. VI., about 30 lines; derivations set.	Corrections of Latin prose shown up, written out at 4th school.
Tuesday	7½ to 8¾ or 9. Mathematics. (No work in form.)	Derivations shown up at 1.45.
Wednesday	7½ to 9. History of Greece; Latin Prose repetition. 11 to 1. Medea, 25 lines; Latin prose. 3 to 4. Greek Grammar repetitions and Greek prose. 5 to 6. Xenophon Anabasis.	Map partly done; Latin lyrics shown up.
Thursday	7½ to 9. †Virgil, construing, from 25 to 30 lines; Virgil, repetition. 10 to 1. French, as on Monday.	Greek prose exercise shown up.
Friday	7½ to 9. Latin Grammar (syntax or accidence); Virgil, construing (short lesson); Butler's Ancient Geography. 10 to 11. Greek Grammar repetition; Greek exercise, or derivations corrected. 3 to 4. ‡Cicero's Orations, about 30 lines. 5 to 6. Medea.	——
Saturday	7½ to 9. Latin Grammar; Cicero's Orations. 11 to 12. Mathematics. 12 to 1. Greek verbs; Greek prose, corrected, or general questions.	Exercise shown up; Latin elegiacs shown up.

SUMMARY OF LESSONS.

Holy Scriptures	2
Greek construing	4
Latin construing	4
Mathematics	3
French	2
History	1
Geography	1
Latin Grammar	2
Greek Grammar	3
Composition, verse	2
Greek and Latin prose	3
Repetitions	3
Total	30

N.B.—The evening before a holiday or a Saint's day an additional exercise is set; exercise, translation of an Ode of Horace (passage from Virgil) into English verse, or questions on general subjects.

* Xenophon alternates each term with Homer's Iliad.
† Virgil alternates each term with Horace's Odes.
‡ Cicero alternates each term with Cæsar.
The remaining subjects are constant.

TABLE D.

HARROW.

Shell, Second Division, 35 Boys. Mr. Watson.

Lessons and Compositions during Term, September to December 1860.*

	Lessons.	Compositions.
Sunday	3½ to 4½. Scripture—Joshua, Judges, Ruth.	—
Monday	7½ to 9. Greek Testament; Scripture repetition. 10 to 1. Modern Languages (French), in 3 divisions, 1 hour each.† 3½ to 4½. Greek Grammar; Greek history (Smith's). 5½ to 6½. Cicero de Lege Manilia (part of).	—
Tuesday	No work in form. Half Holiday.	8½. Latin Prose Exercise brought up, which is done on Monday evening. 10 to 11, with the several tutors, Ovid's Fasti (*see* E.) 11 to 1. Elegiacs (Latin), 16 lines (*see* E.)
Wednesday	7½ to 9. Mathematics.† 11 to 12. Euripides Alcestis (part of). 12 to 1. Correction of verses. 3½ to 4½. Latin Grammar; Greek history. 5½ to 6½. Euripides Alcestis.	Latin Lyrics, shown up corrected on Wednesday, at 2nd school. —
Thursday	7½ to 9. Virgil, Æneid V.; Virgil, repetition. 10 to 1. Modern Languages (French), as on Monday. Half Holiday.	
Friday	7½ to 9. Latin Grammar; Butler's Geography. 10 to 11. Virgil, Æneid V. 3½ to 4½. Latin prose, by heart; correction of Latin prose. 5½ to 6½. Xenophon Anabasis, Lib. V.	11 to 1. Latin Lyrics, 16 lines, (*see* paper E.)
Saturday	7½ to 9. Mathematics. 10 to 12. Xenophon Anabasis, Lib. V. 12 to 1. Greek prose sentences; Greek verbs. Half Holiday.	Latin Elegiacs, shown up corrected. Saturday, 2nd school.

Summary of Lessons.

Scripture	2	
Greek (construing)	¼	
Latin (construing)	3	
Mathematics	2	(3 hrs. altogether).
French	2	
History	2	
Geography	1	
Grammar (Latin)	2	
Grammar (Greek)	1	
Composition, and Latin and Greek prose	3	
Repetitions	3	
Total	25	

N.B.—This list does not represent the whole amount of weekly school work. There are besides; *e.g.*, a map each week; Latin prose done out of school; exercises of various kinds—as sets of derivations, passages to translate into English (occasionally); also voluntary repetition weekly, &c., in *e.g.* Milton.

These lessons are not all severally an hour long.

Each Form is also examined at the beginning of every term in a portion of English history, prepared during the holidays.

* The lessons in form were similar to the above in the other two school terms (January to March, and April to July, 1861), except that Cæsar de Bell. Gall., Horace's Odes, and Homer's Iliad took the place of Cicero's Orations, Virgil's Æneid and Xenophon's Anabasis, respectively. On Sundays the lessons were from the historical books of the Old Testament from 1 Samuel to 2 Chronicles.

† Modern languages and mathematics are taught by special masters.

Shell, Third Division, 34 Boys. Mr. Farrar.

Lessons and Compositions during the Term, ending Dec. 10, 1861.

	Lessons.	Composition.
Sunday	3½ to 4½. Scripture, History—Joshua, Ezra, Nehemiah, Esther, parts of Daniel.	—
Monday	7½ to 9. Greek Testament and Scripture repetition. (The Gospels, &c.) 10 to 11 or 11 to 12. Modern languages. 3½ to 4½. Greek Grammar accidence. 5½ to 6½. Homer's Iliad, Book VI. Evening exercises of various kinds.	Latin verse—elegiacs, 16 lines. alcaics or sapphics, 16 lines.
Tuesday	8½. Names called over; exercises shown up, &c. 10 to 1. (With private tutors), elegiacs, and Ovid's Fasti. Half Holiday. Evening exercise.	Every week, Latin Prose, occasional themes, translations into English verse, or original English verse. Notes of lessons, abstracts of history. French exercises.
Wednesday	7½ to 9. Horace, construing, and repetition. 10 to 11. Preparation of lessons, with tutor. 11 to 12. Homer, Iliad, Book VI. 12 to 1. Latin prose, *vivâ voce.* 3½ to 4½. Geography (modern). 5½ to 6½. Cæsar de Bell. Gall. Book VII. Evening exercise.	
Thursday	7½ to 9. Mathematics. 10 to 11 or 11 to 12. Modern languages. Half Holiday. Evening exercise.	
Friday	7½ to 9 Mathematics. 10 to 11. Latin Grammar. 11 to 1. Lyrics, with private tutors. 3½ to 4½. Roman history. 5½ to 6½. Homer. Evening exercises.	
Saturday	7½ to 9. Cæsar and Rom. history. 10 to 11. Preparation with private tutors. 11 to 12. Horace, repetition, and construing. 12 to 1. Latin prose, or some variable lesson. Half Holiday. Map.	

Summary of Lessons.

Divinity, 2½ hours.	
Classics (all lessons connected with Latin and Greek, including the hours given to composition with tutors), 17 hours.	A week.
History, 2 hours.	
Geography, 1 hour.	
Mathematics, 3 hours.	
Modern languages.	

Note.—As this table applies equally well to any other term of the year by the substitution of "Cicero" for "Cæsar," and "Xenophon" for "Homer," and "Livy" for "Ovid,"—and as all the authors read during the year are specified in return C., it is superfluous to fill up three such returns.

Shell, Fourth Division, 37 Boys, Mr. Bowen.

Lessons and Compositions during Term ending December 11 1860; the same very nearly applies to the other terms of the year.

	Lessons.	Compositions.
Sunday	3½ to 4½. Historical Scriptures. After school, voluntary repetition of Greek Testament.	
Monday	7½ to 9. Greek Testament, St. Mark, a few chapters, and Scripture repetition. 11 to 12. Repetition of Horace, and Latin Grammar. 3½ to 4½. Horace Odes, Book IV. 5½ to 6½. Xenophon Anabasis, Books V. and VI. (part).	
Tuesday	7½ to 9. French. 10 to 1. [Work with tutor]. Half Holiday.	*Three times* a week exercises bearing on the work in school, parsing, abstracts, translations, &c., occasionally English composition. *Once a week* a map, ancient or modern *Verses* (Latin) are done *twice a week* with the tutor.
Wednesday.	7½ to 9. Horace Repetition, and Greek History. 11 to 12. Xenophon, Anabasis, Books V. and VI. (part). 12 to 1. History (oral). 3½ to 4½. Greek Grammar and Ancient Geography. 5½ to 6½. Cicero, pro lege Manilia.	
Thursday	7½ to 9. Arithmetic or Algebra. 10½ to 11½. Xenophon, Anabasis, Books V. and VI. (part). Half Holiday.	
Friday	7½ to 9. Euclid or Algebra. 10 to 11. Horace repetition and Horace translation, Book IV. 11 to 1. [Work with tutor]. 3½ to 4½. Greek Grammar and Greek History. 5½ to 6½. Cicero pro lege Manilia.	
Saturday	7½ to 9. French. 11 to 12. Xenophon, Anabasis, Books V. and VI. (part). 12 to 1. Grammar, &c., various. Half Holiday.	

Approximate Summary of Lessons (lessons being sometimes grouped together).

Greek	4	(not including Greek Grammar.)
Latin	5	
History	3	
Divinity	2	
Geography	1	
French	2	
Mathematics	2	
Total	19	

Fourth Form, First Division, 36 Boys. Mr. Smith.

Lessons and Compositions during the Term ending December 1860.*

	Lessons.	Compositions.
Sunday	3½ to 4½. New Testament and Scripture repetition.	A copy of Greek derivations and a map.
Monday	7½ to 9. Old Testament and hymn. 10½ to 12. Latin Grammar, prosody, English History. 3 to 4½. Geography. 5 to 6½. Ovid.	An abstract of the chapters in the Old Testament.
Tuesday	7½ to 8½. Xenophon. Half Holiday.	A written exercise of Latin prose; a translation of Ovid on paper.
Wednesday.	7½ to 9. Arithmetic. 10 to 12. Xenophon. 12 to 1. Latin prose, done orally. 3 to 4½. Greek Grammar, and Xenophon. 5 to 6½. Cæsar.	A copy of Greek derivations.
Thursday	7½ to 9. French. 9½ to 11½. Latin Grammar, prosody, Ovid, English peotry by heart. Half Holiday.	——
Friday	7½ to 9. French. 10 to 11. History, Roman or Greek. 3 to 4½. Ovid repetition. Correction of various exercises. 5 to 6½. Cæsar.	An abstract of the history lesson.
Saturday	7½ to 9. Arithmetic. 10 to 12. Greek Grammar, and Xenophon. 12 to 1.. Latin verses, Bland, orally. Half Holiday.	An exercise of English sentences turned into Greek prose.

Summary of Lessons.

Scripture	2
Greek	4
Latin	6
Arithmetic	2
French	2
History	2
Geography	1
Repetitions	8
Total	27

Other exercises are set as occasion requires.
* The same books, though different portions of them, are always in use in the 4th form.

Fourth Form, Second Division, 32 Boys: Mr. Bull.

Lessons and Compositions during the whole Year ended August 1861.

	Lessons.	Compositions.
Sunday*	3½ to 4½. Hymn and Old Testament.	An analysis of 30 lines brought up with Scripture.
Monday	7½ to 9. Scripture repetition and New Testament. 10½ to 12. Correct verses; prosody. 3 to 4½. Construe Latin syntax; prepare and say geography. 5 to 6½. Syntax repetition; prepare and say Ovid.	An analysis of 45 lines brought up with Scripture.
Tuesday	7½ to 9. Xenophon (three last lessons repeated).	A translation in Latin and English of Ovid.
Wednesday	7½ to 9. French. 11 to 1. Construe Latin syntax; and Xenophon. 2½ to 3½. Arithmetic. 5 to 6½. Syntax repetition; prepare and say Cæsar.	Greek derivations brought up.
Thursday	7½ to 9. Ovid, repetition and construing. 10 to 11½. Prosody, Latin accidence and Ovid, and voluntary repetition.	A translation in Greek and English of Xenophon.
Friday	7½ to 9. Greek Grammar. 9½ to 11. Latin syntax construed, and history. 2½ to 3½. Arithmetic. 5 to 6½. Latin Grammar, repetition; prepare and say Cæsar.	Analysis of history, 60 lines, brought up.
Saturday	7½ to 9. Greek Grammar. 11 to 1. Xenophon; correct Greek derivations in school.	An exercise of some kind, English or Greek.

* On Sunday morning a map, together with the Greek derivations, corrected and re-written, brought up at 8½.

Summary of Lessons.

Scripture	2
Greek	4
Latin	9
History and geography	2
French	1
Arithmetic	2
Repetitions	9
Total	29

Fourth Form, Third Division, 17 Boys. Third Form, 4 Boys. Mr. Hutton.

Lessons and Compositions during Term of Three Months, ending Midsummer, 1861.

	Lessons.	Compositions.
Sunday	3½ to 4½. (1) Old Testament 4 chapters; (2) repetition of Scripture (8 verses).	——
Monday	7½ to 9. (1) Old Testament; (2) repetition of hymn (4 verses). 10½ to 12. (1) Ellis's Latin Exercises; (2) repetition of syntax rules. 3½ to 4½. Mathematics; Colenso's Arithmetic. 5 to 6½. Cæsar or Ovid (alternate weeks).	——
Tuesday	7½ to 8½. Simpson's History of Rome. Half Holiday.	Bland's verses, 10 lines.
Wednesday	7½ to 9. (1) Greek Grammar; repetition; (2) parsing lesson (Greek). 10½ to 12. (1) Xenophon's Anabasis; (2) repeat prosody rules. 3 to 4½. (1) Ellis's Exercises; (2) syntax rules. 5 to 6½. Cæsar or Ovid (alternate weeks).	——
Thursday	7½ to 9. (1) Latin Grammar repetition: (2) parsing lesson (Latin). 10½ to 12. (1) Ellis's Latin Exercises: (2) Syntax rules. Half Holiday.	——
Friday	7½ to 9. (1) Greek Grammar repetition; (2) parsing lesson (Greek). 10 to 11. French. 3 to 4½. Ellis's Latin exercises; (2) syntax rules. 5 to 6½. Cæsar or Ovid (alternate weeks).	Bland's verses, 10 lines.
Saturday	7½ to 9. Cæsar or Ovid (alternate weeks). 11 to 12. Xenophon's Anabasis. 12 to 1. Colenso's Arithmetic. Half Holiday.	Some evening exercise (not of the nature of "composition," but consisting of a translation of Greek or Latin lessons done in school, or of Greek derivations) is set *every* evening; to be brought up at the first school the following day.

Summary of Lessons.

Scripture	2
Greek	4
Latin	9
Arithmetic	2
French	1
History	1
Repetitions	10
Total	29

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RUGBY.

Upper School, Sixth Form, 42 Boys. The Head Master.

No. 1. Lessons and Compositions during Half-year ended Christmas, 1860.

Lessons.		Compositions.
Sunday	10¾ to 11¾. History of the Jewish Church, Hezekiah to the Captivity.	See below.
Monday	7¼ to 8¼. Epistle to Thessalonians, Galatians, Philippians. 10½ to 11½. French and German. 11½ to 12½. Robertson's Charles V. 4½ to 6. See below.	
Tuesday	7¼ to 8¼. Cicero de Naturâ Deorum, II. 11¼ to 12¼. Aristophanes, First Quarter, Aves. Second Quarter, Equites.	
Wednesday	7¼ to 8¼. Herodotus, VIII. 11¼ to 12¼. First Quarter, Virgil Æn. XI., XII. Second Quarter, Juvenal XI., XVI. 12½ to 1½. French and German.	
Thursday. Friday. Saturday.	See below.	

No. 2. Upper School, Sixth Form, 42 Boys.

Lessons and Compositions during Half-year ending Midsummer 1861.

Lessons.		Compositions.
Sunday	10¾ to 11¾. History of the Jewish Church from the Captivity to the time of our Lord.	
Monday	7¼ to 8¼. St. Matthew's Gospel. 10½ to 11½. French and German. 11½ to 12½. Hughes's Geography, Europe. 4½ to 6. Composition or Translation, without grammar or dictionary.	Latin essay, subject given out on Monday at 11½; copies sent in on Wednesday at 11¼, English essay substituted occasionally.
Tuesday	7¼ to 8¼. Livy, Book III. 11¼ to 12¼. First Quarter, Odyssey, XX.-XXIII. Second Quarter, Æschylus, Prom. Vinct.	
Wednesday	7¼ to 8¼. Thucydides, III. 11¼ to 12¼. First Quarter, Georgic IV. Second Quarter, Lucretius VI. 12½ to 1½. French and German. 4 to 5. Mathematics. 5¼ to 6. Same as Monday from 4½ to 6.	Latin verse copy, subject given on Wednesday at 11¼; copies sent in on Friday at 11¼. Latin prose or paper of critical questions substituted occasionally.
Thursday	7¼ to 8¼. As on Monday, 7¼ to 8¼. 11¼ to 12¼. As on Tuesday, 7¼ to 8¼.	
Friday	7¼ to 8¼. As on Tuesday 11¼ to 12¼. 11¼ to 12¼. As on Wednesday, 7¼ to 8¼. 4 to 5. Mathematics. 5¼ to 6. Upper Division Œd. Tyr. of Sophocles. Lower Division, English into Latin prose without grammar or dictionary.	Greek verse copy, subject given on Friday at 11¼, copies sent in on Monday at 11¼. Greek prose or paper of critical questions substituted occasionally.
Saturday	7¼ to 8¼. As on Wednesday, 11¼ to 12¼. After breakfast, Mathematics.	

Summary of Lessons.

	Hrs.
Divinity	3
Greek	4
Latin	4
Mathematics	3
Modern language	2
Composition, besides copies	3
History or Geography	1
	20

Upper School, The Twenty, 28 Boys. Mr. T. S. Evans.

Lessons and Compositions during the Year ending June 1861.

Lessons.		Compositions.
Sunday	10¾ to 11¾. Greek Testament. St. Peter, I. and II. Epist. I. Corinth., i. to xii.	
Monday	7¼ to 8¼. Greek Testament, and a prepared abstract of 10 chapters of the Old Testament. 4½ to 6. Cicero De Officiis, B. III., or Virgil, Æneid, II.	One Latin theme of 25 lines, sometimes varied by a piece of English into Latin prose. Subject given on Saturday morning. The theme sent in to the Form master on Tuesday morning.
Tuesday	7¼ to 8¼. Horace Odes, B. III., or Virgil Æneid, II.; construing lesson with repetition of of 25 lines of a lesson recently construed and explained. Afternoon, from 2½ to 5, I look over the compositions of the Sixth Form with the boys.	A translation copy of Latin elegiacs varied occasionally by hexameters, is set on Tuesday morning and given in on Thursday morning.
Wednesday	7¼ to 8¼. Horace Odes, Book III., or Virgil, Æneid II. with repetition of 25 lines of a lesson recently construed and explained. 10½ to 11½. Sophocles Electra or Plato Phædo, construing lesson. 4 to 5. Sophocles Electra, or Plato Phædo, construing lesson. 5½ to 6. Philology in English (Craik's Julius Cæsar), Latin and Greek, explanation and questioning.	
Thursday	7¼ to 8¼. Cicero De Officiis III., or Cicero, 2nd Philippic, construing lesson, with repetition of 25 lines of a lesson recently construed and explained. From 2½ to 5 look over compositions of the Sixth.	A translation copy of Greek iambics, varied occasionally with Latin alcaics, is set on Thursday morning and given in on Saturday morning.
Friday	7¼ to 8¼. Cicero, or Homer, or Ovid, construing lesson. 4 to 5. Sophocles or Plato. 5½ to 6. English into Latin prose, composition.	
Saturday	7¼ to 8¼. History lesson, Mackintosh's England, or Merivale's Rome, or Smith's Greece. 10½ to 11½. Classical construing lesson. 11½. Looking over the third copy with the boys.	

Summary of Lessons.

	Hrs.
Divinity	2
History	1
Greek and Latin construing lessons	9½
Latin prose composition	1
Philology	1
Mathematics	2¾
Modern Languages	2
Total	19¼

8½ or 9 hours a week occupied in looking over with the boys the exercises of the Sixth Form.

No. 1.—Upper School, Fifth Form, Upper Division, 35 Boys. Mr. C. Evans.

Lessons and Compositions during the Quarter ending October 20, 1860.

Lessons.		Compositions.
Sunday	10¾ to 11¾. Greek Testament, St. Mark.	Latin *essay* or *hexameters* given up; the subject set on
Monday	7¼ to 8¼. St. Mark (Greek). 10 to 12½. Mathematics, in sets. 4½ to 6. Virgil, Georgic I.	

Lessons.			Compositions.
Tuesday	7½ to 8¼.	Æschylus, Eumenides, repetition 30 lines.	Saturdaymorning. The exercises are sent to the private tutors for revision, returned corrected to master of form on Friday, 25 lines.
	10 to 11.	Modern languages.	
Wednesday	7½ to 8¼.	Virgil, Georgic I., repetition.	
	10½ to 11¼.	Virgil, Georgic I.	
	4 to 5.	Æschylus, Eumenides, and Latin Grammar.	
	5½ to 6.	Composition.	
Thursday	7½ to 8¼.	Æschylus, Eumenides, and repetition.	Short passage translated into Latin prose.
	10 to 11.	Modern languages.	Latin Elegiacs or lyrics given up, passage for translation set on Tuesday 24 lines minimum.
Friday	7½ to 8¼.	Virgil, Georgic I., Greek Grammar.	Short passage translated into Latin prose or Greek verse.
	10 to 12.	Mathematics, by sets.	Greek verse given up set on Thursday.
	4 to 5.	Eumenides, and Latin Grammar.	
	5½ to 6.	Composition.	
Saturday	7½ to 8¼.	Eumenides, repetition.	Short copy of Latin prose or Greek verse done in school from 11¼ to 12.
	10¼ to 11¼.	History of Rome.	

No. 2.—Fifth Form, Upper Division, 35 Boys.

Lessons and Compositions during Quarter ending Christmas 1860.

Lessons.			Compositions.
Sunday	10 to 11.	St. Mark (Greek).	*See* above.
Monday	7½ to 8¼.	St. Mark (Greek).	
	10 to 12½.	Mathematics, by sets.	
	4½ to 6.	Virgil, Georgic II.	
Tuesday	7½ to 8¼.	Thucydides, II., repetition.	
	10 to 11.	Modern languages.	
Wednesday.	7½ to 8¼.	Virgil, Georgic II., repetition.	
	10½ to 11¼.	Thucydides, II.	
	4 to 5.	Livy V., Greek Grammar.	
	5½ to 6.	Composition.	
Thursday	7½ to 8¼.	Thucydides II., repetition.	
	10 to 11.	Modern languages.	
Friday	7½ to 8¼.	Livy V., Latin Grammar.	
	10 to 12.	Mathematics.	
	4 to 5.	Thucydides II., Greek Grammar.	
	5½ to 6.	Composition.	
Saturday	7½ to 8¼.	Virgil, Georgic II., repetition.	
	10½ to 11¼.	History of Rome.	

No. 3.—Fifth Form, Upper Division, 35 Boys.

Lessons and Compositions during the Quarter ending April 20, 1861.

Lessons.			Composition.
Sunday	10 to 11.	Acts of the Apostles (Greek).	*See* above.
Monday	7½ to 8¼.	Acts.	
	10 to 12½.	Mathematics, in sets.	
	4½ to 6.	Virgil, Georgic IV.	
Tuesday	7½ to 8¼.	Sophocles, Electra, repetition.	
	10 to 11.	Modern languages.	
Wednesday.	7½ to 8¼.	Virgil, Georgic IV., repetition.	
	10½ to 11¼.	Sophocles.	
	4 to 5.	Sophocles, Latin Grammar.	
	5½ to 6.	Composition.	
Thursday	7½ to 8¼.	Virgil, Georgic IV., repetition.	
	10 to 11.	Modern languages.	
Friday	7½ to 8½.	Sophocles, Greek Grammar.	
	10 to 12.	Mathematics.	
	4 to 5.	Virgil, Georgic IV.	
	5½ to 6.	Composition.	
Saturday	7½ to 8½.	Sophocles, repetition.	
	10½ to 11¼.	History of Greece.	

TABLE D.

RUGBY.

No. 4.—Fifth Form, Upper Division, 35 Boys.

Lessons and Compositions during the Quarter ending June 24, 1861.

Lessons.			Compositions.
Sunday	10½ to 11¼.	Acts of the Apostles.	*See* above.
Monday	7½ to 8¼.	Acts of the Apostles.	
	10½ to 12½.	Mathematics.	
	4½ to 6.	Cicero De Officiis, III.	
Tuesday	7½ to 8¼.	Homer, Iliad I., repetition.	
	10½ to 11.	Modern languages.	
Wednesday.	7½ to 8¼.	Horace, Ode I., repetition.	
	10½ to 11¼.	Iliad I.	
	4 to 5.	Cicero de Officiis, Latin Grammar.	
	5½ to 6.	Composition.	
Thursday	7½ to 8¼.	Iliad I., repetition.	
	10 to 11.	Modern languages.	
Friday	7½ to 8¼.	Horace, Ode I.; Greek Grammar.	
	10 to 12.	Mathematics.	
	4 to 5.	Iliad, Latin Grammar.	
	5½ to 6.	Composition.	
Saturday	7½ to 8¼.	Cicero, repetition.	
	10¼ to 11¼.	History of Greece.	

Summary of Lessons.

	Hrs.
Divinity	2
History	1
Greek and Latin	10
Mathematics	2¾
Modern languages	2
Composition	1½
Total	19¼

Upper School, Fifth Form, Second Division, 33 Boys. Mr. Arnold.

Lessons and Compositions during the year ending June 1861.

Lessons.			Compositions.
Sunday	10 to 11.	Greek Testament, from 4 to 8 chapters of Old Testament.	On an average 5 or 6 a week.
Monday	7½ to 8.	Greek Testament, from 4 to 8 chapters of Old Testament.	Tuesday, Latin verse done in school corrected by tutor, shown to master, Friday 4.
	4½ to 6.	Iliad XXIII., or Virgil, Æneid VII., Greek Prose composition.	
Tuesday	7½ to 8.	Æschylus, Prom. Vinct., or Horace, Ode I., with lines, grammar or composition.	Thursday, Latin prose set, done out of school, shown up to tutor.
	12 to 1½.	Latin verse composition, (translation from English poetry adapted.)	On Saturday 7, and after correction by tutor to master of form on Wednesday at 4.
Wednesday	7½ to 8.	Iliad XXIII., or Æneid VII., with lines, grammar or composition.	Monday, Wednesday, and Friday at 5 an exercise of Greek iambics from English poetry, adapted, or from Wilkins' Greek prose for beginners, or Latin prose from Crombie's Gymnasium, or Kennedy's Materials, or Latin verse from English poetry adapted.
	9½ to 11¼.	Demosthenes, 1st Olynthiac or Livy III.	
	4 to 5.	Cicero, pro Sext. Roscio Am. or Milone.	
	5 to 6.	Greek iambic composition.	
Thursday	7½ to 8.	Æschylus, Pr. Vinct. or Horace, Od. I.	
	*12 to 1.	Occasionally history.	
Friday	7½ to 8.	Iliad XXIII. or Æneid VII., with lines, grammar or composition.	
	4 to 5.	Cicero, pro Sext. Roscio Am. or Milone.	
	5 to 6.	Latin prose or verse composition.	
Saturday	7½ to 8.	History, Smith's Greece, or Clough's Plutarch.	
	9½ to 11¼.	Demosthenes, Olynthiac I., Livy III.	

Summary of Lessons.

	Hrs.
Greek	6½
Latin	6½
History	1½
Divinity	2
Mathematics	2¾
Modern Languages	2
Total	21¼

This return will necessarily differ from the specimen in not setting down a fixed lesson to each hour. The general average of five Latin and five Greek lessons each week is kept so as to have for examination at the end of a half-year of 18 weeks, 18 × 5 Latin and 18 × 5 Greek lessons; but it is often found advisable, particularly when beginning entirely new work of more than usual difficulty, to devote every lesson for a whole week or even for a fortnight to it, until some impression is made upon the boys.

* This was a voluntary lesson given because the form happened to be backward in history.

TABLE D.

RUGBY.

Fifth Form, Second Division, 35 Boys. Mr. Anstey.

Lessons and Compositions during the Year ending at Midsummer 1861.

	Lessons.	Compositions.
Sunday	10½ to 11½. Old Testament, history, or Greek Testament, occasional recapitulation lessons.	
Monday	7½ to 8½. Greek Testament with parallel passages. 4 to 5. Greek play, Homer, Herod., or Demosthenes, 38 lines. 10 to 12. Mathematics, with Greek Grammar repeated. 4½ to 6. Latin or Greek sentences, *vivâ voce*, repeated at a subsequent lesson.	
Tuesday	7½ to 8½. 35 or 40 lines of Greek play, Homer, Herod. or Demosthenes, with Greek Grammar repeated. 10 to 12. Modern languages. Half Holiday. 12 to 1½. Latin verse, elegiacs or hexameters 16 lines (looked over by tutors, and marked when shown up by master of form).	
Wednesday	7½ to 8½. Virgil, Horace, 40 lines, Ovid's Fasti 40 lines, with Latin Grammar repeated. 10½ to 11½. Demosthenes, or Greek play 35 lines, with Greek Grammar repeated. 4 to 5. Cicero's Orat. or Livy, 40 lines with Latin Grammar. 5½ to 6½. Latin sentences *vivâ voce*, afterwards repeated.	
Thursday	7½ to 8½. Ovid's Fasti or Virgil 40 lines, with Latin Grammar repeated. 10 to 12. Modern languages. Half Holiday.	Prose copy set, and done out of school (looked over by tutors, and looked over and marked by master of form.)
Friday	7½ to 8½. History and Geography lesson, 12 to 15 pages. 10 to 12. Mathematics. 3½ to 5. Cicero's Orations or Livy, with Latin Grammar repeated. 5½ to 6. Greek iambic copy.	Prose copy on Thursday, produced and sent to tutors, afterwards (on the following Wednesday) brought to and marked by master of form.
Saturday	7½ to 8½. Cicero's Orations or Livy. 10½ to 11½. Demosthenes, Theocritus, or Greek play, with Greek Grammar repeated. Half Holiday.	

Summary of Lessons.

	Hrs.
Greek	6
Latin	7
Mathematics	2¾
Modern languages or Natural Philosophy	2
Divinity	2
History	1
Total	20¾

Middle School, Upper Middle Form, First Division, 38 Boys. Mr. L. F. Burrows.

Lessons and Compositions during Year ended Summer Holidays 1861.

	Lessons.	Compositions.
Sunday	10 to 11. Divinity.	
Monday	7 to 8½. Greek Testament. 10½ to 11½. Latin construing. 4½ to 6. Greek construing, or composition, or geography.	
Tuesday	7 to 8½. Lines by heart; construing. 10 to 11. Mathematics. 12 to 1½. Translation into Latin verse. Half Holiday.	
Wednesday	7 to 8½. Latin construing; Latin or Greek Grammar. 10½ to 11½. Greek construing. 3½ to 4½. Modern Languages. 5½ to 6. Verse or prose composition.	Included in first column.
Thursday	Same as Tuesday, with translation into Latin prose.	
Friday	Same as Wednesday.	
Saturday	7 to 8½. Latin or Greek construing; Latin or Greek Grammer. 10½ to 11½. History. Half Holiday. Verse, or essay, or map, to be shown up on Monday.	

Summary of Lessons.

	Hrs.
Divinity	2
Latin or Greek construing, with grammar and lines	10
History	1
Modern Languages	2
Geography	1
Composition	3 or 4
Mathematics	3½
Total	22½ or 23½

Middle School, Upper Middle Form, First Division, 37 Boys. Mr. T. W. Jex Blake.

Lessons and Compositions during the Half Year ending June 1861.

	Lessons.	Compositions.
Sunday	10 to 11. Greek Testament, or Bible repetition, or both.	
Monday	7½ to 8½. Greek Text, or Bible repetition. 10½ to 11½. Hecuba. 4½ to 5½. History or Geography.	5½ to 6. Latin or Greek verse.
Tuesday	7½ to 8½. Hecuba, with repetition.	11¾ to 1½. Latin verse.
Wednesday	7½ to 8½. Hecuba with repetition. 10½ to 11½. Hecuba.	5½ to 6. Prose or verse.
Thursday	7½ to 8½. Cicero, with Grammar.	11¾ to 1. Latin prose.
Friday	7½ to 8½. Cicero, with Grammar. 10½ to 11½. Cicero.	5½ to 6. Latin prose.
Saturday	7½ to 8½. Cicero, with Grammar or repetition. 10½ to 11½. History, Mackintosh's England.	

During the half-year ending Christmas 1860, Herodotus instead of Hecuba; Ovid instead of Cicero; White's France instead of Mackintosh's England.

Summary of Lessons.

	Hrs.
Divinity	2
Greek	4
Latin	4
History and Geography	2
Compositions	5
Mathematics	3½
Modern Languages	2
Total	22½

Upper Middle Form, Second Division, 34 Boys. Mr. A. G. Butler.

Lessons and Compositions during the Half-year ending Christmas, 1860.

	Lessons.	Compositions.
Sunday	10½ to 11½. Joshua and Judges, and part of the Gospel of St. Luke, with repetition (the Gospel or Psalm).	Occasional copies done out of School in the evenings all through the half-year (say, 12 or 20 lines, prose or verse, in all), the bulk of composition done in School. Tuesday's verses looked over by the private tutor, theothercopies by the form master, before and after lessons, especially after 2nd lesson Saturday. Time occupied by this not reckoned below. It takes from 2 to 3 hours.
Monday	7½ to 8½. Same as Sunday. 10½ to 11½. Ovid and Latin Grammar. 4½ to 5½. Cæsar, Book IV. 5½ to 6. Composition or geography.	
Tuesday	7½ to 8½. Homer, Book XXIII., and repetition (Ovid). 9½ to 11½. Mathematics in sets. 12 to 1½. Latin verse composition.	
Wednesday	7½ to 8½. Ovid, and repetition (Ovid). 10½ to 11½. Homer. 3½ to 5½. Modern languages in sets. 5½ to 6. Latin prose composition, *vivâ voce*.	
Thursday	7½ to 8½. Homer and Greek Grammar. 9½ to 11½. Mathematics in sets. 12 to 1½. Latin prose composition.	
Friday	7½ to 8½. Cæsar and repetition. 10½ to 11½. Virgil, Eclogues, VI. to X. 3½ to 5½. Modern Languages in sets. 5½ to 6. Latin verse composition.	
Saturday	7½ to 8½. Homer and grammar. 10½ to 11½. History of Greece (Smith.) Generally a Map or some composition to be done in evening.	

Summary of Lessons.

	Hrs.
Divinity	2
Greek	4
Latin	5
History	1
Composition	5
Modern languages	2
Mathematics	3½
Total	22½

The *times* of work the same from Christmas, 1860, to Midsummer 1861.

The *work* done was Virgil, Eclogues, I. to VI.; Ovid, 200; Cæsar, Lib. VI.; Horace, Odes, Lib. IV.; Homer, Il. X.; Anthologia, 200 lines.

TABLE D.

RUGBY.

Middle School, Upper Middle Form, Second Division, 32 Boys. Mr. C. B. Hutchinson.

Lessons and Compositions during Year ending Midsummer, 1861.

Lessons.	Compositions.
Sunday — 10½ to 11¼. Greek Testament, and English Bible.	
Monday — 7½ to 8½. Repetition, (Bible), and Greek Testament. 10½ to 11¼. Cæsar. 4½ to 5¼. Horace's Odes, Ovid or Virgil, Eclogues. 5½ to 6. Geography, or Grammar.	
Tuesday — 7½ to 8½. Repetition (Ovid, Virgil, or Horace), and Anthologia or other Greek subject. 9½ to 11¼. Mathematics, in sets. 12 to 1½. Verses. Half Holiday.	Tuesday's verses are corrected by tutor, and shown to master next morning. The rest of the composition is looked over by master of form, generally after second lesson on Saturday.
Wednesday — 7½ to 8½. Repetition, Anthologia, or other Greek subject. 10½ to 11¼. Horace Odes and Latin Grammar. 3½ to 5½. Modern languages, in sets. 5½ to 6. Latin verses.	
Thursday — 7½ to 8½. Greek Grammar and Anthologia. 9½ to 11½. Mathematics, in sets. 12 to 1½. Latin prose. Half Holiday.	
Friday — 7½ to 8½. Repetition and Anthologia. 10½ to 11¼. Horace Odes and Latin Grammar. 3½ to 5½. Modern languages, in sets. 5½ to 6. Latin prose, often orally.	
Saturday — 7½ to 8½. Greek Grammar and Cæsar. 10½ to 11½. History, Arithmetic. Half Holiday.	

Summary of Lessons.

	Hrs.
Divinity	2
Greek	4
Latin	5
Composition	5
History	1
Modern languages	2
Arithmetic and mathematics	3½
	22½

Middle School, Upper Middle Form, Third Division, 29 Boys. Mr. C. E. Moberly.

Lessons and Compositions during September 1861 to December 1861. (Form constituted only in September 1861.)

Lessons.	Compositions.
Sunday — 7 to 8½. Genesis and Exodus in English, Psalms by heart.	None.
Monday — 7 to 8½. Genesis and Exodus, Psalms. 10½ to 11¼. Ovid construed, Ovid lines by heart. 4½ to 5½. Xenophon Anabasis, Greek Grammar. 5½ to 6. Grecian history.	
Tuesday — 7 to 8½. Modern languages. 10½ to 11¼. Ovid, lines.	Verse composition, (Latin, morning and afternoon) 2 hours.
Wednesday — 7 to 8½. Cæsar, Latin Grammar. 10½ to 11¼. Mathematics. 2½ to 3½. Arithmetic. 4½ to 6. Grecian history. Xenophon Anabasis, Greek Grammar.	
Thursday — 7 to 8½. Modern languages. 10½ to 11¼. Ovid and lines.	Prose, Latin, morning 1½ hours.
Friday — 7 to 8½. Xenophon Anabasis, Greek Grammar. 10½ to 11¼. Cæsar, Latin Grammar. 4½ to 5½. Homer. 5½ to 6. Verses, Latin.	
Saturday — 7 to 8½. Homer, Ovid, lines. 10½ to 11¼. Mathematics. 12½ to 1½. Arithmetic.	

Summary of Lessons.

	Hrs.
Divinity	2
Greek	4
Latin	5
Mathematics	3½
History	1
Modern languages	2
Composition	5
	22½

Middle School, Lower Middle Form, Mr. Scott's Division, 30 Boys.

Lessons and Compositions during the Year ending Midsummer 1861.

Lessons.	Compositions.
Sunday — 10½ to 11¼. Scripture by heart about 10 verses, Old Testament lesson, 3 or 4 chapters.	
Monday — 7½ to 8½. Scripture by heart, 10 verses, Old Testament, 3 or 4 chapters. 10½ to 11½. Xenophon, Greek Grammar. 4½ to 5½. Ovid (20 lines,) or Cæsar.* 5½ to 6. Latin verses.*	From 6 to 12 elegiac verses.
Tuesday — 7½ to 8½. Modern Languages. 10½ to 11½. Xenophon; grammar. 12 to 1½. Latin verses.	10 Elegiac verse of which at least 8 must be sent up. These are of a harder kind. If not done in school they are exacted afterwards by the private tutor.
Wednesday — 7½ to 8½. Latin repetition, with Cæsar or Ovid. 10½ to 11½. Mathematics. 4½ to 5½. Ovid or Cæsar. 5½ to 6. Latin verses.	Elegiacs as on Monday.
Thursday — 7½ to 8½. Modern Languages. 10½ to 11½. Xenophon; grammar. 12 to 1½. Latin prose composition.	About 25 lines of English sentences to be turned into Latin.
Friday — 7½ to 8½. Latin repetition, with Cæsar or Ovid. 10½ to 11½. History. 4½ to 5½. Cæsar or Ovid. 5½ to 6. Latin verses.	Elegiacs as on Monday.
Saturday — 7½ to 8½. Latin repetition, Latin prose composition. 10½ to 11½. Colenso's Arithmetic and Algebra.	Thursday's exercise given back and exacted *viva voce*. Afterwards a corrected copy is required to be sent in.

Summary of Lessons.

	Hrs.
Greek and Latin	8
Divinity	2
Composition	5½
History	1
Modern Languages	2
Mathematics	3½
	22½

Five repetitions, on which *every* boy is set in to repeat.

* Examination in unseen passages sometimes substituted, say once a month.

Lower Middle Form, Mr. Percival's Division, 27 Boys.

Lessons and Compositions during the Year ending Midsummer 1861.

Lessons.	Compositions.
Sunday — 10½ to 11½. Greek Testament, Psalms by heart.	
Monday — 7½ to 8½. Old Testament. 10½ to 11½. Ovid. 4½ to 5½. Xenophon. 5½ to 6. Latin prose.	Latin prose.
Tuesday — 7½ to 8½. Modern languages. 10½ to 11½. Ovid. 12 to 1½. Latin verse. Half Holiday.	Latin verse.
Wednesday — 7½ to 8½. Ovid, 20 lines by heart, Cæsar, translation. 10½ to 11½. Mathematics, Euclid. 4½ to 5½. Xenophon. 5½ to 6. Latin verse.	Latin verse.
Thursday — 7½ to 8½. Modern languages. 10½ to 11½. Cæsar. 12 to 1½. Latin verse. Half Holiday.	Latin prose.
Friday — 7½ to 8½. Ovid, 20 lines by heart, Cæsar or Ovid translation. 10½ to 11½. Homer. 4½ to 5½. History of Greece. 5½ to 6. Latin verse.	Latin verse.

TABLE D.

RUGBY.

	Lessons.	Compositions.
Saturday	7½ to 8½. Ovid, lines by heart, translation, or geography. 10½ to 11½. Colenso's Arithmetic and Algebra. Half Holiday.	

Summary of Lessons.

	Hrs.
Greek	3
Latin	5
Mathematics	3½*
Divinity	2
History	1
Modern languages	2
Composition	5¾
	22¼

* Two of these not entered above, because the time varies.

Lower School, Remove Form, varying from 32 to 40 Boys. Mr. H. Bucholl.

Lessons and Compositions during the year ended at the Summer Holidays, 1861.

	Lessons.	Compositions.
Sunday	10¼ to 11 or 10 to 10¾, varying with the time of morning service in chapel. 1st half-year, 2 Gospels, 3 chapters each lesson; 2nd half-year, Genesis and Exodus, 3 chapters each lesson.	
Monday	7 to 8 or 8 to 9, 3 chapters of Gospels, or Genesis or Exodus, with Sunday's Epistle or Gospel by heart (from the latter part of November to about the end of March, the first lesson begins at 8 instead of at 7 o'clock). 9½ to 10. With the writing master. 10¼ to 12. The construing lessons of preceding week gone over again. 3¾ to 6. (*i.e.*, 3¾ to 4⅝, preparation of lesson, 4½ to 6, lesson heard) Ovid, in Kennedy's Palæstra, and Xenophon's Anabasis on alternate weeks.	
Tuesday	7 to 8 or 8 to 9. Greek or Latin Grammar on alternate weeks. 9½ to 10¼. Preparation of 2nd lesson in school. 10½ to 11½. Second lesson, (verse from Kennedy's Palæstra) heard by the master.	12 to 1½ verse composition, (begun in this form) from literal English given by the master.
Wednesday	7 to 8 or 8 to 9. History: 1st half-year, Markham's England; 2nd half-year, Smith's Greece with the geography of the lesson. 9½ to 10¾. Sets, with modern language masters. 3¾ to 4½. Preparation of 3rd lesson. 4½ to 5½. Lesson heard. 5½ to 6. Verse composition corrected, *i.e.*, Kennedy's Palæstra prose, or Xenophon Anabasis, on alternate weeks.	
Thursday	7 to 8 or 8 to 9. As on Tuesday. 9½ to 10¼. Preparation of 2nd lesson prose from Kennedy's Palæstra, or Xenophon Anabasis, on alternate weeks. 10¼ to 11½. Lessons heard by master.	12 to 1½ prose composition from Bradley's Exercises.
Friday	7 to 8 or 8 to 9. As on Tuesday and Thursday, with verses done by the whole form; whilst these are being done, the boys are all called up, individually, and the lesson heard. 9½ to 10¾. Modern language sets as on Wednesday. 3¾ to 4½. As Wednesday; 4½ to 5½, as on Wednesday. 5½ to 6. Prose composition corrected.	
Saturday	7 to 8 or 8 to 9. As on Friday. 9½ to 10¼. As on Thursday. 10¼ to 11½. As on Thursday.	

Summary of Lessons.

Divinity	2
Greek or Latin including composition	14*
Arithmetic	2
French and German	2
Total	20

Besides these lessons, I have 2 lessons with each of the forms of the Lower School, on Mondays, Wednesdays, and Fridays, *i.e.*, each form on two of these three days, between 11¾ and 1¼, either in classical work, or geography.

Note.—Since I have divided the Upper and Lower Remove, the lessons in the writing school have been Upper Remove, Monday at 9½ to 10; Wednesday at 11½ to 12¼. Lower Remove, Monday 2¼ to 3; Thursday, 3½ to 4.

* On alternate weeks.

Lower School, Fourth, Third, First Form, Mr. Alex. W. Potts' Division, 25 Boys.

Lessons and Compositions during the Year ending Midsummer 1861.

	Lessons.	Compositions.
Sunday	10½ to 11. Repetition of Collect and part of Gospel, with examination in Gospel.	
Monday	7½ to 8¼. Scripture History, examination in portion, &c. 10¼ to 11¼. Greek Delectus. 11¼ to 12½. Arithmetic. 4½ to 6. Palæstra Latina and English verse.	
Tuesday	7½ to 8½. Latin Grammar. 10 to 12½. Bradley's Latin Exercises and Grammar, Delectus.	Bradley's Latin Exercises, six sentences.
Wednesday	7½ to 8½. Greek Grammar. 9 to 9¾. Arithmetic and writing. 10 to 11. French. 4½ to 6. Palæstra Latina, and Tirocinium, and correct exercise.	Bradley's Latin Exercises, six sentences, corrected copy.
Thursday	7 to 8. Latin Grammar. 10 to 11¼. Greek Delectus.	Bradley's Latin Exercises, six or seven sentences.
Friday	As on Wednesday.	Verses from Penrose's Latin verse, from 4 verses upwards; correct exercise.
Saturday	7 to 8. Modern geography. 10 to 11¼. Modern history.	

Summary of Lessons.

	Hrs.
Divinity	2
Classics	14
History and Poetry	2
French and German	2
Geography	1
Arithmetic	2
	23

No. 1.—Table showing the Number of Mathematical Lessons given by Mr. Mayor during the Year ending June 1861.

A. denotes the 6th, A 1 the 1st Set in A.
B. „ Upper School.
C. „ Upper Middle School.
D. „ Lower Middle School.

	Lessons.
Sunday.	
Monday	9½ to 11. B. 3. Algebra and arithmetic. 11 to 12¼. B. 6. Euclid. 12.35 to 1½. C. 4. Arithmetic.
Tuesday	9½ to 10½. C. 4. Algebra. 10½ to 11½. C. 5. Euclid.
Wednesday	10½ to 11½. D. 2. Euclid. 12.35 to 1½. C. 4. Arithmetic. 4 to 5. A. 4. Algebra and arithmetic.
Thursday	9½ to 10½. C. 5. Arithmetic. 10½ to 11½. C. 4. Euclid.
Friday	9½ to 11. B. 6. Algebra and arithmetic. 11 to 12¼. B. 3. Euclid. 2¾ to 3¼. A. 4. Algebra and arithmetic. 4 to 5. A. 1. Algebra, trigonometry, &c.
Saturday	9½ to 10½. D. 2. Euclid. 10½ to 11½. A. 1. Algebra, trigonometry, &c.

Summary.

	Hrs.
With set A. 1. of 8 boys	2
„ A. 4. of 12 „	2
„ B. 3. of 22 „	2⅜
„ B. 6. of 17 „	2¼
„ C. 4. of 22 „	3⅝
„ C. 5. of 22 „	2
„ D. 2. of 17 „	2
	17⅓

No. 2.—Table showing the Number of Mathematical and Natural Philosophy Lessons given by Mr. Wilson during the Year ending June 1861.

A. denotes the Natural Philosophy of the Sixth and Upper School.
B. denotes the Natural Philosophy of the Middle School.

	Lessons.
Sunday.	
Monday	9½ to 11. B. 1. Algebra and trigonometry. 11 to 12¼. B. 7. Euclid. 12¼ to 1¼. C. 2. Algebra.

TABLE D.

RUGBY.

Lessons.	
Tuesday	9½ to 10½. A. Lecture on Chemistry. 10½ to 11½. C. 2. Euclid and algebra.
Wednesday	9½ to 11. D. 3. Euclid prepared and said. 12¾ to 1¾. C. 2. Algebra. 2½ to 3½. B. Lecture on Chemistry. 4 to 5. A. 3. Algebra.
Thursday	9½ to 10½. A. Lecture on Chemistry. 10½ to 11½. C. 2. Euclid and algebra.
Friday	9½ to 11. B. 7. Algebra. 11 to 12¼. B. 1. Euclid and trigonometry. 2½ to 3½. B. Lecture on Chemistry.
Saturday	9½ to 10¾. A. 3. Algebra. 10¾ to 11½. D. 3. Arithmetic.

SUMMARY.

	Hrs.
With set A. 3. of 11 boys	2
„ B. 1. of 15 „	2¾
„ B. 7. of 13 „	2¾
„ C. 2. of 20 „	3½
„ D. 3. of 26 „	2¾
„ A. of 30 „	2
„ B. of 11 „	2
	17½

No. 3.—TABLE showing the Number of Mathematical Lessons given by MR. ELSEE during the Year ending June 1861.

Lessons.	
Sunday.	
Monday	9½ to 11. B. 2. Algebra. 11 to 12¼. B. 5. Euclid. 12½ to 1¼. C. 1. Algebra.
Tuesday	9½ to 10½. C. 1. Algebra. 10½ to 11½. C. 6. Euclid.
Wednesday	10½ to 11½. D. 4. Euclid and arithmetic. 12½ to 1¼. C. 1. Algebra. 4 to 5. A. 2. Algebra.
Thursday	9½ to 10½. C. 6. Arithmetic. 10½ to 11½. C. 1. Euclid.
Friday	9½ to 11. B. 5. Algebra. 11 to 12¼. B. 2. Euclid. 4 to 5. A. 2. Algebra.
Saturday	9½ to 10¼. D. 4. Euclid and arithmetic. 10½ to 11½. A. 2. Euclid.

SUMMARY.

	Hrs.
With set A. 2. of 10 boys	3
„ B. 2. of 20 „	2¾
„ B. 5. of 23 „	2¾
„ C. 1. of 19 „	3½
„ C. 6. of 28 „	2
„ D. 4. of 27 „	2
	16

No. 4.—TABLE showing the Number of Mathematical Lessons given by MR. PERCIVAL during the Year ending June 1861.

Lessons.	
Sunday.	
Monday	11 to 12¼. B. 4. Algebra and arithmetic. 12½ to 1.20. C. 3. Arithmetic.
Tuesday	9½ to 10½. C. 3. Algebra.
Wednesday	10½ to 11¼. D. 1. Euclid. 12½ to 1.20. C. 3. Arithmetic.
Thursday	9½ to 10½. C. 3. Euclid.
Friday	11 to 12¼. B. 4. Euclid. 12½ to 1.20. D. 1. Arithmetic.
Saturday	11½ to 11¼. D. 1. Algebra.

SUMMARY.

	Hrs.
With set B. 4. of 21 boys	2½
„ C. 3. of 20 „	3[illegible]
„ D. 1. of 15 „	3[illegible]
	9[illegible]

A. denotes the 6th; A. 1 the 1st set in Ditto; B. denotes the Upper School; C. the Upper Middle Do.; D. the Lower Middle Do.

SHREWSBURY.

SHREWSBURY.

SIXTH FORM, 1 and 2 DIVISIONS, 23 BOYS. THE HEAD MASTER.

Lessons and Compositions during the Year.

Lessons.		Compositions.
Sunday	8¼ to 9. Chapter of Greek Testament construed; Paley or Butler, or Barrett, or Bible history.	Subjects for exercises given on Monday 2nd lesson.
Monday	7¾ to 8¼. Greek Testament explained; Paley, or Butler, or Barrett, or Bible history. 10 to 12. Latin and Greek author. 3 to 5. do. do.	Latin lyrics or Greek verse translation, shown up on Tuesday 2nd lesson.
Tuesday	7¾ to 8¼. Repetition of Virgil or Horace, 50 lines, or Cicero 25 lines, or Greek Play 40 lines. 10 to 11. Arnold's Greek or Latin Prose with 2nd division, 1st division at mathematics. 11 to 12. Greek or Latin author. 3 to 4. History.	Latin Heroics or Elegiacs on Thursday. Latin or English theme on Friday.
Wednesday	7¾ to 8¼. Repetition of Virgil, or Horace, or Cicero, or Greek Play 10 to 12. As Monday. 3 to 5. do.	Occasional translation into Latin or Greek prose on Saturday.
Thursday	7¾ to 8¼. Præpostors in Aristophanes; lower division at mathematics. 10 to 12. As Monday. 3 to 4. History.	Minimum:—5 Stanzas Lyrics, 24 Elegiacs, 30 Heroics.
Friday	As Wednesday.	Themes not measured by lines, but punishable if deemed too short and hasty.
Saturday	7¾ to 8¼. Præpostors at mathematics; lower division at French. 10 to 12. Mathematics.	

SUMMARY OF LESSONS.

Greek	10
Latin	10
History	2
Divinity	2
Mathematics	3
French	1
Total	28*

* Second lessons and third on three days per week are here counted as two each, because Greek and Latin authors are read in those hours.

FIFTH FORM, 1ST and 2ND DIVISIONS, 33 BOYS. MR. CALVERT.

Lessons and Compositions during the Year.

Lessons.		Compositions.
Sunday	8 to 9. Bible history and Greek Testament. (*See* Form C., columns 3 and 6).	Passage for translation into Latin prose. Given out at 1st lesson on Monday; to be shown up at 1st lesson on Tuesday.
Monday	7¾ to 9. Nowell's Catechism. 10 to 11. Cicero (*see* Form C., column 3) or Tacitus. 11 to 12. Homer, or Greek play (*See* Form C., column 3). 3 to 5. Arithmetic and algebra.	Latin verse (Elegiac or Heroic). Passage or exercise given out on Tuesday; to be shown up on Thursday at 1st lesson.
Tuesday	7¾ to 9. Virgil repetition and Latin prose composition. 10 to 11. Xenophon (*See* Form C., column 3). 11 to 12. Virgil 3 to 4. History (*See* Form C., column 6). Part of the Form are at drawing.*	Greek verse, alternating weekly with Latin Lyrics. Given out on Thursday; to be shown up on Saturday at 1st lesson.
Wednesday	7¾ to 9. 2nd Division, French 1st Division, Euclid. 10 to 12. As Monday. 3 to 4. Virgil lesson. 4 to 5. Greek grammar and prose composition.	Boys who are not likely to attain much proficiency in verse composition, are either set prose exercises instead (Arnold's Introduction to Latin prose composition), or do extra work (as a substitute for the exercise) in mathematics.
Thursday	7¾ to 9. Cicero (or Tacitus), repetition, and remarks on Exercises. 10 to 11. Virgil lesson. 11 to 12. Arithmetic and algebra. 3 to 4. As Tuesday. The whole Form being present.	French exercises, one each week, either from the grammar used (*see* Form C., column 1), or from "F. E. Gasc's (1861), Materials for French Prose Composition."
Friday	7¾ to 9. 2nd Div., Bradley's Exercises *viva voce* with Latin Syntax; 1st Div., French. 10 to 11, 1st Div., Bradley (as above); 2nd Div., Euclid. 11 to 12. Homer (as on Monday) or Greek play. 3 to 4. Cicero or Tacitus lesson. 4 to 5. Greek grammar and prose composition.	
Saturday	7¾ to 9. Arnold's Greek prose composition, *viva voce* and written (two exercises, one to write and one to say). 10 to 12. As Tuesday.	

SUMMARY OF LESSONS.

Greek	8
Latin	10
History	1
Mathematics	3
French	1 in two Divs.
Total	23

* The drawing lesson is not taken by more than 7 or 8 in the form.

TABLE D.

SHREWSBURY.

FOURTH FORM, SECOND DIVISION, 34 BOYS. MR. BURBURY.

Lessons and Compositions during the Year.

Lessons.			Compositions.
Sunday	8 to 9.	Greek Testament.	
Monday	8 to 9.	Catechism and Scripture History.	English taken down from dictation for translation into Latin prose, sent in on Wednesday morning.
	10 to 12.	French.	
	3 to 5.	Virgil, Æneid, and Livy, or Palæstra Latina.	
Tuesday	8 to 9.	Mathematics.	
	10 to 12.	Xenophon Anabasis, or Arnold's 1st Greek book.	
	3 to 4.	Latin exercises orally.	
Wednesday	8 to 9.	Repetition and Latin grammar.	English dictated for translation into Latin Elegiacs, sent in on Friday morning. For non-collegiate boys some geographical or historical questions given out, or passages named for translation into English.
	10 to 11.	Mathematics.	
	11 to 12.	Xenophon Anabasis, or Arnold's 1st Greek book.	
	3 to 5.	History and Geography.	
Thursday	8 to 9.	Repetition and Greek grammar. (For non-collegiates, French.)	
	10 to 12.	Virgil or Ovid, and Livy or Palæstra.	
	3 to 4.	Greek exercises, orally.	
Friday*	8 to 9.	Repetition and Latin grammar.	*English dictated for translation into Latin Elegiac or Lyric verses. For non-collegiates as on Wednesday. Instead of Latin Verse exercises, the Paradigms of Greek Verbs occasionally required.
	10 to 12.	Xenophon Anabasis, or Arnold's.	
	3 to 5.	Mathematics.	
Saturday	8 to 9.	Repetition and Greek grammar.	
	10 to 12.	Virgil or Ovid, and Livy or Palæstra.	
		Half Holiday.	

SUMMARY OF LESSONS.

Greek	7
Latin	6
Mathematics	3
History and Geography	1
French	1 (2 hours)
(non-collegiates 2 lessons)	
Catechism and Scripture History	1
Total	19

THIRD, SECOND, and FIRST FORMS, 40 BOYS. MR. GREENWOOD.

Lessons and Compositions during the Year.

Lessons.			Compositions.
Sunday	8 to 9.	Collect for the day; Sinclair or Girdlestone on the Church Catechism.	
Monday	8 to 9.	(Third Form) Riddle's Scripture History; (Second & First) Sinclair on the Catechism.	——
	10 to 11.	Arithmetic.	
	11 to 12.	Greek grammar.	
	3 to 4.	(Third Form) Palæstra Latina; (Second Form) Tirocinium.	
	4 to 5.	French.	
Tuesday	8 to 9.	French.	Bradley's Latin Exercises, Upper 3rd, 10 Sentences; Lower Third, 8: Second, 6; sent in at second lesson.
	10 to 12.	(Third Form) Palæstra Latina; (Second Form) Tirocinium.	
	3 to 4.	Arithmetic.	
Wednesday	8 to 9.	(Upper Third) Latin repetition; (Lower Third and Second) Latin Syntax; Arnold's Latin exercises, *vivâ voce*.	——
	10 to 12.	Arnold's First Greek Book; Greek grammar.	
	3 to 5.	Latin grammar; Latin verses.	
Thursday	8 to 9.	Latin prosody; Arnold's Latin exercises, *vivâ voce*.	——
	10 to 12.	(Third Form) Palæstra Latina; (Second Form) Tirocinium.	
	3 to 4.	Arithmetic.	
Friday	8 to 9.	Euclid.	Bradley's Latin Exercises, as on Tuesday.
	10 to 12.	Greek grammar; Arnold's First Greek Book.	
	3 to 5.	History and geography; Latin verses.	
Saturday	8 to 9.	Latin syntax.	——
	10 to 12.	(Third Form) (Palæstra Latina; (Second Form) Tirocinium.	
		Half Holiday.	

SUMMARY OF LESSONS.

Greek	3
Latin	8
Arithmetic, &c.	4
French	2
Divinity	2
History and geography	1
Total	20

TABLE E.

SHOWING

The WORK done with each MASTER by PRIVATE PUPILS out of SCHOOL HOURS within a given period.

ETON.

MR. DURNFORD, Classical Assistant Master. TOTAL NUMBER of PUPILS, 62.

Work done during Michaelmas Schooltime 1861.

	Lessons.	Number of Pupils.
Sunday	8. Greek Testament, Acts of Apostles	19 Upper Pupils.
	9¼. Catechism and Bible	4th Form.
	12. Catechism, Essay on a given subject, read Bible	Remove.
	2. Gospel of St. Luke; each set about an hour, Lower Fifth Form	Lower 5th Form.
Monday	No extra work or private business until the evening usually. Upper Set with Æschylus or Thucydides, and also the Greek play read in school from 7¾ p.m. until 9 p.m.	10 or 12.
Tuesday	No private business unless it should be a holiday, in that case Remove in Sallust. Remainder of time occupied by correcting verses with pupils	About 12 boys.
Wednesday	Private business in the evening for 4th Form Middle Set, and Lower Set of 5th Form; Roman History for 4th Form, Prometheus Vinctus; Alcestus 60 lines, from 6½ to 9	Each Set 12 or 15.
Thursday	Private business in the evening for 2nd and 3rd Set, as above	As above.
Friday	Private business for Upper Set of 5th Form, as on Monday, construing also the Greek play for Saturday	As above.
Saturday	No private business. Time being fully occupied in looking over themes, which I always correct *with* the pupils	—

SUMMARY.

I read in the course of a year with each Set of 5th Form three Greek plays, or an equivalent in Thucydides or Herodotus, independent of composition.

MR. YONGE, Classical Assistant Master.

I have no memoranda of the work done during the Year ending with the Summer Holidays 1861, but the subjoined is a scheme of the regular week's work *at present* (1862). The total number of my pupils is 38.

	Lessons.	Number of Pupils.
Sunday	8. 1st Set, Bible reading and questions.	—
	12. 2nd Set, ditto.	
	2. 3rd Set.	
	7. 4th Set, Greek Testament.	
	8. 3rd Form construe Greek Testament for next morning.	
Monday	9. Remove construé Poetæ, 25 lines.	—
	10. 5th Form construe Homer, 50 lines.	
	12. 4th Form construe Ovid, 20 lines.	
	1½. 3rd Form construe Ovid, 18 lines.	
	2½. 5th Form construe Scriptores Romani, 35 lines.	
	4. Remove, construe Horace, 36 lines, and do. verses.	
	7. 4th Form; do. verses.	
	8. 6th Form construe Sophocles, 60 lines. In the course of the day, 5th Form themes are looked over.	
Tuesday	10. 5th Form construe Virgil, 60 lines.	—
	12. 4th Form, Remove, finish verses. 6th Form themes looked over. 3rd Form construe for next day.	
	7. 5th Form, ditto papers of questions in history or classics.	
	8. Remnants of work finished.	
Wednesday	9. Remove construe Poetæ.	—
	9½. 3rd Form construe extracts.	
	10. 5th Form construe Greek play, 35 lines.	
	12. 4th Form construe Ovid's Metamorphoses, and do 2nd verses.	
	1½. 3rd Form construe extracts.	
	2½. 5th Form construe Scriptores Romani.	
	4. Remove, construe Horace, and partly looked over verses.	
	7. 5th Form do a paper in history or classics.	
	8. 4th Form read Greek history.	
Thursday	10. 5th Form construe Scriptores Græci, 35 lines.	—
	12. Remove construe Scriptores Græci, 30 lines. 4th Form finish verses, and do 2nd exercise and construe.	
	4. 5th Form verses chiefly looked over.	
	7. 5th Form construe Virgil, Georg. III.	
	8. Finish looking over verses. 3rd Form construing of Delectus.	
Friday	9. Remove construe Scriptores Græci, 30 lines.	—
	10. 5th Form, Horace. 70 lines.	
	12. Remove construe Virgil, 30 lines. 4th Form construe Cæsar, 20 lines. Both do Greek exercises. 3rd Form construe extracts.	
	2½. 5th Form construe Scriptores Græci, 35 lines.	
	7. Look over 4th Form exercises.	
	8. Construe 6th Form, Sophocles.	
Saturday	9. 4th Form construe Greek Testament, 12 verses, and Æsop, 12 lines.	—
	10. 5th construe Poetæ Græci, 40 lines.	
	4. Remove do themes, and looked over partly. 4th Form extracts looked over.	
	7. 5th Form construe Virgil, Georg. III.	

MR. JOYNES, Classical Assistant Master. TOTAL NUMBER of PUPILS, 46 (average).

Scheme of Work done during one Week in the Michaelmas Schooltime 1860.

	Lessons.	Number of Pupils.
Sunday	9.50. Sinclair on the Catechism, about 35 minutes	About 25.
	7. Greek Testament, 45 minutes	About 9.
	7.45. Do. do.	About 12.
Monday	—	—
Tuesday.	—	—
Wednesday	6.45. Greek play, Hecuba, 45 minutes	About 12.
	7.45. Do. S. C. Thebas, 1 hour	About 9.
Thursday.	—	—
Friday	6.45. Hecuba, 45 minutes	About 12.
	7.45. S.C. Thebas, 1 hour	About 9.
Saturday.	—	—

MR. WOLLEY, Classical Assistant Master. TOTAL NUMBER of PUPILS, 33.

Work done during each week.

Lessons.	Number of Pupils.
Sunday 7 to 8. Greek Testament	10
Sunday 8 to 9. Do. do.	12
Sunday 7 to 8 p.m. Catechism and Bible history	11
Monday 8 to 9 p.m. Greek play	6
Tuesday. —	—
Wednesday 8 to 9 p.m. Greek play	5

TABLE E.

ETON.

Lessons.		Number of Pupils.
Thursday	8 to 9 p.m. Greek play - - -	6
Friday -	8 to 9 p.m. Greek play - - -	15
Saturday	——	—

SUMMARY.

The books read were—
With 1st Set.—The Gospel of St. Matthew, Epistle of James, Epistle to the Hebrews; Sophocles (Trachiniæ, *Wünder*), (Œdipus Rex, *Wünder*), Demosthenes (de Coronâ).
With 2nd Set.—Euripides (Hecuba, *Major*), Xenophon's Anabasis, Books II., III, IV.; Acts of Apostles.
With Lower Set.—Catechism and Bible History.

MR. BIRCH, Classical Assistant Master. TOTAL NUMBER OF PUPILS, 39 to 44.

Work done during the Year.

Lessons.		Number of Pupils.
Sunday	Three sets—	
	1st Set. Prophets and Kings of Old Testament - - -	1st Set, 7 to 10.
	2nd „ Three Epistles - -	2nd Set, 10 to 15.
	3rd „ The Prayer Book and Catechism. - - -	3rd Set, 15 to 20.
	p.m.	
Monday	8 to 9. 4th Thucydides; part of Æschylus Agamemnon -	1st Set, 4 to 8.
Tuesday	8 to 9. Prom. Vinct. Eclogues -	3rd Set, 9 to 16.
Wednesday -	8 to 9. Modern History, A.D. 1480–1791 - - - -	2nd Set, 8 to 16.
	Books of reference are kept in pupil room, Hallam, Russell, &c., but no manual or cram book.	
Thursday	8 to 9. Modern History, A.D. 1480–1791 - - - -	2nd Set, 8 to 16.
	9½ a.m. Prom. Vinct. - -	3rd Set, 9 to 16.
Friday -	8 p.m. 4th Thucydides; Æschylus Agamemnon - -	1st Set, 4 to 8.

The above hours are variable according to the season of the year. The week here given represents a regular week in October. Add to the above three English essays on historical subjects written in the Michaelmas school time; three in the Easter school time, by all the 5th Form, for a prize (each essay not to exceed 12 pages). Three sets three private business meetings a week.

1*st Set.* Add to this pieces of composition, Greek or Latin, done at their leisure, and brought to tutor during the week.

2*nd Set.* Write their answers to historical questions, and bring each time in books with them.

3*rd Set.* Prepare all work (private) in their own rooms, and without tutor's help; as do the other sets.

MR. C. C. JAMES, Classical Assistant Master. TOTAL NUMBER OF PUPILS, 42 (average number during the year).

Work done during the Year ending Election, 1861.

Lessons.		Number of Pupils.
Sunday	7 in summer. 7½ in winter. II. Gospel of St. Matthew in Greek. 12.10 (or 2 on Sacrament Sundays). III. Scripture History, three chapters set, to be prepared; and Catechism, Collect, Epistle, and Gospel explained. 8 a.m. in summer. 7 p.m. in winter. I. Gospel of St. Luke in Greek.	My pupils are divided into three Sets for Sunday private business, each of from 12 to 15 boys: I. Down to bottom of Middle Division, Remove. II. Down to Lower Remove. III. Down to bottom of 4th Form. For private business on week days I divide my pupils into three sets: I. Down to the bottom of the Upper Division (about 10). II. Middle and Lower Division (about 12). III. Lower boys (about 20). In the summer school time these hours are changed, and I take my Sets of private business at 8 p.m. (8 a.m. till 10 a.m. on holidays) till 4th June. From that time till Election I find it impossible to get any done except occasionally on whole holiday mornings at 8 and 10. I have tried several times to give regular week-day private business to the Lower boys, but have found it impossible to do so without interfering with their time for preparing school work, except when trials are approaching, when they are willing to make a sacrifice in order to be got on in some points which they feel to be weak.
Monday Tuesday	Between Election and Easter (the two winter schooltimes) I set a piece of English to be translated into Greek prose or iambics (alternately) to Set I. (about 10 boys), which is brought to me, and looked over on Tuesday morning. During the summer school time I do not set any.	
Wednesday.	From September to the end of February I set pieces for iambics and Greek prose on Wednesday evenings to Set 2 (12 boys), which they do in pupil room, and I look over when done. For a month before trials (in May and November) I set a Greek grammar paper to be done by Set 3 in pupil room (20).	
Thursday	7. Set 1. (10.) Herodotus, Book VII.; in summer school time, Juvenal. 8. Set 2. (12.) Euripides, Hecuba, from September to end of February; February to Election, Virgil's Eclogues and Georgics.	
Friday -	7. Set 1. (10.) Herodotus, Book VII.; in summer school time, Juvenal. 8. Set 2. (12.) Euripides, Hecuba, from September to end of February; February to Election, Virgil's Eclogues and Georgics.	
Saturday.	None.	

SUMMARY.

Sunday:—
Set 1. About half the Gospel of St. Luke.
Set 2. About 12 chapters of St. Matthew.
Set 3. Most of the historical books of the Old Testament gone through in question and answer.
Catechism frequently said, and explained thoroughly twice in the year; Collects and Epistles commented upon if there is time.

Week days:—
Set 1. Herodoti Lib. VII., ch. 1–105; Juvenal's Satires, I.–VII., and about 18 short pieces of Greek prose and verse composition.
Set 2. Euripides, Hecuba, Virgilii Georgics, Lib. I. and part of II., and about 12 pieces of Greek prose and verse composition.

In this return I have not included the construing of school lessons or the looking over of school exercises. Every construing lesson done in school by the 5th Form (except Divisions 1 and 2), Remove and 4th Form, is previously construed to the tutor, and every Latin composition is previously looked over by him before it is shown up in school.

Every pupil at Eton is treated as a private pupil, and required to attend private business, whether he pays as a private pupil or not. No colleger pays as private pupil. All boys boarding in the house are considered private pupils without extra payment. Oppidan pupils out of the house pay or not, as their parents please, but all are equally required to attend "private business."

MR. STONE, Classical Assistant Master. TOTAL NUMBER OF PUPILS, about 40.

Work done during the Year.

Lessons.		Number of Pupils.
Sunday	1st Set. An hour, usually from 12¼ to 1¾.	
	2nd Set. An hour, usually from 8 to 9.	
	3rd Set. ¾ of an hour, 7¼ to 8.	
Monday	1st Set. 8 to 9 p.m.	
Tuesday	3rd Set. 8 to 9 „	
Wednesday.	2nd Set. 8 to 9 „	
Thursday	Sometimes general work for most promising boys, from 7 to 9 p.m.	
Friday -	2nd Set. 7 to 8.	
	1st Set. 8 to 9.	

SUMMARY.

Sunday:—
1st Set, 5 to 10. Gospel of St. Luke, Ecclesiastes, history, &c.
2nd Set, 12 to 18. Acts of the Apostles.
3rd Set, 10 to 12. Reading portions of the Bible.

Week days:—
1st Set, 5 to 8. Herodotus, Book I., not finished, Ranæ (Aristophanes), composition Greek and Latin, not very regular.
2nd Set, 10 to 12. Alcestis; Xenophon Anabasis, parts of.
3rd Set, 12 to 14. Latin composition and history lessons.

N.B.—The 4th Form rarely have private business in the week days; the extra attention their exercises and lessons demand making up for the loss. This return is necessarily imperfect, as times are often changed, and the numbers in each Set vary.

MR. THACKERAY, Classical Assistant Master. TOTAL NUMBER of PUPILS, 40.

Work done during the Year ending December 1861.

Lessons.		Number of Pupils.*
Sunday -	1 hour. Gospel of St. Luke, and 1st Epistle to the Corinthians; 1st 13 chapters in the Greek; reading illustrative books *e. g.*, Trench on the Parables and Miracles, and Robertson on the Corinthians - -	13
	do. Bible reading, with questions on the History, Geography, and Antiquities, and parts of the Acts of the Apostles in the Greek - - - -	19
	do. Bible reading with questions, and hearing selected passages of Scripture said by heart -	8

* The number of pupils has occasionally varied for each of these subjects, but the above is approximately correct for the year.

TABLE E.

ETON.

Lessons.		Number of Pupils.
Monday	1 hour. Part of Euripides Hecuba, Æschylus Agamemnon (all), Sophocles Antigones, 1st 940 lines, (examination in the Æschylus)	7
	do. Virgil's Eclogues, Euripides Andromache about 1,000 lines	10
Tuesday	do. Part of Cicero's orations in L. Catilinam; Odyssey, Book I. and Book IX., 1st 150 lines	16
Wednesday.	None.	
Thursday	1 hour. Elementary composition in Greek prose and verse	4
	Corn. Nepos; Aristides, Themistocles, Pausanias, (examination in these)	7
	1 hour. Ovid's Fasti, selected portions, occasional papers set in Greek grammar	4
Friday.	The same as Monday.	
Saturday.	None.	

SUMMARY.

Sunday.—Two lessons of Greek Testament and one of Bible history, &c., or vice versa.
Week days.—Six lessons of Greek or Latin authors, Greek composition once a week for boys in particular parts of the school.

Composition in Greek prose and verse every week, set and looked over during two of the three school times in the year.

MR. SNOW, Classical Assistant, TOTAL NUMBER of PUPILS, 32.

Work done during Quarter ending December 13.

Lessons.		Number of Pupils.
Sunday	9½ to 10½. 3rd Set, say collect, read Eccles. history or have Catechism explained, &c.	3 Set - 18
	7 to 8. 2nd Set, construe and have explained Greek Testament, one of the Gospels	2 do. - 12
	8 to 9. 1st Set, construe and have explained Greek Testament, Epistles	1 do. - 2
		32
Monday	First or highest Set attend a lecture in Herodotus from 8 to 9 p.m.	2
Tuesday	All of third Set below Remove fill up and correct when looked over, Greek verb and noun papers from 9½ to 10½.	14
Wednesday	Second set, lower part of 5th Form attend a lecture in Xenophon with viva voce, Greek grammar from 8 to 9 p.m.	10
Thursday	All remove, part of second and third Sets, fill up and correct when looked over Greek verb and noun papers from 9½ to 10½ a.m.	Same as Sunday 2nd Set without upper remove. 8
Friday	First Set attend a lecture in Herodotus from 7 to 8 p.m. varied in alternate weeks by Greek composition.	2
	Second Set attend lecture in Xenophon, &c. varied in alternate weeks by Latin and Greek composition at discretion	10
Saturday	None.	12

SUMMARY.

These times necessarily vary throughout the year, in the summer months the morning hours being almost entirely employed instead of the evening, and the subjects are changed from time to time. I have omitted in this Table all the school work prepared in pupil room, viz., every lesson is construed before it is construed in school by every division, and all the exercises of the third set are done and looked over in pupil room, and all the exercises of the second set looked over in pupil room in presence of the authors, and all the exercises of the first set looked over, not in the presence of the authors unless required.

MR. O. BROWNING, Classical Assistant, TOTAL NUMBER of PUPILS, 40.

Work done during a regular week.

Lessons.		Number of Pupils.
Sunday	9½ to 10½. Lower Fifth, Greek Testament	10
	12½ to 1½. Remove, Bible History	10
	7 to 8. Upper Fifth Form, Greek Testament or Ecclesiastical history	10
	8 to 9. Fourth Form, Bible history	10
Monday	9½ to 11. Various "construing."	10
	12 to 2. Fourth Form, verses and looking over themes.	
	7 to 8. Lower Fifth Form, private business, Greek play, &c.	
	8 to 9. Upper Fifth Form, private business, Tacitus, &c.	
Tuesday	10 to 11. Two first divisions construing.	—
	4 to 6. Fourth Form verses, looking over Remove verses.	
	7 to 8. Looking over verses.	
	8 to 9. French or history, private business with remove and others.	
Wednesday	9½ to 11. As Monday.	—
	12 to 2. Looking over verses.	
	7 to 9. Looking over verses.	
Thursday	9½ to 10½. Looking over verses.	—
	10½ to 11. Construing.	
	12 to 2. Employed more or less in correcting verses.	
	4 to 6.	
	7 to 9.	
Friday	9½ to 11. As Monday.	—
	12 to 2. Fourth Form in pupil room. Look over Greek exercise, &c.	
	7 to 8. Lower Fifth Form, private business.	
	8 to 9. Upper Fifth Form, private business.	
Saturday	9½ to 10½. Fourth Form, construing.	—
	10½ to 11. Fifth Form, construing.	
	12 to 2. Look over themes.	
	7 to 9. Ditto.	

SUMMARY.

	Hours.
Construing	7½
Private business	9
Correcting exercises	22
	38½

MR. ELIOT, Classical Asssistant. TOTAL NUMBER of PUPILS, 40.

Work done during Michaelmas school time 1861.

Lessons.		Number of Pupils.
Sunday	8½ to 9. Scriptural questions set to be shown up the next Sunday, those of the preceding looked over, and Catechism frequently repeated.	Lower Set. from 6 to 10 boys. Upper Set from 10 boys. Middle Set, from 10 boys, according to capability.
	12 to 1. Greek Testament, one of the Gospels, or the Acts.	
	2 to 2¾. One of the Gospels: a chapter, more or less.	
	7 to 8. Or later, assisting boys for school questions.	
Monday	No private business except preparing boys for their trials.	As many as may be going in for their trials.
Tuesday	At different hours according to school work. From 7¼ to 8¼ p.m. One of Virgil's Eclogues, or some easy prose author. In the summer repetition of Greek play in the morning. Juvenal construed by Upper Sets.	Middle Set, number as above.
Wednesday	7¼ to 8¼. p.m. Some Greek play, or Thucydides, or Tacitus, according to the work requisite for the two first divisions of the school, or a second set with Greek play or work for their trials. Sometimes Greek iambics or other composition till 9 p.m.	The Upper and Middle Set are generally subdivided on Wednesday and Friday evening.
Thursday	Much the same as Tuesday, with Latin composition and Greek grammar papers.	As Tuesday.
Friday	Much the same as Wednesday	As Wednesday.
Saturday	From 5 to 6 p.m. Preparing boys going in for trials either by construing or composition	About 10.
	7¼ to 8¼. English History with Fourth Form and Lower School.	

SUMMARY.

The above is the usual work done by me for private business in addition to construing all my pupils below the two first Divisions, and preparing them generally for all their school work. Lower Remove and Fourth Form and Lower School do almost all their composition in the pupil-room. The two first divisions construe all their harder work, such as Greek play, Tacitus, &c. to me; for easier work they come to me at certain times for whatever help they require: all the regular Latin and Greek exercises for school are corrected before shown up.

TABLE E.

ETON.

MR. CARTER, Lower Master. TOTAL NUMBER of PUPILS, 39.

Work done during the Michaelmas school time 1861.

Lessons.	Number of Pupils.
Sunday - 8 to 9. Greek Testament. Acts of the Apostles	14
Sunday - 12 to 1. Old Testament. English	17
Sunday - 7 to 8 p.m. Septuagint. Minor Prophets	8
Monday - Fully employed with school work in pupil-room	—
Tuesday. Do. do.	—
Wednesday - After school hours and work in pupil room	—
Wednesday - 6¾. Greek Play. Hippolytus.	14
Wednesday - 7¾ Thucydides, Lib. I. (One hour each, the amount varying according to the difficulties of the passage.)	8
Thursday - Mainly employed with composition - 7 to 8 p.m. Student's Hume or geography, with maps, done earlier in the week	17
Friday - Same as Wednesday.	—
Saturday School work.	—

SUMMARY.

Extra work in composition and questions given to those who may most require it, or are most likely to profit by it.

MR. WILLIAM LANE HARDISTY, M.A., Assistant, Lower School. TOTAL NUMBER of PUPILS, 31.

Work done during the average of the three terms in the year, three quarters of an hour for each lesson.

Lessons.	Number of Pupils.
Sunday - Catechism and Bible explained	About 10.
Sunday - Greek Testament	About 10.
Sunday - Greek Testament	About 10.
Monday.	—
Tuesday.	—
Wednesday - Virgil's Georgics.	—
Thursday.	About 6.
Friday - Cicero's Select Orations (Head Master's Edition)	—
Friday - Æsch. Agamemnon	About 10.
Friday - Euripides Hecuba	About 3.
Saturday.	About 10.

SUMMARY.

The above does not include extra help to pupils in their composition practice, *e.g.*, Latin prose and verse, or Greek iambics as help may be required by each according to his place in school; or for special examinations, *e.g.* the Newcastle scholarship, &c.

MR. DUPUIS, Classical Assistant in Lower School. TOTAL NUMBER OF PUPILS, 50. All Lower School in 6 Divisions distinguished below as 1, 2, 3, 4, 5, 6 (1 being the highest).

Work done during the Michaelmas Term 1861.

Lessons.	Number of Pupils.
Sunday 9¼ to 10¼. Divisions 2, 3, 4 say by heart 6, 5, 4 verses of a Psalm	30
Sunday Questions on Scripture history given to Divisions 2, 3, 4, 5 (in 2 sets, viz., 1 set to Divisions 2, 3; another set to Divisions 4, 5); the answers to be written (not in pupil-room) and shown up Monday morning before 9 A.M.	Looked over by me during the week.
1. Divisions 5 and 6 say Catechism	6
2¼. Division 1, Greek Testament	14
Monday - 8½ to 10¾. Divisions 5 and 6 do derivations and prepare Tirocinium. Attention exclusive for half an hour.	6
Monday - 10 to 10½. Divisions 3 and 4 construe Kennedy's Palæstra Latina, with parsing	18
Monday - 10½ to 11. Divisions 1 and 2 construe Kennedy's Palæstra Latina, with parsing	26
Monday - 12 to 1½. 1st exercise of Division 1 (or 2) looked over and corrected	14 (or less).
Monday - 1½ to 2. Divisions 3 and 4 construe Ovid, with parsing	18
Monday - 2½ to 3. Divisions 1 and 2 construe Ovid, with parsing	26
Monday - 4 to 5. Divisions 2 (or 3) do Greek nouns (or verbs)	18
Monday - 7 to 9. Divisions 1 and 2 (or 3) do Greek verbs (or nouns)	26
Tuesday 9½ to 10¾. Divisions 4 do verses; Divisions 5 and 6 do exercise (Latin), looked over and corrected	10
Tuesday 12 to 2, or in winter 3½ to 5¾. Divisions 3 and 2 (or part of 2) do verses	20
Tuesday 6¾ or 7 to 9. Divisions 1 and 2 (or part of 2) do verses; Division 4 finish verses	20—24
Tuesday Greek derivations for Wednesday done at home and shown up to me this day.	

Lessons.	Number of Pupils.
Wednesday - 9½ to 10¼. Divisions 5 and 6 do derivations, &c. as on Monday	
Wednesday - Divisions 4 prepare lessons for 11, and Ovid for 1½, construing	10
Wednesday - 9¾ to 10.5. Division 3 construe Greek Delectus, with parsing	13
Wednesday - 10.5 to 10½. Division 2 construe Greek Delectus, with parsing	13
Wednesday - 10½ to 11. Division 1 construe Excerpta Græca	14
Wednesday - 12 to 1½. Division 1 (or 2) finish verses, the same looked over and corrected	14 (or less).
Wednesday - 1½ to 2. Divisions 3 and 4 construe Ovid, with parsing	18
Wednesday - 2½ to 3. Divisions 1 and 2 construe Ovid, with parsing	26
Wednesday - 4 to 5. Some of Division 1 (or 2 or 3) finish verses, and looked over	About 4.
Wednesday - 7 to 9. All who have not finished verses, to finish, to be looked over	About 16.
Thursday 9½ to 10¾. Division 4 do Latin exercise; Divisions 5 and 6, translation of, 12—16 lines of Tirocinium into English.	10
Thursday 12 to 2. or in winter 4 to 6. Divisions 3 and 2 (or part of 2) do 2nd exercise, and some looked over	20
Thursday 6¾ or 7. Divisions 1 and 2 (or part of 2) do 2nd exercise; Division 4 translation about 12—16 lines, of Kennedy's Palæstra Latina into English, derivations as on Tuesday	20—24
Friday - 9½ to 10¾. 9¾ to 10.5. 10.5 to 10½. 10½ to 11. Same as on Wednesday.	
Friday - 12 to 1½. Divisions 1 (or 2) looked over, 2nd exercise	14
Friday - 1½ to 2. Divisions 3 and 4 construe Kennedy's Palæstra Latina	18
Friday - 2½ to 3. Divisions 1 and 2 construe Kennedy's Palæstra Latina	26
Friday - 4 to 5. Part of Division 3 or 2 looked over, 2nd exercise	9
Friday - 7 to 9. Part of Divisions 1 or 2 or 3 looked over, 2nd exercise	17
Saturday 9½ to 10¾. Division, 4, 5, 6 do (Bradley) exercise; same looked over and corrected	10
Saturday 12 to 2. or in winter 3½ to 5¾. Divisions 3 and 2 do (Bradley) exercise; same looked over	24
Saturday 6¾ or 7. Division 1 do exercise; Divisions 4, 5, 6 do Latin nouns or verbs	24
Divisions 1 show up Greek Testament derivations on Saturday.	

SUMMARY.

Division 1 and 2, 12 to 14 hours } per week.
3 and 4, 10 to 12 „ }
5 and 6, 8 to 10 „ }

Number of hours occupied out of school hours (at least) 36 per week.

M. J. T. WALFORD sends a Return for the Lent Schooltime, 1862, not having been appointed until January 1861.

Work done during a regular week.

Lessons.	Number of Pupils.
Sunday - 10 to 10½. A lecture on the special service of the day	16
Sunday - 2 to 2¾. 4th Form construe Greek Testament for Monday morning school	10
Sunday - 7 to 8. 5th Form, lecture on the Acts; 4th Form come to do Sunday question	3
Sunday - 8 to 9. Other 5th Form, preparation for confirmation	2
Monday - 8.50 to 9¾. Remove construe Greek lesson.	—
Monday - 9½ to 10. 5th Form construe Greek lesson.	
Monday - 10½ to 11. Remove construe Latin lesson.	
Monday - 12 to 12½. Remove, another Latin lesson, 4th Form finish verses.	
Monday - 12½ to 2. Look over Remove and 5th Form themes.	
Monday - 2½ to 3. 5th Form construe Latin lesson.	
Monday - 4 to 5¼. 4th Form construe Latin lesson and look over exercises	
Monday - 7 to 9. 4th Form come and prepare mathematical exercises and Greek lesson; look over remainder of 5th Form themes.	

TABLE E.

ETON.

	Lessons.	Number of Pupils.
Tuesday	9½ to 10. 5th Form construe Virgil. 10 to 11. 4th Form construe Greek lesson. 3¾ to 6. 4th Form construe verses, and are looked over then, or exercises and derivations. 7 to 9. 4th Form finish verses, &c., and learn repetition lesson for next morning. 5th Form (some of them) come to do composition or get up work for examination.	—
Wednesday	8.50 to 9½. Remove construe Greek lesson. 9½ to 10. 5th Form construe Greek play. 10½ to 11. Remove construe Latin lesson. 12 to 12½. Remove construe second Latin lesson. 12½ to 2. 4th Form who have not finished verses come. 2½ to 3. 5th Form construe Latin lesson. 4 to 5½. 4th Form construe Latin lesson; looked over. 7 to 9. 4th Form prepare mathematical exercises and Greek lesson. 7¾ to 8¾. 5th Form, private business (Æschylus).	—
Thursday	9½ to 10. 5th Form construe Greek lesson. 10 to 11. 4th Form construe Greek lesson. 4 to 6. 4th Form prepare and construe Greek lesson. 5th Form verses looked over, as also between 12 and 2. 7 to 9. 4th Form prepare Greek lesson; 5th Form come for their verses. Some of 5th Form come for extra composition, and work for examination.	—
Friday	8.50 to 9½. Remove construe Greek lesson. 9½ to 10½. 5th Form construe Horace. 10½ to 11. Remove construe Virgil. 12 to 2. 4th Form construe, and looked over, Arnold's exercise. 2 to 2½. 5th Form construe Greek lesson. 4 to 5½. 4th Form construe Latin lesson (Cæsar) looked over. 7 to 9. 4th Form prepare mathematical exercise and Greek lesson. 7¾ to 8¾. 5th Form, private business (Æschylus).	—
Saturday	9½ to 10. 5th Form construe Greek lesson. 10 to 11. 4th Form construe Greek lesson. 4 to 6. 4th Form construe Latin exercise. 7 to 9. 4th Form looked over and do verses.	—

SUMMARY.

	Hours.
Construing:—	
5th Form	6¼
Remove	3½
4th Form	7¾
Private Business	4½
Looking over Exercises:—About	20
Total	42

MR. WARRE, Classical Assistant, writes:—

"I have had the Fifth Form, which has been during the year about 31 in number, twice if not three times in the week for an hour to do extra classical work, known in the Eton system by the name of private business, but the days and the hours have varied in the different school times; and as during the year required I had nearly all my boys for the first time, I cannot say that I had established a regular system of extra work such as I now have, but was feeling my way. I generally with the upper set read Cicero, Thucydides, and a Greek play, and with the lower sets read Greek play, and from all I exacted translations and extra composition, prose or verse, during the week. I could not specify the work in a tabular manner, owing to the changes which I was constantly obliged to make, as I went rather too hard to work at first and was obliged to modify it afterwards. I may mention however that I read with my pupils a book and a half of Thucydides, two Greek plays, and several parts of others, a book of Livy, an oration of Cicero, a play of Plautus, besides doing translations and Latin and Greek composition extra with them, and some French with the Remove and Fourth Form, which however was not successful, as the little boys have as much school work as they can possibly do well, and could not satisfactorily give their minds to a new subject. (It is possible to keep up French where they have learnt before, but unless it is made a regular part of school work I do not think it can be very successfully taught by the tutors.) Of course all this work which is included under the term "private business" is distinct, and in addition to the regular tutor's work, which is comprised in "construings" for his pupils preparatory for the school work, and to that which is really the great burthen on a tutor at Eton,—the looking over of exercises in prose and verse and correcting them previous to their being shown up in school. When I came here first I was inclined to look upon this as enormous labour with comparatively little results. My opinion is somewhat modified by experience, but still I think it might be arranged so that as much good as is now effected by the system might be attained with less waste of the tutor's time. Taking an average, the amount of work that I do for my pupils (exclusive of the school altogether) in time is about seven hours per diem, certainly not less.

On Sunday I have had four sets of one hour each, in some part of the Greek Testament or Old Testament History."

EDMOND WARRE.

MR. JOHN WILLIAM HAWTREY, Classical Assistant, Lower School, answers:—

"The highest number of my pupils during the year ending the Summer holidays 1861 was 50, the lowest 44.

I have not filled up Table E, as with the exception of a Scripture lesson on Sunday and a portion of Scripture learned by heart, and repeated on that day, my pupils have not time for any instruction beyond that given in the preparation of their school work."

JOHN WILLIAM HAWTREY.

TABLE E.

WIN-CHESTER.

WINCHESTER.

[*The only returns furnished under this head are the subjoined.*]

For the Year ended at the Summer Holidays 1861.

Mr. GRIFFITH, Tutor in Sixth Book. TOTAL NUMBER of PUPILS, 9.

Work done during the Year 1861.

Lessons.	Number of Pupils.
Sunday - None.	—
Monday - 7½ to 8¾. 1¼ hours - - -	3
Tuesday - { 4 to 5. / 7½ to 8¾. } 2½ hours - - -	{ 3 / 3
Wednesday 7½ to 8¾. 1¼ hours - - -	3
Thursday - { 4 to 5. / 7½ to 8¾. } 2½ hours - - -	{ 3 / 3
Friday - { 4 to 5. / 7½ to 8¾. } 2½ hours - - -	{ 3 / 3
Saturday - 7½ to 8¾. 1¼ hours - - -	3

SUMMARY.

10¼ hours weekly.

Nine pupils (of the 6th Form), distributed into three sets of three each; the two higher sets having 1¼ hours' work three times a week, and the third an hour's work three times a week. The work is principally composition, varying according to the requirements of individual pupils. Written translations are also made from authors not read in the school.

For the Year ended at the Summer Holidays 1861.

Mr. C. H. HAWKINS, Mathematical Assistant. TOTAL NUMBER of PUPILS, 5.

Lessons.	Number of Pupils.
Sunday.	—
Monday - { 7½ to 8¾. Trigonometry or algebra, or for an advanced pupil "Conic Sections."	2
Tuesday - { 2 to 3. Arithmetic or algebra -	2
{ 7½ to 8¾. Algebra or trigonometry -	1
Wednesday 7¼ to 1¼. As on Monday - -	2
Thursday - 2 to 3. As on Tuesday - -	Same pupils as on Monday.
Friday - 7½ to 8¾. As on Monday or Wednesday	3 Same pupils as on Tuesday.
Saturday - { 2½ to 3½. / *3½ to 4½. } Algebra and trigonometry -	2 Same pupils as on Monday or Wednesday.
	4 As on Monday and Tuesday Afternoon.

SUMMARY.

Three hours, or two, according to the nature of the work, the position of the boy in the school.

The subjects must vary very much, according to the particular requirements of individual pupils.

For the Half Year ended at the Winter Holidays 1861.

Mr. H. E. MOBERLY, Classical Assistant Master. TOTAL NUMBER OF PUPILS 44.

37 in my school classes, 4th Book, Sen. and Jun. Divisions.
17 Pupils in my house, of whom 7 are not in my Form.

Lessons.	No. of Pupils.
Sunday - { No work done regularly with pupils, except when a confirmation is at hand.	Uncertain.
Monday - { 7 to 8½. Verses sent in by 9 o'clock (Saturday night), looked over and returned to pupils to be corrected. During this time the 7 boys named in the margin, who are above the 4th form, are doing an epigram the subject merely being set by the master of their form of 4 or 6 lines, according to their class, which has to be sent in by 9 the same night.	7
Tuesday - { 4 to 6. In the course of the 2 hours, the boys being with the French masters some one hour, some the other, corrected verses looked over, and the epigram (called a Vulgus) looked over and corrected, to be sent up on Wednesday morning. 7 to 8½. If necessary, the same work.	7
Wednesday- 7 to 8½. An epigram as on Monday.	7
Thursday - { 4 to 6. Translation from English into Latin prose, to be sent in by the evening.	7
Friday - { 4 to 6. Latin prose of Thursday looked over, and given back to be corrected, to be sent in on Saturday. 7 to 8½. Epigram, to be sent in on Monday morning.	7
Saturday - { 7 to 8½. Vulgus (*see* Tuesday), of Friday looked over and given back to be corrected.	7

SUMMARY.

Verses - - - - - -	1 Copy
Latin prose translation - - -	1 Copy
Epigrams - - - -	3 Copies
	5
At certain times of the year instead of the epigrams,	
Lyrics - - - - - -	1 Copy

Occasionally the lesson of the particular form with 2 or 3 pupils, but not regularly.

Observations by Mr. H. E. Moberly.

Table E. is not drawn up very conveniently to make a return for Winchester school.

1. There is no distinction, as, *e.g.*, at Harrow, between school time and pupil room time.

If school work is done with pupils, say those who have just been put up, and find the work difficult, it can only be done at odd times; a quarter of an hour before school, half an hour in the evening between 7 and 8½.

2. Verse composition, above the 4th form, is all original; and all the composition is to be done as the boys can find time between (*a*) 7 and 8½, every week day evening; (*b*) 4 and 6 on Tuesdays, Thursdays, and Fridays; and (*c*) 3 and 5 on Saturdays: each of those times having some other work to be done in them, *e.g.*, morning lines to be learnt, French exercises to be written, and the regular lessons to be done by the classes respectively with the French master, and a map weekly. An industrious managing boy will probably find some additional time, when he has learnt his school lesson. With regard to the verses, most boys will write the requisite number of lines, on an easy subject, punctually and without much difficulty: but with a difficult subject the tutor, besides the after work of looking over several times, &c. will have to furnish what the boys call "notions," or "ideas," and this according to a pupil's place in the school.

3. Recently "tutors' houses," in addition to the head master's, have been opened; and sooner or later some re-distribution of time must take place. If so, besides the school work, time would be appropriated (1) to composition, and (2) to private reading, and this is much to be wished.

In the return of the total number of pupils, I have put down 44, while I appear only to look over the composition of 7; but the fact is the composition, such as it is, of the 4th form (37 boys) comes to me in its rough state. Much of the latter is done in school (*see* return of school lessons). The verses are done from a book (Penrose's Easy Exercises, &c.) Ellis' Exercises I go through with each division; they are written an hour after, sent in, looked over, and given back to be corrected. The verses in the same way are looked over by me and given back to be corrected. The 4th form being the lowest in the school, some boys require the most elementary instruction, not the least laborious part of a tutor's work; but it is impossible to make a return of what must be done here and there, with those who may be placed together to construe and parse, but must be taken individually for the beginning of composition.

Between 5 and 6 (*see* table D.) on Mondays and Wednesdays, another tutor keeps school for me, and gives me some assistance, by looking over a few exercises, if they are done in time.

WESTMINSTER.

[*Only One Return is furnished under this Head.*]

Mr. Andrews, Classical Assistant Master. Total Number of Pupils, 11.

	Work done during the Half-Year ending Whitsuntide, 1861.	Number of Pupils.
Sunday		None.
Monday		7
Tuesday		4
Wednesday		11
Thursday		4
Friday		7
Saturday		None.

No extra lessons, beyond the regular school-work, are done for me by my pupils. Those who are under me are chiefly backward, and in need of special help; and they come to me for assistance in the preparation of the work of their Form, (whether construing or composition,) or else they go over again with me work already done in their form. Each pupil is with me three hours during the week, but not separately, those in the same part of the School being taken together.

Additional Return by Mr. Weare.

I insert here, under Table E., as demanding an account of "*Work out of School Hours*," as follows:—

Total Number of Pupils, Average, 20.

A.—Rehearsals of the *Play* of Terence, or Plautus, for 3 times a week for 2 months (October, December) each year, when performed; such rehearsals varying from ¾ of an hour and an hour, to 2 hours and 2 hours and a half *each*: total number of such rehearsals being generally 22 to 24.

B.—The 2 senior "elections" of the Queen's scholars, of an average 10 each, making 20 of the head boys of the school, attend the Holy Communion in the *Abbey* 4 times a year. The *preparation* for this duty has rested with me. My plan has been to devote the *whole* week before (generally) to it, *i.e.*, the *last hour* of each evening (9.30 to 10.30 p.m.). On the *Monday* and *Tuesday* also generally, *after* the general prayers in the College, I have had the above-named 20 Queen's scholars into my house, and have read to them *written lectures* on the Holy Communion, dwelling *more* on the *personal* duties connected with the rite than on doctrine, though the latter has not been neglected. On the *Wednesday*, *Thursday*, and *Friday* evenings I have had a *catechetical* lecture on the Church catechism, connecting with it the study (in the English) of one of the shorter *epistles*, or the first 8 chapters of the Romans. On the *Saturday* evening I have concluded with a written exhortation lecture.

I have besides required the above 20 Queen's Scholars to bring to me on the Sunday, *written answers* to sundry questions bearing on the Church *catechism* and the *epistle* on hand for the time being; and such exercises (often very promising) I have remarked upon afterwards, and have intimated that I should preserve them.

CHARTERHOUSE.

Mr. Watts, Mathematical Master and Classical Assistant. Total Number of Pupils, 6, during the Quarter ending Christmas 1861, but Number varies from Time to Time.

Work done during Half-year ending December 13, 1861.		Number of Pupils.
Sunday.	—	—
Monday	8 to 9. Four pupils in the work of their forms. 9 to 11. Two pupils in mathematics.	—
Tuesday	These pupils come at the same hours at least four times in the week, occasionally five times.	—
Wednesday		—
Thursday		—
Friday		—
Saturday		—

Mr. Irvine, Classical Assistant Master. Total Number of Pupils 6.

Work done during Half-year ending December 13, 1861.		Number of Pupils.
Sunday	None.	—
Monday	8 to 9. Five pupils in the work of the form. 8 to 10. One pupil; additional assistance in Latin prose and arithmetic.	—
Tuesday	These pupils generally come to me during the above-mentioned hours, four or five days a week.	—
Wednesday		—
Thursday		—
Friday		—
Saturday		—

TABLE E.
HARROW.

HARROW.

Mr. Bradby, Assistant Classical Master. Total Number of Pupils, 40.

Work done during any ordinary Week of Term Time.

	Lessons.	Number of Pupils.
Sunday.	—	—
Monday	9¾ to 10¾. Correct verses with Remove, Shell, and 4th Form pupils	About 20.
	12 to 1. Sixth Form pupils private reading, in a subject fixed by the head master every term, such as Homer's Odyssey, XIII. XIV.; Horace's Epistles, Lib. I.; Theocritus	About 4.
Tuesday	7½ to 8¼. Fifth Form private reading; Homer, 40 lines	About 16.
	10 to 11. Remove and Shell pupils' private reading; Ovid's Fasti, 40 lines	About 14.
	11 to 1. Remove, Shell, and 4th Form composition; Latin verse	About 20.
Wednesday	10 to 11. Remove, Shell, and part of 4th Form pupils to prepare school	About 17.
Thursday	As on Monday.	—
Friday	11 to 1. Remove, Shell, and 4th Form composition; Latin verse	About 20.
Saturday	10 to 11. Preparation as on Wednesday	About 17.

Summary.

Composition of Latin verses	4 hours.
Correction	2 „
Private reading (construing lessons)	4 „
Preparation	2 „
Total	12 „

A great deal of the work done with private pupils consists in looking over and correcting with them the Latin and English essays and Latin and Greek verses of the upper pupils. This is done at odd times, and often in the evening, as occasion serves, and no tabular account of it can be given.

Mr. Bull, Classical Assistant. Total Number of Pupils, 7.

Work done during Year ending August 1861.

	Lessons.	Number of Pupils.
Sunday.	—	—
Monday	8½ to 9½. Sophocles, Ajax	2*
Tuesday	10 to 11. Livy	3
	11 to 1. Verses composition	5
Wednesday.	10 to 11. Preparation for school work	5
Thursday.	—	—
Friday	11 to 1. Verse composition	5
Saturday	10 to 11. Preparation for school work	3

Summary.

Greek and Latin	4
Verse composition	4
Correction of verses done at variable hours	2
Total	10

Besides help and inspection of work during the evenings. During this year I had no 6th Form private pupil.

*5th Form pupils.

Mr. Drury, Classical Assistant. Total Number of Pupils, 32.

Work done during the Year 1861.

	Lessons.	Number of Pupils.
Sunday.	—	—
Monday	11 to 12. Correction of Shell and 4th Form verses done on previous Friday	22
	4 to 5. (in summer, and 4½ to 5½ in winter) Remove and Shell pupils prepare the lesson for ensuing schools, in which I either construe to them, or hear them, at my discretion	16
	9 to 10. Homer's Odyssey or Tacitus; portions of Herodotus	6th Form pupils, 3 or 4.
Tuesday	8 to 9. Orestes of Euripides	5th Form pupils, about 8.
	10 to 11. Ovid's Fasti	
	11 to 1. Correction of 5th Form verses that were finished by previous Saturday night, while Shell, Remove, and 4th Form pupils are doing verses	Remove and Shell pupils, about 16.
Wednesday	10 to 11. Preparation of lessons with Remove, Shell, and 4th Form pupils for ensuing school, as on Monday	19
	12 to 1. Correction of 4th Form themes	
	4 to 5. As on Monday afternoon	
Thursday	12 to 1. Correction of Remove, Shell, and 4th Form verses done on previous Tuesday	22
	9 to 10. Homer's Odyssey or Tacitus; portions of Herodotus	6th Form pupils, 3 or 4.
Friday	10 to 11. Correction of 5th Form verses finished by previous Wednesday night	8
	11 to 1. Shell, Remove, and 4th Form do verses	
	4 to 5. As on Monday and Wednesday afternoons	
Saturday	10 to 11. Preparation of lessons with Remove, Shell, and 4th Form pupils as on Wednesday morning	19

Summary.

Preparation of lessons with Forms below 5th	5 hours.
Verses—(doing and correcting) with the same	6 „
Correction of 5th Form exercises with the same	about 5 „
Private reading with 6th Form	2 „
„ with 5th Form	1 hour.
„ with Remove and Shell	1 „
Total	20

Mr. Farrar, Classical Assistant. Total Number of Pupils, 32.

Work done during any School Term.

	Lessons.	Number of Pupils.
Sunday	None, except when boys are being prepared for confirmation. At such times each tutor takes his own pupils to see that they are properly instructed, every Sunday for some time before confirmation	Singly, or two or three at a time.
Monday	10 to 12. Singly, or by twos and threes, to correct verses	Variable, from 12 to 2.
	12 to 1. Sixth Form, private pupils, in some classical subject, as Homer, Theocritus, Pindar, Horace, &c.	
	4½ to 5½ Preparation work	
Tuesday	7½ to 8½ Private reading with Fifth Form pupils (Homer or Virgil, 40 lines).	About 7 or 8.
	10 to 11. Lower pupils, Ovid's Fasti, Livy, or some easy author	Variable, from 15 downwards.
	11 to 1. Elegiacs; or for the younger boys, hexameters (Bland)	

TABLE E.

HARROW.

Lessons.			Number of Pupils.
Wednesday	10 to 11.	Preparation of school lessons to be said afterwards in form	Variable, from about 15 downwards.
	4½ to 5½.	Preparation of school lessons to be said afterwards in form	
Thursday	10 to 12.	Correction of verses, singly, or by twos and threes	,,
	12 to 1.	Sixth Form, as on Monday	
Friday	11 to 1.	Lyrics (alcaics or sapphics), and for the lower boys, Bland's Hexameters	,,
	4½ to 5½.	Preparation of lesson for Form.	
Saturday	10 to 11.	Preparation of work for Form	,,

Besides the hours mentioned above, a pupil has always the privilege of coming to ask his tutor's assistance at any time. Such assistance is constantly asked, and always gladly given. It may, and often does, extend to work voluntarily undertaken by the boys for prizes in Divinity, natural science, &c. The above table merely represents the necessary hours, but every tutor devotes many more to the private assistance or discipline of the pupils, especially of those in his house. Social intercourse between tutor and pupil is also encouraged as far as possible.

No tabulated account can be given of the variable times spent in looking over Latin and English themes.

Mr. Harris, Classical Assistant. Total Number of Pupils, about 64.

Work done during Half-year ending July 1861.

Lessons.			Number of Pupils.
Sunday.			—
Monday	12 to 1.	Sixth Form, private reading, Homer's Odyssey	14 to 16.
	1½ to 2½.	Correction of 5th Form Lyrics or Greek Iambics	5 to 10.
	4½ to 5½.	Shell pupils preparing lesson for 4th school	23 to 25.
	8½ to 10.	"Idle list," to prepare work for next day	Various.
Tuesday	7½ to 8½.	Fifth Form pupils' private reading, Terence's Adelphi	About 16 or 18.
	9½ to 10½.	Shell pupils' private reading, Ovid's Fasti	About 20.
	10½ to 12½.	Shell and 4th Form to do verses	About 36.
	5 to 6.	Look over 4th Form verses	10 or 12.
	8½ to 10.	"Idle list"	Various.
Wednesday	10 to 11.	Shells and 4th Form prepare lessons for 2nd school	About 36.
	11 to 1.	Fifth Form and lower 6th for themes' and verses' correction	Various.
	1½ to 2½.	Look over Shell verses	,,
	4½ to 5½.	Shells prepare lesson for 4th school	About 20 to 25.
Thursday	12 to 1.	Sixth Form private reading	14 to 16.
	1½ to 2½.	Shell and 4th Form verses corrected	10 to 20.
	5 to 6.		Various.
	8½ to 10.	"Idle list"	
Friday	10 to 11.	Fifth Form verses corrected	5 or 6.
	12 to 1.	Shells and 4th Form to do lyrics	About 36.
	1½ to 2½.	Arrears of verses corrected	Various.
	4½ to 5½.	Shells to prepare lesson for 4th school	About 20 to 25.
	8½ to 10.	Arrears of verses corrected. "Idle list"	Various.
Saturday	10 to 11.	Shell and 4th Form to prepare lesson for 2nd school	About 36.
	1½ to 2½.	4th Form verses corrected	About 10.
	4 to 6.	Shells' lyrics corrected	About 16.

I look over each *exercise* twice or thrice, as may be necessary. When correct, it is written out fair, and the fair copy is sent up with the first copy to the master in school.

During the hour of *preparation of lessons* the boys in the several school divisions are respectively engaged in learning their lessons. I give assistance when it is needed, and in some cases hear a whole lesson construed.

It is impossible to give a summary of a private tutor's work, which varies with the difficulty of particular exercises and with the number of his pupils. In many weeks I give quite the number of hours mentioned above to my pupil-room; sometimes 8 or 10 hours less.

Mr. Holmes, Classical Assistant. Total Number of Pupils, 35.

Work done during Term ending July 29, 1861.

Lessons.			Number of Pupils.
Sunday	None, save in my house,* when I exercise a constant supervision, and when my pupils have access to me at any time		8

* This applies equally to every evening after locking up, when I examine the work of the boys in my house, and if necessary help in the preparation of it.

Lessons.			Number of Pupils.
Monday	9¾ to 1.	Different boys in different forms come at different hours for Latin verse, lyric and elegiac	About 20 in all.
	1½ to 2½.	about, for Greek verse composition.	2 or 3 more.
	4 to 5.	Verses and corrections looked over, and Lower boys prepare 4th school	About 15.
Tuesday	7½ to 8¾.	Fifth Form, private reading, Sophocles, note book examined. (The only portion distinct from school work)	15
	10 to 11.	Remove and Shell, private reading, Ovid's Fasti, note book examined	12
	11 to 1.	Remove and Shell, and 4th Form; Verses, Latin elegiacs	12 + 8 = 20
	4 to 5	occasionally. Verses, finished and corrected	Quite uncertain.
Wednesday.	10 to 11.	Shell and 4th Form, prepare for 2nd school	20
	4 to 5.	As on Monday. Themes looked over, taken in corrected.	
Thursday	9¾ to 1.	As on Monday.	
	2 to 2½	generally. Look over more verses	Quite uncertain.
	4 to 5.	As on Tuesday	Quite uncertain.
Friday	11 to 1.	As on Tuesday, only Latin lyrics (Remove and Shell) Latin elegiacs (4th)	20
	4 to 5.	As on Monday.	
Saturday	10 to 11.	As on Wednesday.	—
	4 to 5,	sometimes to 6, if necessary. As on Tuesday.	

Summary.

Not less than from 20 to 24 hours per week, exclusive of work in the house, which cannot be enumerated.

Mr. Hutton, Classical Assistant. Total Number of Pupils, 16.

Work done during Term ending Midsummer, 1861.

Lessons.			Number of Pupils.
Sunday.			—
Monday	10 to 10½.	Latin verses finished and corrected	13 pupils below 5th Form.
	12 to 1.	Latin verses finished and corrected	
		Each boy does two sets of Latin verses during the week *for* the master of his form, but *with* his tutor. These hours are given to their finishing and correcting.	
	7 to 8.	Construe Terence's Adelphi	3 pupils in 5th Form.
Tuesday	10 to 11.	Construe Ovid's Fasti	9 pupils in Remove and Shells.
	11 to 1.	Latin verses, (differing according to a boy's form)	13 pupils below 5th Form.
Wednesday	10 to 11.	Preparation for next construing lesson done in school, (differing according to the boy's form in school)	13 pupils below 5th Form.
Thursday	10 to 10½.	Finishing and correction of	13 pupils below 5th Form.
	12 to 1.	Latin verses (as on Monday)	
Friday	11 to 1.	Latin verses (as on Tuesday, same hours)	13 pupils below 5th Form.
Saturday	10 to 11.	Preparation for next construing lesson done in school (differing according to the boy's form in school)	13 pupils below 5th Form.

Summary.*

Latin or Greek	4 hours.
Latin composition	7 ,,
Total	11

* Including only regular pupil-room hours. From six to eight hours a week may be added for other hours devoted (especially in the evening) to tutor's work of different kinds.

Mr. Rendall, Classical Assistant. Total Number of Pupils, 42.

Work done during year ended at August, 1861.

Lessons.			Number of Pupils.
Sunday.			—
Monday	12 to 1.	Herodotus II. Homer's Odyssey, XX., XXI., 6th Form	7, 8, or 9.
	7½ to 8½.	Preparation of lessons by younger boys	12 or 13.

TABLE E.

HARROW.

	Lessons.	Number of Pupils.
Tuesday	7½ to 8¾. Homer Iliad, XIX., XX.	15, 16, or 17.
	10 to 11. Ovid's Fasti, I., II., III.	10, 11, or 12.
	4 or 5 hours devoted to looking over verse composition with single boys for the most part, others being sometimes present.	
Wednesday	10 to 11. Assisting younger boys in preparation of lessons	12 or 15.
	11 to 12½. Looking over prose essays with single pupils	1
	7½ to 8¾. Preparation of lessons by younger boys	12 or 13.
Thursday	12 to 1. Herodotus II. Homer's Odyssey, XX., XXI., 6th Form	7 or 9.
	Afternoon and evening, 2 hours, correcting verse composition, and superintending younger boys in preparation	1 12 or 13.
Friday	10 to 11. Correcting verse composition with single boys	1
	11 to 1. Correcting and superintending verse composition	20
Saturday	10 to 11. Superintending preparation of lessons	12 or 15.
	4½ to 6. Correcting composition with pupils singly	12 or 15.

Mr. Steel, Classical Assistant. Total Number of Pupils, 44 (1 not in my house, and 1 my own son).

Work done during Term ending July 29, 1861.

	Lessons.	Number of Pupils.
Sunday	None. My pupils have access to me throughout the evening, and consult me as to sources of information for answers to questions set by their masters, &c. This applies to every evening throughout the week.	43 (one not being in my house).
Monday	10 to 1. Pupils throughout the school, with the exception of the 6th Form, come at different hours for correction of composition	42
	4 to 5. Lessons prepared by lower boys for 4th school. Correction of composition also takes place occasionally	15 boys in Remove and Shell, the 4th Form masters taking charge of their own boys.
	9 to 10. 6th Form, private reading, Homer's Odyssey	2
Tuesday	7½ to 8¾. 5th Form, private reading, Aristophanes' Nubes	9
	8½ to 9. 5th Form, correction of verses	9
	10 to 11. Remove and Shell, private reading, Ovid's Fasti	15
	11 to 1. Remove, Shell and 4th Form, and 3rd Form and 4th division of 5th Form, Latin elegiacs, composition	34
Wednesday	10 to 11. Remove, Shell, and 4th and 3rd Forms prepare lesson for 2nd school.	
	11 to 1. Lower 6th and 5th Form, Latin themes.	
	4 to 5. As on Monday.	
Thursday	12 to 1. Correction of verses with Remove, Shell, and 4th and 3rd Forms	34
	9 to 10. 6th Form, private reading as on Monday, Hom. Odyssey	2
Friday	10 to 11. Lower 6th and 5th Forms, Latin verse correction.	
	11 to 1. Remove and Shell and 4th Form and 4th division of 5th Form, Latin lyrics, or Bland's verses	34
	4 to 5. As on Monday.	
Saturday	10 to 11. As on Wednesday.	——

Summary.

Above 20 hours are thus employed, besides the time given to looking over composition when my pupils are not with me; in all not less than 24 hours.

During this last term, September to December 1861 (not included in the return), I have substituted for the hours of preparation before last school on Monday, Wednesday, and Friday, pupil room from 9 to 10 in the evening, for preparation of lessons for next morning, for all boys in the 4th Form, and for those below the first half in the other forms, with the exception of the 6th and upper 5th Forms.

Mr. Vaughan, Classical Assistant. Total Number of Pupils, about 40 ; but 1 left in the middle of the Term, and 3 others were absent a considerable part from Illness.

Work done during Term ending July 29 1861.

	Lessons.	Number of Pupils.
Sunday P.M.	10 to 10¼. Engaged with younger pupils in two divisions. Those who have not been confirmed come to me to receive instruction of a directly religious kind, or by Scripture questions	1 division - 3 2 „ about 20
	8 to 9 p.m. Younger boys with me preparing Scripture lessons for the next morning	20
Monday	12 to 1. 6th Form pupils to construe Homer's Odyssey, XX., XXI.	4
	4¼ to 5. A small number of younger pupils who are not doing well in their form come to prepare their lessons with me	Variable, 4 to 10.
	8¾ to 9¾. Correcting verses with 5th Form pupils which have been previously looked over privately	11
Tuesday	8 to 9. Sophocles Philoctetes, private reading with 5th Form pupils	15
	10 to 11. Ovid's Fasti, private reading with Remove and Shell pupils	19
	11 to 1. Latin elegiac composition, 4th division 5th Form, Remove, Shell, and 4th Form.	About 28, some generally absent.
	6½ to 7½. Correction of lyric verses, Remove, Shell, and 4th Form	About 24.
	8¾ to 9¾. Correction of Greek or Latin verse composition, under 6th and upper 5th Form, pupils coming separately	8
Wednesday	10 to 11. Remove, Shell, and 4th Form, preparation of lesson for 2nd school	22
	12 to 1. Correcting Latin and English themes of 5th Form pupils, one division each week	About 4.
	4½ to 5. As on Monday.	
Thursday	12 to 1. As on Monday. 6th Form	4
	6½ to 7½. As on Tuesday. Remove, Shell, &c.	24
Friday	10 to 11. As on Monday, 8¾ to 9¾, 5th Form, correction of composition	11
	11 to 1. As on Tuesday, 11 to 1, Latin lyric verses	23
	Correction of composition with under 6th and upper 5th Forms	7
Saturday	10 to 11. As on Wednesday.	——

Summary.

About 20 hours thus employed. But this represents but an imperfect view of the time which is spent with my pupils, who have constant access to me, and who are constantly asking for help in verses, &c. It is impossible to give a very accurate return of the time consumed upon my pupils' exercises, &c., which are often corrected at irregular times; and there is much variety in the hours during the summer and winter terms, the long evenings giving many additional facilities for pupil-room work.

Mr. Watson, Classical Assistant. Total Number of Pupils, 30 to 32.

Work done during Year September 1860, July 1861.

	Lessons.	Number of Pupils.
Sunday	No special work with pupils, except previous to a school confirmation, when I prepare the candidates in my house for several Sundays for about three-quarters of an hour.	——
Monday	12 to 1. Sixth Form pupils construe, *e.g.* Tacitus or Pindar, &c., &c.	From 1 to 5.
	1½ to 3½. Correction of verses with Remove, Shell, 4th Form pupils	Varies from about 15 to 18.
	4½ to 5½. Preparation of 4th school with Remove and Shell pupils	About 10 to 15.
	8 to 9. Shell and 4th Form pupils in my house prepare work for next morning.	

TABLE E.

HARROW.

MR. WESTCOTT, Classical Assistant. TOTAL NUMBER of PUPILS, 41.

Work done during October Term 1861.

	Lessons.	Number of Pupils.
Tuesday	7½ to 8½. Fifth Form pupils construe. *e.g.*, Homer's Odyssey, 35 to 40 lines	About 10.
	10 to 12. Remove and Shell pupils construe Ovid's Fast. II. about 40 lines	About 10 to 15.
	11 to 1. Remove Shell and 4th Form pupils do Latin elegiacs, occasional help is given them. The verses of 6th Form, 2nd Remove, and 5th Form pupils corrected with me	15 to 18.
	8 to 9. Preparation in the evening as on Monday, so throughout the week.	
Wednesday	10 to 11. Remove, Shell, and 4th Form pupils prepare their 2nd school.	15 to 18.
	4¾ to 5½. Remove and Shell pupils prepare 4th school	10 to 15.
Thursday	12 to 1. Sixth Form "private reading" as on Monday	1 to 5.
Friday	11 to 1. Remove Shell and 4th Form pupils do Latin lyrics; correction of verses of 6th, 2nd division, and 5th Form pupils	15 to 18.
	1½ to 3½. Correction of verses of Remove, Shell, and 4th Form pupils, as on Monday	15 to 18.
	4¾ to 5½. Remove and Shell pupils prepare 4th school	10 to 15.
Saturday	10 to 11. Remove, Shell, and 4th Form pupils prepare 2nd school	15 to 18.

SUMMARY.

Sunday	Nil.
Monday	3¾ hours
Thesday	4 „
Wednesday	1½ „
Thursday	1 „
Friday	4½ „
Saturday	1 „
Total	16¼*

The above list of work does not include time spent (from 5 to 6 hours weekly) in looking over and correcting the composition of pupils before it is given back to them; nor help given to pupils occasionally before they go in for any special examination, as in divinity or natural science.

My pupils also have access to me at any time that they require my assistance or advice, and of such help they frequently avail themselves. So that the above abstract only imperfectly represents the sum total of a tutor's work.

* Besides preparation of 1st school in the evening with the boys in my house below 5th Form.

	Lessons.	Number of Pupils.
Sunday	10 to 10¾ "English Form," Gospel of the day repeated and explained; various written questions	6 to 4. (irregular).
Monday	9¾ to 10. Looking over 5th Form composition	1 or 2.
	12 to 1. Sixth Form, private reading, (Horace, Epp. II.)	8
	4½ to 5½. Preparation of work with Shell pupils, looking over 5th Form compositions*	21 3
Tuesday	7½ to 8½, 5th Form. private reading, Homer Iliad, VI., part of VII.	7
	9¾ to 10. Looking over 5th Form composition	1 or 2.
	10 to 11. Shell, private reading, Ovid Fasti (II. III.)	21
	11 to 1. Shell and 4th Form do verses.	26
	4½ to 5½. Correct verses.	
Wednesday	9¾ to 10. Looking over 5th Form compositions	2
	10 to 11. Shell preparation of work.	
	4½ to 5½. (As Monday).	
Thursday	9¾ to 10. As Monday.	
	12 to 1. As Monday.	
Friday	9¾ to 10. As Tuesday.	
	11 to 1. As Tuesday.	
	4½ to 5½. As Wednesday.	
Saturday	9¾ to 10. As Wednesday.	
	10 to 11. As Wednesday.	
	4½ to 5½. As Thursday.	

SUMMARY.

6th Form pupils, (8) say lessons	2 hours
5th Form pupils, (7) say lessons	1 „
Do. correct composition	2½ „
Shell pupils (21) say lessons	1 „
„ prepare lessons	5 „
„ correct composition	2 „
„ write composition	4 „
4th Form pupils (5), the same with exception of private reading	11 „
Total	28½

* Every evening I examine the work of the (7) boys in my house and help them in the preparation of it; but the time is not fixed.

RETURN as to Pupil-room Work by Rev. WM. OXENHAM.

In this department my arrangement of hours and labour is in some degree peculiar and differential, owing to two causes. First, because after about 25 years of labour at Harrow in the double capacity usually sustained by a tutor, I seceded from the Form work in school, taking care that it should be efficiently carried on, and at my expense. Secondly, because my pupils are nearly, or entirely, confined to those under my own roof. The times and details of employment with pupils are therefore substantially equal or equivalent to those, for instance, of Mr. Harris's or Mr. Drury's pupil room; but my opportunities of intercourse with these are somewhat different, and (except as to every appointed lesson or exercise, limited by rule, as on Tuesdays, Wednesdays, and Saturdays) the same work may be done at somewhat varying hours, and often more time given to correction of exercises, or as the need may be, than it would be easy for all so to appropriate. But no tabular statement can approach to an explanation of the times and modes, in which attention is given, influence exerted, aid and advice in school or other matters of graver or lighter import supplied to domestic pupils, singly or combined, at the obvious cost, as it ought to be, of privacy, leisure, and freedom. After all that can be definitely stated, a private tutor must be chiefly responsible to the parents, who confide in him, and to his own conscience, for the diligent and faithful execution of his office.

RUGBY.

TABLE E.

RUGBY.

Mr. Charles Evans, Assistant Classical Master. Total Number of Pupils, 52.

Work done during Half-year ending December 1860.

	Lessons.	Number of Pupils.
Sunday	No lessons with private pupils.	
Monday	11½ to 12½. Verse composition, or Iliad, XXII., Middle School	21
	12½ to 1½. Composition, Upper School	15
	8 to 9½ P.M. Preparation of 1st lesson, composition, Lower School	8
Tuesday	2 to 4½. Revision of verse exercises, Middle School.	
	10½ to 12½. Revision of composition, Upper School.	
	12½ to 1½. Tacitus, Annals, I. (6th Form)	3
	8½ to 9½ P.M. Aristophanes Vespæ (6th Form)	5
Wednesday	11½ to 12½. Iliad, XXII., Middle School.	
	12½ to 1½. Aristophanes Vespæ, Upper School	15
	8 to 9½ P.M. Preparation of 1st lesson, composition, Lower School	8
Thursday	10½ to 12½. Revision of composition, Upper School.	
	12½ to 1½. Tacitus, Annals, I., 6th Form	3
	8½ to 9½ P.M. Aristophanes Vespæ, 6th Form	5
Friday	11½ to 12½. Iliad XXII., Middle School.	
	12½ to 1½. Aristophanes Vespæ, Upper School.	
	8½ to 9½ P.M. Preparation of 1st lesson, Lower School.	
Saturday	No lessons with pupils.	

Summary.

6th Form Pupils	4	lessons.
Upper School	2	do.
Do.	5	hours composition.
Middle School	3	lessons.
Do.	2½	hours composition.
Lower School	4½	hours.
	21	

Mr. Chas. A. Anstey, Classical Assistant Master. Total Number of Pupils, 38.

Work done during the Year ending Midsummer 1861.

	Lessons.	Number of Pupils.
Sunday.		
Monday	Upper School at *12½ to 1½	Averaging 10
	Middle Ditto *11½ to 12½	Do. 20
	Copies looked over at various times, those of the boys of my house after locking up; Lower School Pupils preparing lessons from 8 to 9 or 9½	4
Tuesday	Copies of Middle School looked over from 2½ to 4½, and again (those of my own house) in the evening from 7 to 8	20
Wednesday	Same as on Monday.	
Thursday	Copies of Upper School from 3 P.M. to 4; and after locking up, those of my own house	10
Friday	Same as on Monday and Wednesday.	
Saturday.		

Summary.

Greek or Latin Lessons—Upper School	3
" Middle do.	3
Copies, prose or verse—Upper School	2
" Middle do.	1
Preparing 1st lessons—Lower do.	3

* A lesson in some Greek or Latin author.

Mr. Arnold, Classical Assistant Master. Total Number of Pupils, 50.

Work done during the Year ending June 1861.

	Lessons.	Number of Pupils.
Sunday.		
Monday	11½ to 12½ Homer Il., XXII., or Homer Il., VI.	25*
	12½ to 1½ Aristophanes Vespæ, or Herodotus, II.	15
	8½ to 9½ Grammar; Latin and Greek; with Bradley and Ellis's Exercises	6
Tuesday	9 to 11. Correcting copies.	
	2½ to 4½ Latin verse composition	25
	5½ to 6½ Homer Il., XXII., XXIII., or Thucydides, III., 1 to 50, with translations of unseen bits from Greek to English, and from English to Greek	6
Wednesday	11½ to 12½ (As Monday, 11½.)	25
	12½ to 1½ Aristophanes Vespæ, or Herodotus, II.	15
	8½ to 9½ Grammar, Latin and Greek with Bradley and Ellis's Exercises	6
Thursday	5½ to 6½ As Tuesday, 5½	6
Friday	11½ to 12½ As Monday, 11½	25
	12½ to 1½ Aristophanes Vespæ, or Herodotus, II.	15
	8½ to 9½ Grammar, Latin and Greek; with Bradley and Ellis's Exercises	6
Saturday	5½ to 6½ As Tuesday, 5½	6

Summary.

3 lessons a week with each set of pupils.

This summary can do no more than give a general outline of a tutor's work with his pupils. Such work as preparing pupils for confirmation; preparing pupils of different degrees of proficiency for examination at Oxford or Cambridge; helping pupils to fill up gaps left in their early education, is scarcely capable of specification.

*The above numbers are the average numbers of the several sets for the year; exactly, they are 24⅘, 14⅘, 5½, 5½.

Mr. Burrows, Classical Assistant Master. Total Number of Pupils, 50.

Work done during the Year ended at Summer Holidays, 1861.

	Lessons.	Number of Pupils.
Sunday	Divinity with each in turn in the evening.	
Monday	11½ to 12½. Virgil, Æneid IX., 600 lines; Homer's Iliad, Book VI.	25
	12½ to 1½. Aristoph. Vespæ; Herodotus, Book II., 73 chapters	12
	8 to 9½. Lessons for next morning, and composition	10
Tuesday	9½ to 10½. Portions of Thucydides, Virgil, Grote, &c., with composition	3
	7½ to 9½. Latin verses	25 same set as on Monday.
Wednesday	Same as Monday.	
Thursday	Same as Tuesday.	
Friday	Same as Monday.	
Saturday	Any extra work required.	

Mr. T. W. Jex Blake, Classical Assistant Master. Total Number of Pupils, 50.

Work done during the Half-year ending June 1861.

	Lessons.	Number of Pupils.
Sunday (not included in Summary.)	7½ to 9½. (During the 8 weeks preceding the May confirmation) partly individually, partly altogether.	16
Monday	9½ to 10½. Odyssey, part of 6th Form	2
	11½ to 12½. Composition, Middle School	18
	12½ to 1½. Composition, Upper School	19
Tuesday	9½ to 10½. Odyssey, part of 6th Form	11
	10½ to 11½. Composition (individually) Upper School	10
	2½ to 4. Composition (individually) Middle School	18
	6 to 7. Or later in summer, composition (individually) Upper School	9
Wednesday	11½ to 12½. Iliad VI, Middle School	18
	12½ to 1½. Herodotus, Upper School	19
	8¼ to 10. (Minus 10 minutes interval of house prayers) 6th pupils to composition or paper	5
	With backward fellows Latin prose for Oxford matriculation	3
Thursday	9½ to 10½. Odyssey, part of 6th Form	11
	10½ to 11½. Composition (individually) Upper School	10
	6 to 7. (Unless, rarely, got through between 9 or 10½ a.m. on Wednesday) composition (individually) Upper School	9

TABLE E.

RUGBY.

Lessons.	Number of Pupils.
Friday — 9½ to 10½. Odyssey, part of 6th Form	2
11½ to 12½. Iliad VI. Middle School	18
12½ to 1¼. Herodotus, Upper School	19
8¼ to 10. (As Wednesday) other 6th pupils	4
With backward, Latin prose besides	3
Saturday.	

SUMMARY.

Correction of Form copies	6½ hours.
Tutor composition or scholarship papers	5½ „
Reading authors	8 „
	20 „

Monday	3 hours.
Tuesday	5 „
Wednesday	3¾ „
Thursday	3¾ „
Friday	4¾ „
	20 „

N.B. Rather less as Examination approaches; rather more if any Pupil is going up for Oxford Scholarship.

MR. BUTLER, Classical Assistant. TOTAL NUMBER of PUPILS, 50.

Work done during the Half-year ending Christmas 1860.

Lessons.	Number of Pupils.
Sunday.	
Monday — 9½ to 10½. Composition; Latin prose	5 (6th Form).
11½ to 12½. Virgil, Æneid, IX., or Latin verse composition	22 (Middle School).
12¾ to 1¾. Aristophanes, Vespæ, or Latin prose composition	23 (Upper School).
Tuesday — 10 to 12. Composition of Upper School pupils (5th and 20) corrected	15 (Fifth and Twenty of Upper School).
2½ to 4. Composition of Middle School pupils corrected	22 (Middle School).
(Say) 7 to 8½. Composition of rest of Upper School corrected	8 (Lower 5th).
Wednesday — 9 to 10. Composition, or Virgil, Georgic II.	5 (6th Form).
11½ to 12½. Virgil, Æneid, IX.	22 (Middle School).
12½ to 1¾. Aristophanes, Vespæ	23 (Upper School).
Thursday — 8¾ to 12. Composition of Upper School pupils corrected; if not finished then resumed on Friday evening for (say) an hour, from 6 to 7	23 (Upper School).
Friday — Same as Wednesday (6 to 7 generally.) Composition of Upper School resumed.	(Same as Wednesday.)
Saturday — 2 to 3 Extra Composition with those who are weak in prose or verse.	

SUMMARY.

Construing (Latin and Greek)	6 hours.
Composition	3 „
Composition, correcting	10½ „
	19½

N.B.—This gives but a poor idea of a tutor's work with his pupils. He is continually helping them in little things, which take up much time, though not admitting of specification.

The *times* of work were the same from Christmas 1860 to Midsummer 1861.

The *work* done was, with 6th, Virgil, Eclogues; with Upper School, Herod., Lib. II., about 70 Chapters; with Middle School, Homer, Il. XXII.

MR. HUTCHINSON, Classical Assistant. TOTAL NUMBER of PUPILS, 50.

Work done during Year 1861.—Aug. to Dec. 1860; Feb. to June 1861.

Lessons.	Number of Pupils.
Sunday.	
Monday — 9 to 10. Aristophanes Vespæ, 1–1,100; Tacitus Annales, XIII.; Cicero pro lege Manilia	4, 6th Form.
11½ to 12½. Virgil, Æneid, IX., 1–620; Iliad, VI.	25, Middle School.
12½ to 1½. Aristophanes Vespæ, 1–1,100; Herodotus II., 72 chapters. (On Monday very frequently do composition with both Upper and Middle School pupils, instead of construing.)	21, Upper School.
Tuesday — 9 to 12. Look over composition of Upper School pupils, taking each separately.	
2½ to 4. Look over composition of Middle School pupils, each one separately.	
Wednesday — 9 to 10. Sixth pupils as on Monday	1
11½ to 12½. Middle and Upper School pupils as on Monday, only always construing	25 / 21
Thursday — 9 to 12. Look over composition of Upper School pupils, each separately.	
Friday — 9 to 10. / 11½ to 12½. / 12½ to 1. As on Wednesday.	4 / 25 / 21
Saturday — 11½ to 12½. Take any pupils in composition who are especially backward (separately).	
12½ to 1½. Look over composition of 6th pupils (separately).	

SUMMARY.

Read with 6th Form pupils	Aristophanes Vespæ, 1–1,100. Cicero pro lege Manilia. Tacitus Annales, XIII. Besides frequent composition and general papers.
With Upper School.	Aristophanes Vespæ, 1–1,100; Herodotus, Book II., 72 chapters (and composition).
With Middle School.	Virgil, Æneid, IX., 1–620; Iliad, Book VI. (and composition).
Average of hours per week, 19 to 20.	

MR. MOBERLY, Classical Assistant. TOTAL NUMBER of PUPILS, 36.

Work done during the Year.

Lessons.	Number of Pupils.
Sunday — None.	
Monday — 11½ to 12½. Homer, (Virgil in the alternate half-year) or Latin verses	26
9½ to 10½. Demosthenes	2
12½ to 1½. Livy (Aristophanes)	1
7½ to 8½. Latin Grammar, &c., Lower School.	7
Tuesday — 2½ to 3½. Correction of composition verse, with Middle School pupils.	
Wednesday — 9½ to 10½. Demosthenes.	
11½ to 12½. Homer, or Virgil.	
12½ to 1½. Livy, or Aristophanes.	
7½ to 1½. Grammar, &c., Lower School.	
Thursday — 2¼ Composition prose and verse (Latin) corrected with Upper School pupils.	
Friday — 9½ to 10½. Demosthenes.	
11½ to 12½. Homer or Virgil.	
12½ to 1½. Livy, or Aristophanes.	
7½ to 8½. Grammar, &c., Lower School.	
Saturday — None.	

SUMMARY.

Homer, &c.	3 hours.
Demosthenes	2¼ „
Livy	3 „
Grammar	3 „

MR. SCOTT, Classical Assistant. TOTAL NUMBER of PUPILS, 27 minimum, 46 maximum.

Work done during Year ended Midsummer 1861.

Lessons.	Number of Pupils.
Sunday — None.	
Monday — 11½ to 12½. Latin prose composition	Middle School pupils, 19–27.
12½ to 1½. Ditto	Upper School pupils, 10–12.
Tuesday — Composition looked over with Upper School pupils.	
2½ to 4. Middle School pupils, looking over verses.	
Wednesday — 9½ to 10½. Sixth tutor	1 boy.
11½ to 12½. Classical lesson, Homer	Middle, 19–27 boys.
12½ to 1½. Classical lesson, Herodotus	Upper, 10–12 boys.
Thursday — Composition looked over with Upper School pupils.	
Composition looked over with Upper School pupils.	

TABLE E.

RUGBY.

Lessons.	Number of Pupils.
Friday - 11½ to 12½. Classical lesson Homer or Virgil - - - -	19–27
12½ to 1½. Classical lesson, Herodotus or Livy - - -	10–12
Saturday - 9½ to 10½. Sixth tutor. - - -	1

SUMMARY.

Construing - - -	6 hours.
Composition - - -	2 „
Correcting exercises - -	7 „
	15

N.B.—Upper School pupils bring each two exercises a week to be looked over, these take, on an average, from 10 to 15 minutes per exercise. 6th Form pupils bring two exercises, or translations, as the case may be.

MR. PERCIVAL, Mathematical Assistant. TOTAL NUMBER of PUPILS, 15.

Work done during the Half-year ending Midsummer 1861.

Lessons.	Number of Pupils.
Sunday.	
Monday.	
Tuesday { 12 to 1½. Pupils in the Upper School -	10
Tuesday { 2½ to 3½. Ditto Middle School -	5
Wednesday.	
Thursday - Same as Tuesday.	
Friday.	
Saturday - Same as Tuesday.	

SUMMARY.

The pupils work separately, each doing what he requires most,—arithmetic, algebra, Euclid, or trigonometry.

Mr. J. M. WILSON. TOTAL NUMBER OF PUPILS, 26 Mathematical, 2 in the Laboratory (8 from Christmas to June 1861).

Work done during the Half-year ending Dec. 1861.

Lessons.	Number of Pupils.
Sunday.	
Monday.	
Tuesday { 11½ to 1½.	
Tuesday { 2½ to 4.	
Wednesday { 7 to 9½. P.M.	
Thursday { 11½ to 1½.	
Thursday { 2½ to 4.	
Friday { 12½ to 1½.	
Friday { 7 to 9½. P.M.	
Saturday { 11½ to 1½.	
Saturday { 2½ to 4.	

Each pupil comes nominally for an hour (generally an hour and a half, occasionally two hours) three times a week. The number of pupils present at any time is very rarely greater than eight. Each is working separately at subjects varying from the differential calculus to vulgar fractions. 17 hours a week are given to 26 pupils. The laboratory adjoins my school, and is open at all times, except Monday afternoon. Pupils work there whenever they please. Tutor in the evenings is in one of the boarding houses where I have eight pupils.

MR. ELSEE, Mathematical Assistant. TOTAL NUMBER OF PUPILS, 20.

Work done during the Half-year ending Midsummer 1861.

Lessons.	Number of Pupils.
Sunday.	
Monday.	
Tuesday { 12 to 1½. Mathematics - - - -	9
Tuesday { 2½ to 4½. Mathematics - - - -	11
Wednesday.	
Thursday { 12 to 1½. Mathematics - - - -	11
Thursday { 2½ to 4½. Mathematics - - - -	9
Friday - { 12½ to 1½. Mathematics - - - -	3
Saturday { 11½ to 12½. Mathematics - - - -	6
Saturday { 2½ to 4½. Mathematics - - - -	7

In general the pupils work individually, the subjects being algebra, arithmetic, Euclid, and trigonometry.

MR. MAYOR, Mathematical Assistant. TOTAL NUMBER OF PUPILS, 42.

Work done during the Year.

Lessons.	Number of Pupils.
Monday { 8½ to 9½. I am working with the boys in my house, who are in the Lower School. I see that they know their 1st lessons, and then do some extra work with them, either composition, or Cæsar or Xenophon	7
Tuesday { 11½ to 1½. 2½ to 5½. 7½ to 8½. } Mathematical pupils.	
Wednesday { 9½ to 10½. Mathematical pupils.	
Wednesday { 8½ to 9½. As on Monday.	
Thursday { 11½ to 1½. 2½ to 5½. 7½ to 8½. } Mathematical pupils.	
Friday { 12½ to 1½. Mathematical pupils.	
Friday { 8½ to 9½. As on Monday and Wednesday.	
Saturday { 11½ to 1½. 2½ to 5½. 7½ to 8½. } Mathematical pupils.	

SUMMARY.

Monday - - - - -	1
Tuesday - - - - -	6
Wednesday - - - - -	2
Thursday - - - - -	6
Friday - - - - -	2
Saturday - - - - -	6
	23

N.B. Each pupil is with me 3 hours a week.
Most of my pupils work at arithmetic, algebra, and Euclid. About half a dozen are working at trigonometry, conic sections, &c. The number of pupils varies from 3 to 10 at a time.

APPENDIX O.

Tabular Analyses of the Substance of the foregoing Tables.

O.

*TABULAR ANALYSES OF THE SUBSTANCE

Tabular Analysis, No. 1 - - - - - -

The Numbers of all Boys, Foundationers and Non-foundationers, in each School and

	Eton.			Winchester.			Westminster.			Charterhouse.			St. Paul's.		
	F.	N.	F.N.	F.	N.	F.N.	F.	N.	F.N.	F.	N.	F.N.	F.	N.	F.N.
I. -	16	16	32	15	7	22	15	3	18	10	3	13	18	...	18
II. -	10	23	33	14	5	19	11	3	14	8	9	17	15	...	15
III. -	6	34	40	12	22	34	7	8	15	6	5	11	18	...	18
IV. -	5	33	38	12	19	31	3	10	13	9	11	20	20	...	20
V. -	4	38	42	8	19	27	4	10	14	3	10	13	20	...	20
VI. -	3	41	44	8	19	27	0	16	16	3	16	19	20	...	20
VII. -	2	40	42	0	27	27	...	14	14	2	7	9	14	...	14
VIII. -	5	38	43	...	10	10	...	12	12	3	7	10	16	...	16
IX. -	1	37	38	...	...	...	...	9	9	1	3	4	...	...	...
X. -	0	39	39	...	...	...	...	7	7	...	...	...	...	...	...
XI. -	2	37	39	...	...	...	...	3	3	...	...	...	...	...	...
XII. -	1	38	39	...	...	...	...	1	1	...	...	...	...	...	...
XIII. -	5	39	44	...	...	...	...	...	...	...	...	...	...	...	...
XIV. -	...	36	36	...	...	...	...	...	...	...	...	...	...	...	...
XV. -	...	36	36	...	...	...	...	...	...	...	...	...	...	...	...
XVI. -	...	37	37	...	...	...	...	...	...	...	...	...	...	...	...
XVII. -	...	48	48	...	...	...	...	...	...	...	...	...	...	...	...
XVIII. -	1	27	28	...	...	...	...	...	...	...	...	...	...	...	...
XIX. -	...	31	31	...	...	...	...	...	...	...	...	...	...	...	...
XX. -	...	23	23	...	...	...	...	...	...	...	...	...	...	...	...
XXI. -	...	13	13	...	...	...	...	...	...	...	...	...	...	...	...
XXII. -	...	18	18	...	...	...	...	...	...	...	...	...	...	...	...
Total -	61	722	783	69	128	197	40	96	136	45	71	116	141	...	141

F., Foundationers. N., Non-foundationers.

* The Returns supplied by Eton have not furnished materials out of which Nos. 2, 7, and 8 could be completely framed. The † A "Division" does not in these Tables always represent a group of boys ordinarily taught in School by one Master.

Tabular Analysis, No. 2 - - - - - - -

Numbers of Boys quitting School from each Division, and placed in each Division

	Eton.			Winchester.			Westminster.			Charterhouse.		
	A.	B.	C.	A.	B.	C.	A.	B.	C.	A.	B.	C.
I. -	32	27	...	22	...	0	21	13	0	13	4	0
II. -	32	...	...	14	3	0	14	3	0	17	1	0
III. -	40	...	...	38	...	2	15		1	11	2	0
IV. -	38	12	...	31	8	1	13	4	1	17	1	0
V. -	42	...	...	27		7	14		3	13	0	3
VI. -	44	14	...	27	3	19	16	3	3	19	3	17
VII. -	42	...	...	27	3	11	14	3	10	9	9	6
VIII. -	43	...	...	10	...	6	12	1	10	14	1	3
IX. -	38	...	...	...	...	...	9	0	8	3	0	8
X. -	39	...	...	...	...	...	7	0	3	...	...	...
XI. -	39	...	...	...	...	...	3	0	5	...	...	...
XII. -	39	...	...	...	...	...	1	0	5	...	...	...
XIII. -	44	...	...	...	...	...	...	...	...	...	...	...
XIV. -	36	...	...	...	...	...	...	...	...	...	...	...
XV. -	36	...	...	...	...	...	...	...	...	...	...	...
XVI. -	37	...	...	...	...	...	...	...	...	...	...	...
XVII. -	48	...	...	...	...	...	...	...	...	...	...	...
XVIII. -	28	...	...	...	...	...	...	...	...	...	...	...
XIX. -	31	...	...	...	...	...	...	...	...	...	...	...
XX. -	23	...	...	...	...	...	...	...	...	...	...	...
XXI. -	13	...	...	...	...	...	...	...	...	...	...	...
XXII. -	18	...	...	...	...	...	...	...	...	...	...	...

A., Number in each Division. B., Number quitting from each Division.

QF THE FOREGOING TABLES (B).

- - - - - - Tabular Analysis, No. 1.

in each Division† in each School, and in all the Schools at the close of the Year 1861.

Merchant Taylors'.			Harrow.			Rugby.			Shrewsbury.			All the Schools.		
F.	N.	F.N.	F.	N.	F.N.	F.	N.	F.N.	F.	N.	F.N.	F.	N.	F.N.
23	...	23	3	28	31	7	35	42	0	13	13	107	105	212
26	...	26	1	30	31	4	24	28	2	8	10	91	102	193
31	...	31	2	32	34	5	30	35	3	11	14	99	142	231
18	...	18	2	32	34	3	31	34	1	20	21	73	156	229
23	...	23	1	31	32	2	31	33	5	11	16	70	150	220
25	...	25	3	31	34	3	35	38	4	14	18	69	172	241
32	...	32	2	34	36	7	30	37	4	13	17	63	165	228
30	...	30	3	33	36	6	28	34	4	10	14	67	138	205
27	...	27	4	33	37	4	28	32	3	5	8	40	115	155
27	...	27	2	32	34	3	26	29	...	1	1	32	105	137
...	...	...	6	30	36	3	27	30	...	...	...	11	97	108
...	...	...	4	32	36	1	26	27	...	...	...	6	97	103
...	...	...	0	32	32	6	36	42	...	...	...	11	107	118
...	...	...	...	17	17	8	6	14	...	...	...	8	59	67
...	...	...	...	4	4	4	4	8	...	...	...	4	44	48
...	...	...	...	...	...	2	0	2	...	...	...	2	37	39
...	...	...	...	...	...	...	...	...	...	...	...	0	48	48
...	...	...	...	...	...	...	...	...	...	...	...	1	27	28
...	..	...	...	...	...	...	...	...	...	...	...	..	31	31
...	...	...	...	...	...	...	...	...	...	...	...	...	23	23
...	...	...	...	...	...	...	...	...	...	...	...	...	13	13
...	...	...	...	...	...	...	...	...	...	...	...	...	18	18
262	...	262	33	431	464	68	397	465	26	106	132	745	1,951	2,696

F.N., Both Foundationers and Non-foundationers.

Returns from Winchester are imperfect in the information given for No. 2. Harrow is not quite perfect in reference to the same table.

†Two (or sometimes three) small "divisions," or classes designated by distinct names, occasionally form one such group.

- - - - - - Tabular Analysis, No. 2.

on coming to School, in each School, in the Twelve Months which ended July 1861.

St. Paul's.			Merchant Taylors'.			Harrow.			Rugby.			Shrewsbury.		
A.	B.	C.	A.	B.	C.	A.	B.	C.	A.	B.	C.	A.	B.	C.
18	10	0	23	12	0	31	22	0	42	25	0	13	11	...
15	3	0	26	11	0	31	15	0	28	5	0	10		4
18	4	0	31	13	0	35	11	0	35	7	1	14	14	5
20	2	0	18	3	0	36	14	0	34	8	10	21		4
20	6	0	23	2	1	32	8	0	33	6	1	16	8	11
20	0	5	25	4	6	34	10	0	38	9	19	18		2
14	0	5	30	4	0	36	8	2	37	9		17	0	13
16	2	14	30	3	3	39	9	3	34	5	19	14	0	11
...	...	...	27	2	6	37	5	10	32	17		8	0	19
...	...	...	27	3	40	35	8	19	29	0	33	1	0	4
...	...	...	...	...	...	36	7	25	30	4	0	...	...	...
...	...	...	...	...	...	36	3	18	27	10	0	...	...	...
...	...	...	...	...	...	32	0	22	42	6	22	...	...	...
...	...	...	...	...	...	17	5	20	14	3	3	...	...	...
...	...	...	...	...	...	4		6	8		0	...	...	...
...	...	...	...	...	...	...	...	...	2		1	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

C., Number placed in each Division.

Tabular Analysis, No. 3.

The average Age, highest Age, and lowest

—	Eton.			Winchester.			Westminster.			Charterhouse.		
	H.	A.	L.	H.	A.	L.	H.	A.	L.	H.	A.	L.
	Y. M.	Y. M.	Y. M.	Y. M.	Y. M.	Y. M.	Y. M.	Y. M.	Y. M.	Y. M.	Y. M.	Y. M.
I. -	18 5	17 6	16 6	18 7	17 4	15 11	18 9	17 5	15 2	19 1	17 6	16 2
II. -	18 9	17 3	15 5	18 6	16 3	14 0	18 9	17 0	13 10	18 7	16 6	14 2
III. -	18 11	17 3	14 8	19 0	16 0	14 5	18 10	16 3	14 7	17 6	15 11	14 7
IV. -	18 4	16 6	15 1	17 4	15 1	12 9	17 11	15 7	13 7	17 6	15 2	12 11
V. -	18 4	16 2	13 9	16 9	14 5	12 7	17 6	15 5	13 7	15 10	13 10	11 10
VI. -	17 10	16 1	14 4	16 8	14 5	12 0	16 0	14 4	12 6	16 6	13 6	11 2
VII. -	17 6	15 7	13 7	16 7	14 8	11 11	16 8	14 2	12 5	14 2	12 5	10 10
VIII. -	17 3	14 11	11 11	16 11	14 9	11 11½	16 5	13 7	12 4	13 11	12 2	10 7
IX. -	16 11	15 4	13 9	...	...	...	12 11	11 11	10 6	10 10	10 4	9 8
X. -	17 2	15 2	13 6	...	...	...	13 0	11 9	10 0	...	...	...
XI. -	16 10	14 4	11 11	...	...	...	13 0	11 8	10 9	...	...	...
XII. -	17 0	14 8	11 6	...	...	...	10 4	10 4	10 4	...	...	...
XIII. -	16 7	14 0	12 4	...	...	...	...	...	...	...	...	...
XIV. -	17 0	14 9	12 7	...	...	...	...	...	...	...	...	...
XV. -	16 4½	14 0	14 0	...	...	...	...	...	...	...	...	...
XVI. -	15 8	13 9	10 10	...	...	...	...	...	...	...	...	...
XVII. -	16 0	13 6	11 10	...	...	...	...	...	...	...	...	...
XVIII. -	15 9	14 0	10 8	...	...	...	...	...	...	...	...	...
XIX. -	15 7	13 3	11 1	...	...	...	...	...	...	...	...	...
XX. -	14 3	12 6	10 2	...	...	...	...	...	...	...	...	...
XXI. -	13 8	11 8	10 0	...	...	...	...	...	...	...	...	...
XXII. -	13 6	10 3	8 0	...	...	...	...	...	...	...	...	...

H., Highest age. A., Average age.

Tabular Analysis, No. 4.

The average Age of all Boys, Foundationers, and Non-

—	Eton.			Winchester.			Westminster.			Charterhouse.		
	F.	N.	F. N.	F.	N.	F. N.	F.	N.	F. N.	F.	N.	F. N.
	Y. M.	Y. M.	Y. M.	Y. M.	Y. M.	Y. M.	Y. M.	Y. M.	Y. M.	Y. M.	Y. M.	Y. M.
I. -	17 5	17 6	17 6	17 3	17 8	17 4	17 4	17 7	17 5	17 6	17 6	17 6
II. -	16 8	17 6	17 3	15 10	17 5	16 3	17 4	15 6	17 0	16 3	16 9	16 6
III. -	16 2	17 5	17 3	15 2	16 5	16 0	16 1	16 8	16 3	15 7	16 5	15 11
IV. -	15 8	16 7	16 6	14 1	15 9	15 1	15 2	15 8	15 7	15 0	15 4	15 2
V. -	14 4	16 4	16 2	13 5	14 10	14 5	15 1	15 6	15 5	13 10	13 10	13 10
VI. -	15 11	16 1	16 1	13 3	15 0	14 5	...	14 4	14 4	13 2	13 7	13 6
VII. -	14 0	15 7	15 7	...	14 8	14 8	...	14 2	14 2	13 3	12 9	12 5
VIII. -	13 1	15 2	14 11	...	14 9	14 9	...	13 7	13 7	11 7	12 4	12 2
IX. -	14 4	15 4	15 4	...	...	...	...	11 11	11 11	...	10 4	10 4
X. -	...	15 2	15 2	...	...	...	...	11 9	11 9	...	...	...
XI. -	12 3	14 6	14 4	...	...	...	...	11 8	11 8	...	...	...
XII. -	11 6	14 9	14 8	...	...	...	...	10 4	10 4	...	...	...
XIII. -	13 2	14 2	14 0	...	...	...	...	...	...	...	...	...
XIV. -	...	14 9	14 9	...	...	...	...	...	...	...	...	...
XV. -	...	14 0	14 0	...	...	...	...	...	...	...	...	...
XVI. -	...	13 9	13 9	...	...	...	...	...	...	...	...	...
XVII. -	...	13 6	13 6	...	...	...	...	...	...	...	...	...
XVIII. -	10 8	14 0	14 0	...	...	...	...	...	...	...	...	...
XIX. -	...	13 3	13 3	...	...	...	...	...	...	...	...	...
XX. -	...	12 6	12 6	...	...	...	...	...	...	...	...	...
XXI. -	...	11 8	11 8	...	...	...	...	...	...	...	...	...
XXII. -	...	10 3	10 3	...	...	...	...	...	...	...	...	...

F., Foundation boys. N., Non-foundation boys.

Tabular Analysis, No. 3.

...ge of the Boys in each Division in each School.

St. Paul's.			Merchant Taylors'.			Harrow.			Rugby.			Shrewsbury.		
H.	A.	L.	H.	A.	L.	H.	A.	L.	H.	A.	L.	H.	A.	L.
Y. M.	Y. M.	O. M.	Y. M.	Y. M.	Y. M.	Y. M.	Y. M.	Y. M.	Y. M.	Y. M.	Y. M.	Y. M.	Y. M.	Y. M.
18 5	17 2	14 3	18 6	16 10	15 5	19 3	17 10	16 8	19 4	17 8	16 3	18 11	17 9	16 7
17 2	15 8	13 6	17 11	16 1	13 6	18 8	17 3	15 6	18 10	16 8	15 6	18 4	17 0	15 2
17 2	15 5	13 5	17 1	15 2	12 7	18 6	16 8	15 1	18 3	16 7	15 0	18 2	16 6	14 11
17 2	14 6	12 9	16 6	14 6	12 0	18 9	16 4	14 7	18 8	16 8	13 7	19 0	16 3	15 2
16 5	13 7	12 0	15 6	13 6	11 0	18 6	16 2	12 11	18 3	16 2	13 9	18 3	15 5	12 8
14 11	12 5	11 1	16 9	14 0	11 11	18 2	15 10	13 6	17 6	15 9	13 6	16 0	14 6	12 2
13 5	11 8	10 4	15 6	12 11	10 4	18 3	16 0	14 0	18 7	15 9	13 9	16 11	14 2	11 7
12 7	11 2	9 9	15 10	12 9	10 1	18 2	15 4	11 7	17 9	16 0	13 5	16 11	13 3	10 5
...	...	...	14 8	11 8	10 1	17 3	15 2	12 5	18 9	15 4	12 9	14 6	12 11	10 6
...	...	...	12 6	10 6	9 1	18 7	15 1	12 7	17 9	15 0	11 5	11 8	11 8	11 8
...	...	...	...	...	...	17 0	15 0	12 11	17 5	15 7	12 4	...	...	...
...	...	...	...	...	...	17 1	14 10	13 1	16 6	15 2	12 3	...	...	...
...	...	...	...	...	...	16 9	14 7	12 3	16 8	14 8	11 6	...	...	...
...	...	...	...	...	...	15 11	14 1	11 3	15 3	13 3	10 10	...	...	...
...	...	...	...	...	...	14 5	13 11	13 5	14 6	13 0	9 4	...	...	...
...	...	...	...	...	...	...	...	...	10 11	10 6	10 2	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

L., Lowest age.

Tabular Analysis, No. 4.

...oundationers respectively, in each Division in each School.

St. Paul's.			Merchant Taylors'.			Harrow.			Rugby.			Shrewsbury.		
F.	N.	F. N.	F.	N.	F. N.	F.	N.	F. N.	F.	N.	F. N.	F.	N.	F. N.
Y. M.		Y. M.	Y. M.		Y. M.	Y. M.	Y. M.	Y. M.	Y. M.	Y. M.	Y. M.	Y. M.	Y. M.	Y. M.
17 2	0	17 2	16 10	0	16 10	17 7	17 11	17 10	17 7	17 9	17 8	...	17 9	17 9
15 8	0	15 8	16 1	0	16 1	17 10	17 3	17 3	16 4	16 9	16 8	16 2	17 2	17 0
15 5	0	15 5	15 2	0	15 2	16 3	16 8	16 8	16 2	16 7	16 7	17 2	16 4	16 6
14 6	0	14 6	14 6	0	14 6	16 4	16 3	16 4	16 3	16 8	16 8	18 6	16 1	16 3
13 7	0	13 7	13 6	0	13 6	16 0	16 2	16 2	14 6	16 3	16 2	15 0	15 7	15 5
12 5	0	12 5	14 0	0	14 0	16 3	15 10	15 10	14 9	15 10	15 9	14 3	14 7	14 6
11 8	0	11 8	12 11	0	12 11	15 7	16 0	16 0	14 10	15 11	15 9	13 5	14 5	14 2
11 2	0	11 2	12 9	0	12 9	13 7	15 8	15 4	15 8	16 1	16 0	13 4	13 3	13 3
...	...	...	11 8	0	11 8	13 8	15 4	15 2	14 8	15 6	15 4	11 10	13 6	12 11
...	...	...	10 6	0	10 6	15 10	15 0	15 1	13 0	15 3	15 0	...	11 8	11 8
...	...	...	...	...	...	14 4	15 1	15 0	13 6	15 10	15 7	...	...	...
...	...	...	...	...	...	14 10	14 10	14 10	12 4	15 3	15 2	...	...	...
...	...	...	...	...	...	...	14 7	14 7	13 1	14 11	14 8	...	...	...
...	...	...	...	...	...	...	14 1	14 1	12 10	14 0	13 3	...	...	...
...	...	...	...	...	...	...	13 11	13 11	12 2	13 11	13 0	...	...	...
...	...	...	...	...	...	...	...	...	10 6	...	10 6	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

F. N., Both Foundation and Non-foundation boys.

Tabular Analysis, No. 5.

Showing the highest Age, the average Age, and the lowest Age of Boys in each School, and in all the Schools at the end of the Year 1861.

Eton.			Winchester.			Westminster.			Charterhouse.			St. Paul's.			Merchant Taylors'.			Harrow.			Rugby.			Shrewsbury.			All the Schools.		
H.	A.	L.	H.	A.	L.	H.	A.	L.	H.	A.	L.	H.	A.	A.	H.	A.	L.	H.	A.	L.	H.	A.	L.	H.	A.	L.	H.	A.	L.
Y. M. 18·11	Y. M. 14·11	Y. M. 8·0	Y. M. 19·0	Y. M. 13·4	Y. M. 11·11	Y. M. 18·10	Y. M. 15·1	Y. M. 10·0	Y. M. 19·1	Y. M. 14·9	Y. M. 9·8	Y. M. 18·5	Y. M. 14·0	Y. M. 9·9	Y. M. 18·6	Y. M. 13·9	Y. M. 9·1	Y. M. 19·3	Y. M. 15·4	Y. M. 10·2	Y. M. 19·4	Y. M. 15·11	Y. M. 9·4	Y. M. 19·0	Y. M. 15·3	Y. M. 10·5	Y. M. 19·4	Y. M. 14·8	Y. M. 8·0

H., Highest age. A., Average age. L., Lowest age.

Tabular Analysis, No. 6.

The Number of Boys of each Age in each School, distinguishing the Foundationers and Non-foundationers.

—	Eton.			Winchester.			Westminster.			Charterhouse.			St. Paul's.			M. Taylors'.			Harrow.			Rugby.			Shrewsbury.			All the Schools.		
—	F.	N.	F.N.	F.	N.	F.N.	F.	N.	F.N.	F.	N.	F.N.	F.	N.	F.N.	F.	N.	F.N.	F.	N.	F.N.	F.	N.	F.N.	F.	N.	F.N.	F.	N.	F.N.
*XIX. -	...	...	...	...	2	2	...	...	...	1	...	1	...	...	...	...	...	...	...	2	2	...	1	1	...	1	1	1	6	7
XVIII. -	3	23	26	4	4	8	6	2	8	4	1	5	4	...	4	4	...	4	2	38	40	6	30	36	3	11	14	36	109	145
XVII. -	17	69	86	7	12	19	15	7	22	4	9	13	14	...	14	15	...	15	3	59	62	5	61	66	2	13	15	82	230	312
XVI. -	11	104	115	12	32	44	7	14	21	8	6	14	17	...	17	30	...	30	7	87	94	6	113	119	...	22	22	98	378	476
XV. -	8	148	156	15	25	40	8	9	17	9	12	21	15	...	15	33	...	33	7	119	126	14	115	129	6	25	31	115	453	568
XIV. -	8	175	183	15	30	45	4	20	24	8	9	17	19	...	19	37	...	37	9	93	102	11	54	65	3	12	15	114	393	507
XIII. -	5	110	115	10	13	23	...	19	19	4	13	17	23	...	23	45	...	45	1	23	24	12	21	33	6	11	17	106	210	316
XII. -	5	40	45	6	5	11	...	14	14	2	12	14	21	...	21	36	...	36	3	6	9	5	...	5	3	5	8	81	82	163
XI. -	3	22	25	...	2	2	...	7	7	2	4	6	20	...	20	34	...	34	1	1	2	3	...	3	2	5	7	65	41	106
X. -	1	14	15	...	...	...	...	4	4	2	4	6	7	...	7	20	...	20	...	...	...	1	...	1	1	1	2	32	23	55
IX. -	...	3	3	...	...	...	...	...	...	...	1	1	1	...	1	8	...	8	...	...	...	...	...	...	...	...	...	9	4	13
VIII. -	...	4	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4	4
VII. -	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
VI. -	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

* The figure in this column indicates the age already attained, and applies to all who have not completed the year above it.

F., Foundationers. N., Non-foundationers. F. N., both Foundationers and Non-foundationers.

Tabular Analysis, No. 7 a.

Table exhibiting certain General Conditions attending the Progress of all the Boys up to the Highest Division in each School with the extreme Diviations from these, comprising :—1st, the average, highest, and lowest Ages for reaching the Highest Division ; 2nd, the average, maximum, and minimum Times spent in reaching the Highest Division ; 3rd, the average, maximum, and minimum Numbers of Divisions gone through in reaching the Highest Division ; 4th, the average, maximum, and minimum Times passed in each Division so gone through ; 5th, the average, highest, and lowest Ages at which Boys reaching the Highest Division came to School.

	Eton.			Winchester.			Westminster.			Charterhouse.			St. Paul's.			Merchant Taylors'.			Harrow.			Rugby.			Shrewsbury.		
	Max.	Av.	Min.	Max.	Av.	Min.	Max.	Av.	Min.	Max.	Av.	Min.	Max.	Av.	Min.	Max.	Av.	Min.	Max.	Av.	Min.	Max.	Av.	Min.	Max.	Av.	Min.
1. Age for reaching highest division	Y. M. 17 9	Y. M. 16 4	Y. M. 14 3	Y. M. 18 4	Y. M. 16 7	Y. M. 15 0	Y. M. 18 4	Y. M. 16 6	Y. M. 14 6	Y. M. 17 7	Y. M. 16 4	Y. M. 15 2	Y. M. 17 10	Y. M. 16 1	Y. M. 13 9	Y. M. 18 0	Y. M. 15 7	Y. M. 13 11	Y. M. 18 7	Y. M. 17 2	Y. M. 15 11	Y. M. 19 2	Y. M. 16 10	Y. M. 16 0	Y. M. 18 4	Y. M. 17 1	Y. M. 15 4
2. Time spent in reaching it	8 0	4 4	1 2	6 9	3 8	2 0	8 4	4 9	1 7	6 3	4 0	8 8	8 4	5 6	3 8	9 0	5 11	3 6	6 0	3 7	1 8	8 2	2 5	0 8	8 8	2 6	0 6
3. Number of divisions gone through in reaching it	..	..	..	6	3½	2	10	6	3	8	5 3/13	1	7	6	4	9	8	6	12	9	7	13	4	2	9	3	1
4. Time of stay in each division so gone through	M. D. ..	M. D. ..	M. D. ..	M. D. 13 28	M. D. 12 16	M. D. 12 0	M. D. 10 0	M. D. 9 15	M. D. 6 10	M. D. 9 10	M. D. 9 8	M. D. 8 0	M. D. 14	M. D. 11 0	M. D. 11 0	M. D. 12 0	M. D. 9 0	M. D. 7 0	M. D. 6 0	M. D. 4 20	M. D. 2 28	M. D. 7 11	M. D. 7 7	M. D. 4 0	M. D. 11 15	M. D. 10 0	M. D. 6 0
5. Age at which those reaching it came to school	Y. M. 15 3	Y. M. 12 1	Y. M. 9 2	Y. M. 14 3	Y. M. 12 8	Y. M. 10 8	Y. M. 14 4	Y. M. 11 9	Y. M. 7 8	Y. M. 15 1	Y. M. 12 4	Y. M. 10 1	Y. M. 12 8	Y. M. 10 7	Y. M. 7 11	Y. M. 12 0	Y. M. 9 7	Y. M. 7 3	Y. M. 14 11	Y. M. 13 6	Y. M. 10 2	Y. M. 16 11	Y. M. 13 11	Y. M. 8 11	Y. M. 15 9	Y. M. 14 6	Y. M. 9 5

3 R 4

No. 7 b.

Comparative Table exhibiting the same General Conditions attending the Progress of all the Foundation and all the Non-foundation Boys respectively in each School.

	Eton.			Winchester.			Westminster.			Charterhouse.			St. Paul's.			Merchant Taylors'.			Harrow.			Rugby.			Shrewsbury.		
	F.	N.	F.N.	F.	N.	F.N.	F.	N.	F.N.	F.	N.	F.N.	F.	N.	F.N.	F.	N.	F.N.	F.	N.	F.N.	F.	N.	F.N.	F.	N.	F.N.
1. Number of the boys in highest division	16	16	32	15	7	22	15	3	18	10	3	13	18	..	18	23	..	23	3	28	31	7	35	42	..	13	13
2. Average age for reaching it	Y. M. 16 2	Y. M. 16 6	Y. M. 16 4	Y. M. 16 4	Y. M. 16 10½	Y. M. 16 7	Y. M. 16 4	Y. M. 17 1	Y. M. 16 6	Y. M. 17 6	Y. M. 16 4	Y. M. 16 4	Y. M. 16 1	Y. M. ..	Y. M. 16 1	Y. M. 15 7	Y. M. ..	Y. M. 15 7	Y. M. 16 8	Y. M. 17 3	Y. M. 17 2	Y. M. 16 7	Y. M. 17 0	Y. M. 16 11	Y. M. ..	Y. M. 17 1	Y. M. 17 1
3. Average time spent in reaching it	4 0	4 6	4 4	3 10	3 3	3 8	4 10	4 3	4 9	4 5	4 5	4 0	5 6	..	5 6	5 11	..	5 11	3 10	3 7	3 7	2 8	3 0	2 5	..	2 6	2 6
4. Average number of divisions gone through in reaching it	..	..	..	4	3	3½	5	7	6	5	2	5	..	..	..	8	..	8	9	8	9	4 4/7	4 5/6	4	..	3	3
5. Average time of stay in each division so gone through	M. D. ..	M. D. ..	M. D. ..	M. D. 11 15	M. D. 13 0	M. D. 11 0	M. D. 10 18	M. D. 9 8	M. D. 9 15	M. D. 10 15	M. D. 14 14	M. D. 9 15	M. D. 11 0	M. D. ..	M. D. 11 0	M. D. 9 0	M. D. ..	M. D. 9 0	M. D. 5 3	M. D. 5 11	M. D. 4 20	M. D. 7 5	M. D. 7 8	M. D. 7 7	M. D. ..	M. D. 10 0	M. D. 10 0
6. Average age at which those reaching it came to school	Y. M. 12 1	Y. M. 12 0	Y. M. 12 1	Y. M. 12 6	P. M. 13 6	Y. M. 12 8	Y. M. 12 9	Y. M. 13 10	Y. M. 11 9	Y. M. 12 1	Y. M. 14 0	Y. M. 12 4	Y. M. 10 7	Y. M. ..	Y. M. 10 7	Y. M. 9 7	Y. M. ..	Y. M. 9 7	Y. M. 13 0	Y. M. 13 7	Y. M. 13 6	Y. M. 14 0	Y. M. 14 0	Y. M. 13 11	Y. M. ..	Y. M. 14 6	Y. M. 14 6

Max., Maximum. Av., Average. Min., Minimum. F., Foundationers. N., Non-foundationers. F.N., All Boys. Y., Years. M., Months. D., Days.

Tabular Analysis, No. 8 a.

A Table exhibiting certain General Conditions attending the Progress of the Boys at the Schools up to the Central Division in each School, with the extreme Deviations from these, comprising:—1st, average, highest, and lowest Ages on reaching the Central Division; 2nd, the average, maximum, and minimum Times spent in reaching the Central Division; 3rd, the average, maximum, and minimum Numbers of Divisions passed through in reaching the Central Division; 4th, the average, maximum, and minimum Times spent in each Division so passed through; 5th, the average, highest, and lowest Ages at which Boys reaching the Central Division came to School.

	Eton.			Winchester.			Westminster.			Charterhouse.			St. Paul's.			M. Taylors'.			Harrow.			Rugby.			Shrewsbury.		
	Max.	Av.	Min.	Max.	Av.	Min.	Max.	Av.	Min.	Max.	Av.	Min.	Max.	Av.	Min.	Max.	Av.	Min.	Max.	Av.	Min.	Max.	Av.	Min.	Max.	Av.	Min.
Age for reaching the central division	Y. M. 16 7	Y. M. 14 0	Y. M. 11 6	Y. M. 16 11	Y. M. 14 6	Y. M. 12 4	Y. M. 15 9	Y. M. 13 9	Y. M. 12 0	Y. M. 15 4	Y. M. 13 4	Y. M. 11 4	Y. M. 16 8	Y. M. 13 6	Y. M. 11 9	Y. M. 16 3	Y. M. 13 3	Y. M. 10 0	Y. M. 17 11	Y. M. 15 2	Y. M. 11 4	Y. M. 17 0	Y. M. 15 3	Y. M. 12 9	Y. M. 18 1	Y. M. 14 7	Y. M. 11 10
Time spent in reaching it	5 0	1 6	0 1	4 11	1 2	0 1	3 9	1 3	1 0	3 5	1 9	0 1	5 5	2 11	0 1	5 0	2 2	0 1	4 8	1 5	0 5	2 6	1 2	0 2	6 4	1 6	0 1
Number of divisions gone through in reaching it	..	..	..	4	2	1	5	2	2	4	2	1	4	3	1	5	4	1	6	3	1	5	$2\frac{3}{4}$	1	4	2	1
Time of stay in each division so gone through	M. D. ..	M. D. ..	M. D. ..	M. D. 14 24	M. D. 7 0	M. D. 1 0	M. D. 9 0	M. D. 7 14	M. D. 6 0	M. D. 10 7	M. D. 10 0	M. D. 1 0	M. D. 16 9	M. D. 11 17	M. D. 1 0	M. D. 12 0	M. D. 6 14	M. D. 1 0	M. D. 9 9	M. D. 5 0	M. D. 5 0	M. D. 6 0	M. D. 5 18	M. D. 2 0	M. D. 19 0	M. D. 9 0	M. D. 1 0
Age at which those reaching it came to school	Y. M. 13 11	Y. M. 12 7	Y. M. 8 8	Y. M. 16 4	Y. M. 13 4	Y. M. 9 6	Y. M. 14 11	Y. M. 12 6	Y. M. 8 11	Y. M. 12 11	Y. M. 11 8	Y. M. 9 7	Y. M. 15 2	Y. M. 10 11	Y. M. 8 2	Y. M. 14 7	Y. M. 10 11	Y. M. 8 1	Y. M. 14 11	Y. M. 13 10	Y. M. 10 11	Y. M. 15 10	Y. M. 14 0	Y. M. 11 3	Y. M. 16 5	Y. M. 13 2	Y. M. 10 4

No. 8 b.

A comparative Table exhibiting the same General Conditions attending the Progress of the Boys on the Foundation and not on the Foundation respectively in each School.

	F.	N.	F.N.	F.	N.	F.N.	F.	N.	F.N.	F.	N.	F.N.	F.	N.	F.N.	F.	N.	F.N.	F.	N.	F.N.	F.	N.	F.N.	F.	N.	F.N.
Number of boys in the central division	3	75	78	20	38	58	..	30	30	3	10	13	40	..	40	48	..	48	3	33	36	4	28	32	9	25	34
Average age for reaching it	Y. M. 11 7	Y. M. 14 1	Y. M. 14 0	Y. M. 13 6	Y. M. 15 0	Y. M. 14 6	Y. M. ..	Y. M. 13 9	Y. M. 13 9	Y. M. 13 4	Y. M. 13 5	Y. M. 13 4	Y. M. 13 6	Y. M. ..	Y. M. 13 6	Y. M. 13 3	Y. M. ..	Y. M. 13 3	Y. M. 13 4	Y. M. 15 4	Y. M. 15 2	Y. M. 14 9	Y. M. 15 5	Y. M. 15 3	Y. M. 14 4	Y. M. 14 7	Y. M. 14 7
Average time spent in reaching it	1 7	1 6	1 6	0 8	1 5	1 2	..	1 3	1 3	2 0	1 8	1 9	2 11	..	2 11	2 2	..	2 2	0 9	1 6	1 5	1 4	1 2	1 3	2 4	1 2	1 6
Average number of divisions gone through in reaching it	..	..	..	1	2	2	..	2	2	3	2	2	3	..	3	4	..	4	2	3	3	$2\frac{1}{3}$	$2\frac{2}{3}$	$2\frac{3}{4}$	3	2	2
Average time of stay in each division so gone through	M. D. ..	M. D. ..	M. D. ..	M. D. 8 0	M. D. 8 4	M. D. 7 0	M. D. ..	M. D. 7 14	M. D. 7 14	M. D. 8 0	M. D. 10 10	M. D. 10 0	M. D. 11 17	M. D. ..	M. D. 11 17	M. D. 6 14	M. D. ..	M. D. 6 14	M. D. 4 14	M. D. 6 0	M. D. 5 0	M. D. 5 9	M. D. 5 20	M. D. 5 18	M. D. 7 10	M. D. 7 0	M. D. 9 0
Average age at which those reaching central division came to school	Y. M. 9 9	Y. M. 12 8	Y. M. 12 7	Y. M. 12 11	Y. M. 13 6	Y. M. 13 4	Y. M. ..	Y. M. 12 6	Y. M. 12 6	Y. M. 11 4	Y. M. 11 10	Y. M. 11 8	Y. M. 10 11	Y. M. ..	Y. M. 10 11	Y. M. 10 11	Y. M. ..	Y. M. 10 11	Y. M. 12 9	Y. M. 13 9	Y. M. 13 10	Y. M. 13 4	Y. M. 14 0	Y. M. 14 0	Y. M. 12 1	Y. M. 13 5	Y. M. 13 2

Max., Maximum. Av., Average. Min., Minimum. F., Foundationers. N., Non-foundationers. F.N., All Boys. Y., Years. M., Months, D., Days.

APPENDIX P.

STATEMENTS and TABULAR RETURNS received from the Head Masters of Marlborough, Wellington, and Cheltenham Colleges, and LETTER from the Head Master of the City of London School.

THE Commissioners being of opinion that some account of the organization and teaching of Marlborough, Cheltenham, and Wellington Colleges (though these are not within the scope of their inquiry) would afford valuable information and prove useful for purposes of comparison and illustration, a request was addressed to the Head Masters of the two former Colleges for returns similar to those headed C. and D. respecting the several forms or divisions into which they are respectively distributed. In the case of Marlborough this request was subsequently modified on the suggestion of the Head Master, and confined to the matters enumerated in the first paragraph of his letter (9th Sept. 1862). Similar information was also requested from the Head of Wellington College. In each case it was suggested that a letter or statement should be added, pointing out the distinctive features of the system adopted, and the results of its operation as tested by experience. The applications so made were readily acceded to by the Head Masters, and the information received from them is subjoined.

MARLBOROUGH COLLEGE.

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LETTER from the Rev. G. G. BRADLEY, Head Master.

Marlborough College,
September 9th, 1862.

MY LORDS AND GENTLEMEN,

IN compliance with your wishes, communicated to me by the secretary to Her Majesty's Commission, I have the honour to enclose certain reports, filled up by myself and my colleagues, which will, I hope, contain the information desired.

These reports consist of,—

1. Forms C. and D. filled up for the Sixth and upper Fifth forms.
2. The same forms filled up for the Modern School.
3. The same forms filled up for one Form, (the upper Shell), as a specimen of the middle, and for another (the lower Shell) as a specimen of the lower part of the school.

In each case we have substituted, for reasons communicated to your secretary, the date of Midsummer 1862 for that of 1861.

Also, I have the honour to enclose,—

4. Form D. filled up for a single half-year (viz. that ending Midsummer 1862) for every form in the school.

I have been informed that it would promote the objects entertained by Her Majesty's Commissioners if I were to accompany these reports with a statement from myself of some of the distinctive features in the system of Marlborough College, as compared with that adopted in other schools.

It is unavoidable that in attempting this I should have mainly in view the system pursued at one special school among the older Foundations. I was myself educated at Rugby, and acted as assistant master in that school under three Head Masters between the years 1846 and 1858, and am consequently far more familiar with and interested in the details of the working of the Rugby system, than those of any other of the older schools.

I may also add that, as a matter of fact, the points of resemblance between the course of instruction pursued at Rugby and that adopted at Marlborough, are unusually numerous. The same grammars, books, even editions, are in use at both schools; in both there is nearly the same relative weight attached to different branches of study: in both the same system, or nearly the same, of periodical Examinations is in force. Lessons are heard on the same plan, and the year is divided in the same manner.

But however great the resemblance, there is one feature in the system of Marlborough which necessarily makes much of the daily life of boys and masters, much of the discipline, much even of the teaching, wholly different from that of Rugby and, at least equally so, of Eton or Harrow.

Elsewhere the boys live in different boarding houses, are separated into distinct societies at meals, at night, and through a large portion of the day, and only meet on the common ground of membership of one school in school hours, and in school amusements, and in the school chapel.

At Marlborough the whole school, with few exceptions, are lodged within the same premises; and all, or nearly all, take all their meals in one hall.

It will be seen at a glance that the difference is of the utmost importance.

Again, elsewhere the Assistant Masters live in their own houses, or in lodgings provided by themselves.

At Marlborough, with the exception of the Head Master, two among the senior Assistant Masters, and the senior writing master, every master resides in rooms in different parts of the college buildings; all meet daily at their meals in a common room, and are in constant and close communication with each other.

These two characteristics of the system pursued here will appear more distinctly from the following statement:—

1. The total number of boys now present at Marlborough is 470:

Of these,

434 live within the College walls.
19 board with the master of the Modern School, but dine in the College Hall.
10 board entirely with the senior Assistant Master.
2 are temporarily accommodated at the house of the Medical Officer of the College.
5 are Home boarders.

470

From this table it follows that the whole school, with the exception of 15, dine together daily, and 434 have all their meals in common.

It is unnecessary to state that the effect of this mode of life, as well as the object originally contemplated by the Founders of the Institution, is greatly to reduce the expense of board and education.

The present terms for board, education, washing, and medical attendance, are,—

For sons of laymen - - 72*l.* 0*s.* per annum.
For sons of clergymen - - 54*l.* 10*s.* „

The number of Masters, members of one or other University, not including the Head Master, and exclusive of the senior and assistant English masters, is 23. Of these, as stated above, two only reside in their own houses; the rest as stated above, are lodged and boarded in and by the college.

The following is the manner in which the work of instruction is divided among the Masters.

Distribution of the school for purposes of instruction.

The whole school is for purpose of instruction divided into three Divisions.

A.—The Upper School consisting of,—

*1.	The 6th form - - -	35 boys.
2.	The upper 5th form - -	24 „
3.	The middle 5th form -	26 „
4.	The lower 5th form - -	27 „
5.	The upper shell - -	30 „
6, 7.	The upper 4th in two parallel divisions - -	58 „
8.	Middle 4th - - -	27 „
9.	Lower 4th - - -	29 „
10.	Upper 3rd - - -	20 „
11.	Lower 3rd - - -	29 „
	In all -	315

B.—The Modern School, consisting at present of 62 boys, and thus arranged,—

1.	The modern 5th form -	23 boys.
2.	The modern upper 4th -	18 „
3.	The modern lower 4th -	21 „
	Total -	62

* The usual number of the Sixth Form is 30, the present number is exceptional and temporary.

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C.—The Lower School, consisting of,—

1. The lower shell	-	30 boys.
2. The upper 2nd	-	31 "
3. The lower 2nd	-	19 "
4. The 1st form	-	13 "
In all	-	73

Each of these forms, and each division of a form, has its own master.

There are then, exclusive of the Head Master,—

17 Form Masters (all members of the University, except the master of the lowest form in the lower school, who is also assistant writing master).
4 Masters whose work is entirely or almost entirely mathematical.
1 Composition Master and Assistant Master to the sixth form.
1 Master who takes private pupils in the highest forms and gives instruction in modern history and literature.
1 Master who acts as Librarian and assists in modern language instruction.
1 Writing Master.

In all 25 assistant masters.

There is also a resident Physician attached to the College and accommodated in a house on the College premises, who fills the office of Medical Officer and also of Lecturer on Chemistry.

The manner in which the School is arranged for instruction in Mathematics and Modern Languages is shown on a separate Report, which I have the honour to enclose.

The time devoted to Mathematics and Arithmetic is in the Upper and Lower School four hours per week.

The time devoted to French in the same parts of the school is two hours per week. German is taught without extra charge, but is not part of the regular school work.

The hours given per week to Mathematics, French, and German in the Modern School will be found in the Reports from that Department. In both departments foreign languages are taught by Englishmen.

Division of the school by houses.

The above is the distribution of the School for purposes of instruction. For other purposes the distribution is wholly different.

All boys within the College precincts reside in one of three blocks of building.

One of these is devoted to the Lower School exclusively.

The other two are divided into three portions respectively; each of these three portions is called a House, and is under the charge of a House Master.

Every new boy, or every boy on his leaving the lower school, is assigned to a special House Master, chosen as far as possible by his parents or friends; each House Master receives Upper and Modern School boys without distinction, and fulfils permanently towards the boys in his own house the same duties of general care and superintendence as devolve on the Boarding-house Master at Rugby or Harrow, excepting that all questions of providing food and meals are entirely in the hands of other authorities, such as the Bursar and Steward, and that a House Master is only in certain cases private tutor to his boys.

From these statements and from the reports enclosed the following results will be clear:—

First. It will be evident that the number of Assistant Masters is unusually large at Marlborough.

2ndly. Being, as they must be, from the very nature of the system, with scarcely an exception, unmarried, and resident as above described in the college, their average age is far below that of Assistant Masters at the older schools.

3rdly. From the same circumstance the total amount of their remuneration is generally speaking smaller, and the average duration of their stay is shorter than at the older schools. No less than 15 of our present staff have been appointed by myself since June 1858.

4thly. As a consequence of the larger number of Masters, the number of boys in each form is proportionally smaller.

Besides which I may remark, not expressing approval or disapproval, but as a fact:—

First. That each Assistant Master is responsible for the whole correction of the Composition of his Form.

2ndly. That the Private Tutor system is different from what it is elsewhere, the number of boys having such assistance being only 189, and the fee (below the sixth form) only 5*l.* per annum.

3rdly. That in all Forms places are taken, and promotions made by the combined result of half years' work and examination; even in the Sixth Form places are changed on the same principle; in the lower division, half yearly, in the upper, yearly.

4thly. That owing mainly to the special circumstances above described the general work of the school is probably more systematized in some points than would be feasible elsewhere.

This arises partly perhaps as the natural effect of the close intercourse which is the result of so large a number of masters being in constant communication with each other; partly from a practice long prevalent here of periodical and special inspections of the school, conducted by the Head Master and called *Reviews*.

School "Reviews."

As the practice is one in its main features peculiar, I believe, to this school, and intimately connected with the working of our system, I may do well to describe it.

At the close of about every month, (eight times in the year,) the Head Master hands over the highest Form either to the Composition Master or to special Examiners, as the case may be, and devotes from three to five days to his Review.

Four times each half-year.

At the end of the first five weeks in each half year the whole school Upper, Lower, and Modern, is "reviewed" or inspected; the two former in Latin and Greek construing, the latter in Latin only.

A month later, one half of the upper and lower school are examined in Latin and Greek grammar. And again a month later the other half are similarly examined.

At the end of the half year the whole School, Modern, Upper, and (as a rule) Lower, below the Sixth Form is examined in History in the same manner.

The manner of proceeding is as follows:—at a certain hour, each Form in its turn comes before the Head Master; a list is placed before him of the names of the boys in the Form, and the amount of work in the subject of the Review which has been done in the Form; opposite each boy's name is entered his place in order of merit for the last month, and a short, but sufficient account of his regularity, industry, and conduct.

The Head Master with this by his side, examines every boy before him in the subject of the Review, whatever that may be, paying the utmost attention to the answer, and recording on the same sheet of paper his impression of the performance of every boy. The time consumed in the inspection of a form is about two hours.

At the conclusion of the "Review," two measures are taken:—

1. A report is sent home by the house master of every boy, including both the report submitted to the Head Master at the Review, and the remarks entered by the latter on that occasion, and a special half-holiday is given to those who passed creditably, one or more forfeited by those who have failed.

2. The Head Master on every occasion draws up a general report of the review for the perusal of the Masters; it is the custom to point out with the utmost freedom any deficiencies that have been noticed; and this report is entered in a book kept for the purpose, and laid on the table in the Masters' common room.

It will be seen at a glance that such a practice is of the utmost importance as a characteristic of our system.

1. It brings every boy in the school necessarily and repeatedly into personal contact with the Head Master.

2. It enables, and in fact compels the Head Master to examine frequently the assistant masters' account of each boy's progress, and to test it himself.

3. It points out any weak points in the instruction, and even in the discipline, of any part of the school.

4. It acts as a great incentive to industry on the part of the boys.

5. It plays a most important part in *systematizing the work of the school;* for instance, in the Grammar Review, the amount of grammar to be done in each form is matter of careful and concerted arrangement, and the examination searching and thorough. And in other subjects the Head Master is enabled to see at once whether a due gradation of work is observed in the respective forms, and to guard against the danger of a boy's going over the same ground oftener than is desirable, reading for instance the same portion of History repeatedly, or learning his Latin and Greek grammar in a disjointed and fragmentary manner.

The two other points distinctive of the Marlborough system are:—

1. That adopted with regard to the Lower School.
2. The institution of a Modern School.

Lower School.

The first of these can be very shortly described; it is in fact intimately connected with the fundamental characteristic of the school organization mentioned above.

The younger boys live in a separate house, one of the three mentioned above, to the number of about 85 or 90, under the care of the Master of the Lower School; they attend the College Chapel with the rest of the school, are reviewed as the others by the Head Master, and take their meals in the Hall with the rest of the school.

Some of the sixth form have studies and sleep in the Lower School House and assist the Masters in maintaining discipline, &c.; but no boy between the sixth form and the lower school is allowed to enter it without express permission.

Their half holidays and "fag days" do not correspond with those of the Upper and Modern schools; so that it constantly happens that the younger boys are out in the afternoon when their seniors are in, and vice versâ.

They have their own ground for cricket and football.

There is no precise limit of age for the Lower School; a boy who is too backward for the Upper School, and has become too old or too big for the Lower School, is placed in a form at the bottom of the Upper School, which is treated as parallel in work with the highest form in the Lower School, but is instructed and boarded with the Upper.

The age of the boys in the Lower School varies from 10 to 14.

Modern School.

Lastly, this College differs from, at all events, the older schools, in the establishment of a separate department called the Modern School.

A detailed account of the subjects taught and system pursued in this department will be laid before the Commissioners by the masters engaged in it. I shall only add a few words on this subject.

1st. It is to be remembered that the institution is still considered by us as more or less *tentative and experimental*, and that, therefore, the mode of conducting it is modified or altered as we gain experience.

2nd. *That the Department is small;* it contains generally about 70 or 80 boys, no one being allowed to join it till he has reached the fourth form in the classical department.

The object of the Modern School is twofold:—

1st. To prepare boys for definite examinations in which they would not succeed if they competed direct from the classical school.

2nd. To attempt to solve in some degree the question often asked, How far is it possible to give a really good public school education, on any other basis than that of instruction in the dead languages?

With regard to the first of these two objects there can be no doubt as to the result; six candidates from our modern school have competed at Woolwich in the present year. All but one were successful at their first attempt, and scarcely one of them could have succeeded had they remained in the classical department.

I imagine, however, that it is the other question which will appear of more importance in the eyes of Her Majesty's Commissioners.

I do not believe that we are at present in a position to answer the question finally and decidedly, for the experiment has not yet been fairly tried, but I may state briefly my own opinion. While I should deliberately prefer as the best education, where attainable, that mixture of careful study of the language and substance of the great writers of antiquity, with modern reading and mathematics, which I attempt to combine in my own teaching, yet I believe that a thoroughly sound education may be given, and at the same time the advantages of public school life enjoyed by boys with whom, for various reasons, a different plan is pursued, a large space devoted to mathematics and science, and a thorough study of German and French substituted for classics.

But the difficulties of working out this experiment are great.

In the first place, who is to teach the modern languages substituted for classics, taught by men who have devoted years to the study of the classics?

1st. If foreigners, the answer is decisive and final. A foreigner, in the vast majority of cases, cannot control, understand, or stimulate a large class of English boys, and a public school cannot be worked by individual teaching, or by teaching in very small classes.

2nd. Again, an English parent must naturally prefer seeing his son educated by Englishmen. Questions, too, of difference in religion, &c., would be found of some practical importance.

3rd. There remains the very fatal objection that a foreigner, from his comparative unfamiliarity with English, does not enter into the difficulties, or fairly estimate the relative importance of the mistakes, of an English boy; he does not teach him our language from the English point of view, and is in a position, as a teacher, very much less favourable than that of an educated English master who has attained his knowledge step by step by the very same process as his pupils are pursuing.

For these reasons I believe that the experiment can only be fairly tried by leaving, at all events, the most important part (in an educational view) of the modern language teaching in the hands of Englishmen, who have received, if possible, a classical education, and have engrafted on this a systematic knowledge of a foreign language.

Such men are at present extremely rare: were we to lose our present Master of the Modern School at Marlborough, I should find it far more difficult to fill his place as an instructor than to replace the best classical or mathematical scholar; and so long as it is almost infinitely difficult to find a teacher of modern languages equally well trained and disciplined with the teachers of the ancient languages, it is clear that the educational value of the one study can hardly be practically compared with that of the other. It is quite possible to secure good mathematical and scientific masters, and so to fulfil one practical object of the institution of a Modern School, viz., the obtaining success at Woolwich and elsewhere; but to fulfil the other object, to give a broad, humanizing, and literary education, worthy of being in any respect compared to that which a sixth form boy who gains a scholarship at the University has received from his school, is rendered specially difficult from the force of circumstances, from the paucity of men qualified, in any true sense of the word, to educate him.

It remains to notice certain points whose bearing on the general question of a Modern School will be at once recognized as equally important with questions of instruction properly so called.

First, as regards discipline, in this respect there is no distinction whatever between the "Upper" and the "Modern" Schools.

The members of both live together without distinction in the same houses, under the personal care of the same House Masters. In all questions of the arrangement of boys in dormitories or at meals no distinction of "Modern" or "Upper" is recognized; school rules are precisely the same for both; the Modern School (with the exception, I regret to say, of those who are preparing for Woolwich,) contribute their full share to the school, "Eleven" and other organizations which originate with the boys themselves, and, lastly, with regard to that portion of the discipline of the school which is entrusted to the Sixth Form, or Prefects, they stand on precisely the same footing, practically and theoretically, as the parallel forms in the Upper School.

Secondly, as regards personal connexion with the Head Master. It will be noticed that there is no Modern Sixth Form, and on this point a few words of explanation may be necessary.

1. The boys at the head of the Modern School are, as a rule, considerably younger than those who are preparing for the University in the Upper School.
2. It is very rarely that any member of the Modern Fifth could feel that, had he remained in the Upper School, he would have been a member of the Sixth Form. For a good classical scholar would prefer to compete at Woolwich or elsewhere direct from the Sixth Form, joining, as in such cases he is permitted to do, the Modern School in certain lessons only. Experience proves that, *if a good classical scholar*, he is likely to take a high place at Woolwich by following this course.

On the other hand, where the age, character, and attainments of a Modern School boy are such as to justify the step, he is made a Prefect by a special act of the Head Master. The result of this is that he is at once admitted to all the privileges and duties of a Sixth Form boy, and in certain lessons, such as Old and New Testament, joins the Sixth Form in work done with the Head Master.

At the same time it is to be remarked that all members of the upper part of the Modern School are in one respect favourably placed as compared with members of the parallel part of the Upper School. They are all for an unusually long period under the much valued supervision of one Master, the Master of the Modern School; this connexion is less transitory than that between a boy and his Form Master in the Upper School, and closer than can possibly exist between the Head Master and any portion of the school below the Sixth Form.

That the forms in the Modern School should be less frequently examined by the Head Master than the rest of the school is unavoidable. Few classical scholars would be

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competent to sift thoroughly (and superficial examinations are greatly to be deprecated) the more advanced work of well-taught boys in mathematics or even German; and it is to be remembered that a Head Master's time is incessantly occupied not only in the instruction of his own form, the largest and most important in the school, but in all the multifarious duties of his post. It is enough, I think, that he should regularly and thoroughly examine the historical and classical work of the Modern Department.

With regard to the class of boys who join the Modern School, I may refer the Commissioners to Mr. Bright's letter. They will there find a statement of one of the main difficulties with which such departments must contend. I cannot state this more clearly than by the following comparison:—In my own Sixth Form, consisting of over 30 boys between the ages of 16 and 19, nearly every boy is destined for the Universities, and the system of teaching requires very little adaptation to special circumstances; but in Mr. Bright's Form, considerably smaller in number, special preparation is required for boys destined for India, Woolwich, civil appointments of various kinds, Cambridge, Sandhurst, and ordinary professional or commercial life.

The grounds on which boys are admitted into the Modern School are very various. In a large number of cases a definite preparation for a definite purpose is required; in others it is felt, and experience justifies the anticipation, that a boy who makes little progress in classics but evinces some talent for mathematics, history, or modern Language, is likely to receive a better education by the change; but we are more and more coming to the conviction that it is most unadvisable to admit boys merely because they are not going to the University and are backward alike in classics and in other studies. If any one thing could be fatal to a Modern School it would be the allowing it to be the refuge for dullness and idleness.

I may therefore conclude the remarks which in obedience to the invitation of the Commissioners I have made on this subject, by stating that in spite of all the difficulties with which we have had to contend, and of some which we are by degrees overcoming, I am entirely convinced that the general result is most valuable, so valuable that I should deeply deplore the abandonment from any cause of the experiment. I may sum the general results, positive and negative, as follows:—

The unity of the school is in no way broken up by the existence of the Modern School, as regards either its relation towards myself, or towards the rest of the school.

Some boys who would lose self respect and suffer greatly from continuing in a part of the school below their real powers, are enabled to take a good and creditable place in the school, and even to distinguish themselves both here and at the University.

A definite and successful preparation for a large and increasing number of openings in life is secured at a much smaller outlay than at a private tutor's, and with all the advantages of public school life.

And finally the amount and quality of the work done in the Modern School is with few exceptions, and those yearly decreasing, quite on a level with that done in the Upper School. There is no longer any inducement to an idle boy to enter the Modern Department. Indeed in the case of those preparing for Woolwich the work is unduly severe. It is surely a matter for just regret that a boy who wishes to qualify himself, by the help of modern subjects, for the active life of an officer in the Artillery or Engineers should be compelled to do so at the cost of renouncing almost entirely all participation in the active and out-door organization and amusements of the School, and this at the very age when such employments are of the utmost value to his physical and moral and social development.

I might enter at much greater length into these and similar subjects, but have already exceeded the limits which I had proposed, and must plead as my excuse not only the express invitation of Her Majesty's Commissioners, but also the exceeding importance and interest of the question. I will conclude my notice of our Modern School, and of the experiment which is being there carefully carried out, by venturing to remark that its success must depend to a degree, difficult for any one but ourselves to realize, on the character of the examinations at Woolwich and elsewhere. Parents do not send a promising boy into the modern department on theoretical grounds; they look forward, with us at least, to his competing at some examination, exactly as the father of a boy in the sixth form intends him to try for a scholarship at the University.

It therefore is a matter of vital importance to those who are anxious for something more than mere competitive success, that the manner in which these examinations are conducted, the number of subjects enforced, and the value attached to different subjects, but above all the nature of the questions which are set and the indication which they give of the view taken of the subject by the examiner, be such as to encourage a thorough knowledge of the subjects of the examination and discourage all "cram" or superficial and hastily acquired knowledge. We at least earnestly desire that a boy who takes a high place at Woolwich should do so without either overloading his brain with ill-digested knowledge, or abandoning school games and manly exercises, but that he should enjoy every advantage of public school life as much as his schoolfellow who at the same age obtains a Scholarship at the University.

I enclose the reports mentioned in the first page, as also a conspectus of the divisions of the Upper and Lower Schools under the head of Mathematics and French, and have the honour to remain,

My Lords and Gentlemen,
Your most obedient Servant,
G. G. BRADLEY,
Master of Marlborough College.

CONSPECTUS OF MATHEMATICAL AND FRENCH DIVISIONS.

In Mathematics the College is divided into 25 forms thus:—

Mathematics.

A	3 Forms	60 boys	taken from	6th Form and Upper 5th Form.
B	4 „	84 „	„	Middle and Lower 5th Forms and Upper Shell Form.
C	6 „	115 „	„	Upper Middle and Lower 4th Form.
D	3 „	60 „	„	Upper and Lower 3rd Forms.
Lower School	4 „	92 „	„	Lower Shell, Upper and Lower 2nd and 1st Forms.

French.

A	3 Forms	50 boys	taken from	Upper 5th and Middle 5th Form.
B	3 „	58 „	„	Lower 5th and Upper Shell Forms.
C	5 „	115 „	„	Upper Middle and Lower 4th Forms.
D	3 „	60 „	„	Upper and Lower 3rd Forms.
Lower School	4 „	92 „	„	Lower Shell, Upper and Lower 2nd and 1st Forms.

EXPLANATORY STATEMENT by the REV. J. F. BRIGHT respecting the RETURNS from the MODERN SCHOOL.

As the forms sent down by the Commissioners are drawn up entirely to suit the older schools, or such as proceed upon the old classical system, in many respects they are unfitted for a report from a modern school, and a few lines will probably be required to render the accompanying returns from our modern school intelligible.

In the first place, there is no mention made in the forms of Mathematics, which form one of the chief subjects of the Modern School. There will, therefore, be found on a separate paper a table of the work done by each mathematical division; the time devoted to the subject is entered in the general report of lessons (D). The remaining complications arise from three great difficulties, which are likely to be felt in all modern schools not exclusively military, and which have been certainly severely felt here.

The first of these is the small number of boys of which the Modern School consists; for while their numbers are so small that they can neither claim nor support more than three masters for general form work, their ages and their acquirements are as various, and extend over as large a space as those of the Upper Classical School with its 10 or 11 masters; consequently, there is as much difference between the top and the bottom of one form in the Modern School as between three forms in the Classical School. Some attempt to check this has been made by fixing a standard of admission to the Modern School; but the difference between boys in one form is still so great that they cannot be heard together, at all events in the fifth; consequently that form is divided in two removes, heard separately in almost every subject, an arrangement which, whatever its advantages, cannot but add enormously to the labour of the master, and, by diminishing the number of boys in a form to 13 or 14, destroy much of that competition which is one of the chief springs of action in all

large schools. This will account for double entries to be observed in Table D., and for the long lists of work in Table C. This does not apply to the mathematical part of the teaching.

As will be seen by the accompanying table, the school is divided into five divisions in that subject, each under the care of a different master, but under the supervision of the head mathematical master. These divisions are so small that a great amount of individual attention is possible. It should be stated, also, that at times when the numbers of the Modern School rise, the work of the fifth form is divided between two masters, the two removes becoming in everything, except history, separate forms. This has, however, only happened once, during the second half, namely, of the time to which the return applies.

The next difficulty to be mentioned is the great variety of objects which induce boys to enter the Modern in preference to the Classical school. Some are intended for Woolwich, some for the public offices, some for commercial life, some for any opening which may offer itself. The Modern School at Marlborough is by no means intended to be exclusively military; those, therefore, who are intended for Woolwich, and whose work, in some respects, must be different from that required in a general education, have to be again separated from the rest of the form, receiving assistance at different times, and doing far more work than the others; thus still further complications are introduced. This will explain such entries in Table D. as "Woolwich class statics," &c. It should, moreover, be mentioned that some boys of mathematical abilities prefer the modern school as a training for Cambridge, and that a separate arrangement has to be made for them, by which they can in some degree carry on their classics instead of the German of the Modern School.

The third difficulty, which will account for the enormous number of hours during which the upper fifth form are engaged, arises from the fact that all competitive examinations are arranged to suit the old system of education. This tendency becomes more and more pronounced, and its effect upon modern instruction proportionately more felt. In pursuance of this arrangement the marks given to the classical subjects outweigh vastly those given to any other subject than mathematics, so that a boy wishing to overbalance this preponderance with modern subjects is obliged to take in great numbers instead of one. The proportion of marks allotted is perfectly just while French and German are treated as they now are, but if the same standard were set for them as is set for classics, there is no reason why they should not be allowed to stand on equal terms with those languages. At present (taking the Woolwich examination as an example) it is necessary for a boy to take up three languages, French, German, and English, besides very high mathematics, at the age of 17. How far superficial such knowledge must be, it is not hard to judge. Under such circumstances, however, the number of hours employed cannot but be excessive, and much of the freedom of public school system must be sacrificed. It remains to add that the "form" feeling, in spite of these difficulties, is kept up as far as may be, and the working of the whole school passed under the observation of the master of the modern school by periodical "reviews," as in the upper school. The Head Master also examines the whole modern school in Latin or history at least once a half.

All that has been said up to this point has been purely explanatory, and has therefore been confined to the difficulties which beset the Modern School, and which render the complications observable in the tabular reports necessary. An undue prominence has thus been given to the unfavourable side of the undertaking, and a false impression as to its success might be created, were not a few words added with regard to its general progress and efficiency.

At its first foundation it was thronged, as might be expected, with boys who desired to avoid the stricter mental training of the classical school, with the idle, and in a great degree by both the rough and unpolished portion of the school, and for a time it acquired a distinct and by no means enviable character. Already, however, in the few years during which it has existed, this has been entirely obliterated. The forms are as well organized, the teaching is as regular, and the amount of work done probably as great as in the classical school. Consequently all marks of difference have disappeared, and the line of demarcation between the two departments is scarcely more pronounced than between any two forms in ordinary circumstances.

Meanwhile proofs of the usefulness of the institution are constantly given. Scarcely a half-year passes but several boys whose intellects were stifled in the uncongenial atmosphere of the classics, and who were consequently rapidly sinking into a state of hopeless or reckless duncedom pass from the Upper to the Modern School, and finding there room for their peculiar talents, regain their self esteem, again set cheerfully to work, and gain, with their improved character, a good and sensible education, if not so perfect a one as the classical system offers. Nay more, they not unfrequently attain high positions in the school; for the last two years the chief mathematical prize has been carried off by Modern School boys, neither of whom could possibly have succeeded in the Classical School, one of whom indeed had been tried and found utterly wanting in that department.

Of successes at Woolwich it is unnecessary to speak, except in so far as they give proof that some fair education is given, and afford reasonable presumption that the training which enables boys to succeed at competitive examinations cannot be without value to those who prefer other modes of entering into life.

Whatever success has been reached has been obtained in the face of the difficulties above enumerated, and is sufficient to give good ground to hope that, were those difficulties wholly or in part removed, were there the same appliances for modern as for classical teaching, the same well annotated books, the same carefully arranged grammars, the same accepted curriculum of classical authors, an education might be given in modern as accurate as in ancient subjects, while in comprehensiveness, in so far as it would be concerned with the wider field of modern thought, it might even have the advantage.

(Signed) J. F. BRIGHT.

MARLBOROUGH.] TABLE C.

TABULAR RETURNS (C) for certain selected

SIXTH FORM, UPPER AND LOWER DIVISIONS. 30 BOYS.

1. Authors or Books used, (not being mere Books of Reference), with the Editions.	2. Authors or Books used, being merely Books of Reference, including Maps and Illustrations.	3. Authors construed or translated *vivâ voce*, and the Quantity of each in the Year ending with the Summer Holidays 1862.	4. Method of hearing the Form in such construing or translating Lessons.	5. Authors whose Language has been committed to Memory, and the Quantity of each in the same Year.	6. Authors whose Substance and Matter have been committed to Memory and the Quantity of each in the same Year.
Every boy brings into school an edition with the text only of the authors enumerated in 3. They are encouraged to procure and use in preparation the best editions of each, such as *Arnold* and *Göller* on Thucydides; *Stallbaum* on Plato; *Vaughan* or *Alford* on the Romans; Stanley's Sinai and Palestine; *Wunder*, *Schneidewin*, *Hermann*, or *Linwood* on Sophocles; *Forbiger* and *Conington* on Virgil. In the lessons on Guizot, a list of books valuable for illustration (such as Gibbon, Milman, Michelet) is supplied them, which they are encouraged to consult. All are expected to have some abridgment of French history, as Michelet's Précis, Bonnechose's Geographie Physique et Historique de la France, or Student's History of France They all have access to an admirable library within the College buildings, besides one belonging to the 6th form.	Spruner's Atlas; Kiepert's Atlas; Smith's Bible Dictionary and Dictionaries of Antiquities, Biography, and Geography; Liddell and Scott's Lexicon; Bruder's Greek Concordance; White and Riddle, Andrew's and Smith's Latin Dictionaries; Jelf's Grammar; Donaldson's Grammar; Poitevin's French Dictionary; Diez's Romance Lexicon; Burguy's Glossaire Etymologique, &c. &c.	Demosthenes, four short Orations; Cicero de Oratore, Bk. I., 1-35; Oratio pro Milone; Homer Odyssey, XX.-XXIV.; Sophocles, Œdipus Coloneus; Thucydides, Bk. VI., 1-80; Virgil, Æn. IV.; Catullus, LXIII. and LXIV.; Juvenal's Satires, X.-XV.; Livy, Bk. V., 31-55; Plato de Republicâ, Bk. X.; Epistle to the Romans, ch. i.-viii.; Book of Joshua in LXX.; Guizot's Histoire de la Civilization en France, nearly two volumes. Besides which papers have been set to the whole form in the following subjects: 1. Private reading, done entirely by themselves. Odes of Horace; Virgil, Georg. I. and II. 2. Classical extra, read generally with their tutors. Plato de Rep., Bks. I. and II.; Plautus; Terence.	I can only answer this inadequately. Lessons are usually an hour each. A boy is called upon to construe. He stands up and reads from 6 to 12 lines in the original, then translates into English without repeating the Latin or Greek. All mistakes, as a rule, are at once noticed, accuracy being valued far more than fluency; they are passed to others in different parts of the form, and both the mistake itself and good or bad answers from others freely commented on. When the passage is finished, the construer sits down, and the difficult words or thoughts in the passage form subject for questions addressed generally, in the first instance, to the boy who has just construed, but passed from him to any others in the form. The exact meaning, derivation, and parsing of difficult words, illustrations of their various meanings from other authors, passages from English or ancient authors expressing the same or opposite thoughts, the laws of grammar which the passage exemplifies or appears to contradict, the points of difference between English and Latin or Greek, form the subject for these questions. But it is a part of his work which it is simply impossible for a teacher to describe. From 3 to 6 or 7 boys construe in each lesson according to the difficulty of the author and the proficiency of those who are called up. Every boy receives a mark for his performance in a register used for the purpose, and these marks, together with those for composition and other subjects, are added together at the end of the half-year, and count equally with the examination for the order of merit in which the list is arranged. It is necessary to state that up to 1858 the two divisions of the 6th form had been taught separately, being united only in divinity and history lessons. At present they form one form, being only divided in composition done in school, in translations into English, on paper, as above, and occasionally when a specially difficult author is read. Of the work enumerated under 3, only the Plato, part of the Virgil, and the Speeches of Thucydides were done separately, the composition master in each case taking the lower sixth.	Horace, Odes, 500 lines; Æn. IV., 400 lines as a minimum; Georgics I. and II., 400 lines; Sophocles, about 250 lines. The greater part of the Epistle to the Romans, ch. i.-viii., learnt by heart, so as to read the English into Greek memoriter. Besides this, other portions of the classical works mentioned above were learnt voluntarily, and marks given for them.	The substance and matter of all the books enumerated under 3 are expected to be prepared for the quarterly and half-yearly examinations. This list will therefore be the same as that under 3. Of course more stress is laid on retaining the matter in the historical and philosophical books, and perhaps most care is devoted to the mastery of the substance of the Divinity and the Guizot.

Divisions of Marlborough College.

7. The Kinds and Quantities (so far as they can be given) of Composition done in the Form in the same Year.					8. Other Subjects of Instruction forming Part of the regular Work of the Form, and taught either by Lecture, Demonstration, Experiment, or Observation, with the Amount of Time devoted to them, or of Ground gone over in the same Year.	9. Methods employed to test Proficiency in such "other Subjects."
	ORIGINAL.					
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None, as part of the regular work.	7 hexameter copies, about 40 lines each, some much longer.	None.	None.	Under this head would come the divinity, historical, French, and mathematical lessons; divinity two hours a week, French and history, ditto; mathematics, 4 or 6 ditto. 1. In divinity, the amount read of the New Testament and the LXX. in the past year is only Rom. i.–viii. and the book of Joshua. The extreme difficulty of the Epistle to the Romans makes it necessary to proceed with unusual slowness, but the result in awakening intelligent interest in the subject was with many most satisfactory. As a general rule, those who do badly in this subject do badly also in history, or in essays, or in any subject that requires reflection. 2. In the historical lessons which for some time past have been amalgamated with the French, a portion of Guizot, about 10 or 12 pages, is set; only parts of this are construed, as otherwise the amount done in two lessons a week would be absurdly small; but boy after boy is called upon to give the substance of sentence after sentence of Guizot, and certain parts are translated, a most valuable exercise. They are encouraged, not compelled, to analyse it for themselves before they come in. Questions are asked in the history of the time, and on any portion of history which may serve to illustrate what they read, and every means employed to interest them in the book. The subject of the connection between the French and other languages is worked as far as my own knowledge enables me to do. I may add that I believe it to be in many ways the most useful lesson which I have, and that I learn from it the capacities and intellectual promise of my pupils more than from almost any other subject which I teach. At the end of each half-year two papers are set, the one in the language, the other in the matter. As a general rule, the amount of knowledge of French which boys bring with them into the form is low. I can only aim at teaching enough to make French historical writers readily available. 3. *Mathematics*:— (1.) Four regular lessons weekly, the 6th form and upper 5th being divided into three sets, according to proficiency in mathematics. (2.) For two hours on Thursday afternoons the 6th form is divided into three divisions; each boy joins one, either for "extra classics" or "extra mathematics," or else joins some of the modern school in an "English language" class, so that a promising mathematician can get six hours a week out of the regular school hours.	Besides the marks given during the lessons in these subjects, there are at the end of each half-year examination papers; as a rule these are 4, one in the New Testament subject, one in the old do., one in the history and matter of the Guizot (or Thierry, Villemain, or other author), one in the French of do. The marks given for these papers carry considerable weight, both in adjudging exhibitions and scholarships, and also in determining the order of the form. The marks given for mathematics, both in the half-year and at the examinations, are added to the other marks, and considerably influence the result.
Prose.	5 essays; length of, from one to three letter sheets of paper.	3 Latin essays, minimum length 30 lines, some much longer.	None.	None.		
	TRANSLATION.					
Verse.	We set them occasionally, but none, I think, this year.	*Done out of School.* 20 elegiac copies, about 20 lines long, from various authors; 11 of hexameters, same length; 2 lyrics. *In School.* 3 elegiacs and 2 hexameters, about 10 or 12 lines long.	*Out of School.* 14 iambic exercises, from 16 to 20 lines long, mainly from Shakespeare. *In School.* 7 iambics, about 10 lines.	None.		
Prose.	Twice each week a passage is translated at length on paper from some Latin or Greek author. It is looked over and marked as a "copy."	*Out of School.* 12 copies, various authors, about 20 lines. *In School.* 9 copies, 14 or 15 lines, English.	*Out of School.* 13 exercises, various authors, about 20 lines. *In School.* 4 exercises, about 10 or 14 lines.	None. None.		

MARLBOROUGH.] TABLE C.—*continued.*

1. Authors or Books used (not being mere Books of Reference), with the Editions.	2. Authors or Books used being merely Books of Reference, including Maps and Illustrations.	3. Authors construed or translated *vivâ voce*, and the Quantity of each in the Year ending with the Summer Holidays 1862.	4. Method of hearing the Form in such construing or translating Lessons.	5. Authors whose Language has been committed to Memory, and the Quantity of each in the same Year.	6. Authors whose Substance and Matter have been committed to Memory and the Quantity of each in the same Year.
Every boy is obliged to have a copy of the text of the author he is reading without foot-notes from which he construes at lesson, *e.g.*: Plato, *vol. of Teubner's edition*; Sophocles, *Oxford edition*; Cicero, *vol. of Teubner's edition*; Livy, *vol. of Tauchnitz edition*; Virgil, *Oxford edition*; Horace, *Oxford edition*; Ovid, *vol. of Tauchnitz edition*; Greek Testament, *Oxford edition*. Besides these, he is advised to have some annotated edition of the particular work, as,—*Stallbaum's* Apology (Latin or English edition); *Schneidewin's* Œd. Rex (or Ajax), edited by *Kerchever Arnold*, (nearly all would have this); or *Wünder's* Œd. Rex (or Ajax); *Mayor's* 2nd Philippic; *Conington's* Virgil (very few would have this); *Macleane's* Horace, *school edition* (most would have this); *Paley's* Fasti; *Alford's* Greek Testament (few have this). A boy is also encouraged to consult other books bearing on what he is reading, in the school library, as Conybeare and Howson's Life of St. Paul, Grote's Greece, &c.; most of the best boys do so.	Every boy is expected to have—Smith's Classical Dictionary, Kiepert's Ancient Atlas. He is also encouraged to consult Smith's large Dictionaries, Biographical, Geographical, Biblical, &c. in the school library. Liddell and Scott's Greek Lexicon (nearly all have the large edition;) Andrew's or Smith's Latin Dictionary; Yonge's English-Latin Dictionary; Hamilton's English-Greek Dictionary (Chambers' series); Kennedy's Latin Grammar; Kennedy's Greek Grammar. Every boy has also Smith's Greece and Liddell's Rome, which he is advised to use as books of reference.	Greek:—Plato, Apology, Crito, Phœdo, chap. i.–xii., and lxiii.-lxiv.; Sophocles, Œdipus Rex, lines 1-862, Ajax, lines 1-865. Latin:—Cicero, Philippics, 2 and 9; Livy, Bk. V., c.i.-xxii. xxxiii–lv.; Virgil, Georgics, IV. and part of III.; Horace, Epodes and Ars Poetica; Ovid's Fasti (selections, about 500 or 600 lines). Greek Testament:—Acts, chapters xii. to end. French:—Voltaire, Siècle de Louis XIV., Voltaire, Charles XII.; Molière, Misanthrope; Michelet, Renaissance. (Different amounts of each book in different sets.)	A boy is "called up;" he reads a few lines (*e.g.*, in Horace, 2, or at most 3 stanzas), and then proceeds to construe them. Sometimes he is interrupted, sometimes he is allowed to finish his passage, and then criticised; the object in either case being to allow no false, inadequate, or clumsy rendering to pass. Other boys are appealed to to suggest improvements upon such a rendering, which are accepted or condemned, with more or less discussion of their merits, until a satisfactory translation is arrived at. Then such questions are asked as are naturally suggested by the passage, as,—"Why have we the subjunctive ———?" "Parse———." "Who was ———?" "Where is ———?" "What does this mean in your own words?" Such questions being generally (but, of course, not always) addressed primarily to the boy who has construed the passage, and then passed to others, according to no fixed method. Then another boy takes the next few lines, and so on. From 5 to 8 are called up in an hour. The selection of them is (or, at least, is made to appear) as arbitrary as possible. Places are not taken, but the boys are marked for construing and for questions answered. The aim in view is, that a boy should, through a careful consideration of the language, arrive first at a clear understanding of his author's meaning, and then be able to express it faithfully in idiomatic English, and in good taste. The master generally construes the lesson finally in longer portions, as, for instance, an ode of Horace at a time, so as to present it to the boys as a whole. Three other elements in the method of teaching the form should be noticed as very important (in their bearing, at least, on "construing lessons":)— (1.) Unseen Passage.—Every week (see D. and column 7 of C.) a passage of 15 or 20 lines, selected from some Greek or Latin book, which no boy in the form has read, is translated on paper, in school and under the eye of the master, with no aid except a dictionary for a Greek passage. It is afterwards looked over by him, and marked so as to tell seriously upon the total for the week. The papers are then returned (in school) to their authors, mistakes pointed out, and the passage fully explained to them in a sort of lecture upon it. This is most valuable as a test of a boy's real independent power over the language, and enables the master to tell, almost with certainty, if a boy resorts for his ordinary construing lessons to his neighbours, or Bohn's Classical Library. (It should be added that this plan is also adopted in the other two divisions of the fifth, the only difference being that a dictionary is allowed for Latin as well as Greek.) (2.) Grammar.—Constant reference to the method of analyzing the compound sentence given in Kennedy's Latin Grammar (Syntax, Part II.) is found most valuable, especially in Livy lessons. This part of the grammar is learnt by heart in all 3 divisions of the fifth, its thoughtful application insisted upon, and examples from it perpetually asked for in construing lessons. (3.) Correction of Composition.—When the master has looked over a set of copies, he returns them to their authors, as in the case of the "unseen passage," and gives a similar lecture on common mistakes (of which he has previously made notes) with other general observations on the passage and way of rendering it, and finally gives a revised copy, partially compiled, when possible, from the copies sent up to him. This saves the necessity of much time spent (though some is always so spent) in talking to each boy individually about his performance, and effects the end of improving the composition of the whole better than if much time were devoted to individual teaching.	Virgil, about 400 lines; Horace, about 550 lines; Ovid, about 200 lines; Sophocles, about 350 lines. Kennedy's Latin Grammar, Syntax, Part II.; Kennedy's Greek Grammar, Syntax, Parts II., III.	Besides those named under 3:—Smith's Greece, the Persian and Peloponnesian wars; Liddell's Rome, from the beginning to the end of the war with Pyrrhus; Old Testament History (in English Bible) from Solomon to Nehemiah.

FIFTH FORM, UPPER DIVISION, 25 BOYS.

TABLE C.—*continued.* [MARLBOROUGH.

7. The Kinds and Quantities (so far as they can be given) of Composition done in the Form in the same Year.					8. Other Subjects of Instruction forming Part of the regular Work of the Form, and taught either by Lecture, Demonstration, Experiment, or Observation, with the Amount of Time devoted to them, or of Ground gone over in the same Year.	9. Methods employed to test individual Proficiency in such "other Subjects."
ORIGINAL.					None.	None.
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	None.	None.	None.		
Prose.	None.	None.	None.	None.		
TRANSLATION.						
Verse.	None.	31 copies, about 460 lines from different English poets.	14 copies, about 160 lines, usually from Shakespeare (with considerable help given).	None.		
Prose.	30 copies, translations from different Greek and Latin authors, Sophocles, Plato, Livy, Horace, Virgil, Homer.	30 copies, from different English prose authors (each copy about 16 or 20 lines).	6 copies of sentences constructed for the purpose.	French exercises for the use of Marlborough College.		

MARLBOROUGH.] TABLE C.—*continued.*

1. Authors or Books used, (not being mere Books of Reference), with the Editions.	2. Authors or Books used, being merely Books of Reference, including Maps and Illustrations.	3. Authors construed or translated *vivâ voce*, and the Quantity of each in the Year ending with the Summer Holidays 1862.	4. Method of hearing the Form in such construing or translating Lessons.	5. Authors whose Language has been committed to Memory, and the Quantity of each in the same Year.	6. Authors whose Substance and Matter have been committed to Memory, and the Quantity of each in the same Year.
Herodotus, *Oxford edition*; Virgil, do.; Medea of Euripides, edited by *T. K. Arnold*; Greek Anthology (*Wilkins*); Sallust, *Oxford edition*; and also Sallust, edited by *G. Long*; Voltaire's Louis XIV. and Charles XII.	Liddell and Scott's Greek Lexicon (smaller edition); Smith's Latin-English Dictionary (smaller edition generally); Yonge's English-Latin Dictionary; Kennedy's Latin Grammar; Wordsworth's Greek Grammar; Harrow School Atlas (modern).	Greek:—Herodotus, Book VII., sec. 37–72; Book I., 28–58; Euripides, Medea, line 1–550 (omitting choruses): in the Anthology Homer's Odyssey, Book I., line 1–360. Latin:—Virgil, Æn. V. (all) and XII., 790–end; Sallust Jugurtha, chap. v.–xlviii. French:—Voltaire's Siècle de Louis XIV. (amount various); Voltaire's Charles XII. (amount various).	This is the highest of the place-taking forms in the school. Some 7 or 8 boys are generally put on to construe in the course of an hour's lesson. A boy stands up and reads about four lines aloud; any mistake he may make in pronouncing a word is immediately corrected by one of the three boys next below him, or by one still lower, in default, the boy who corrects going above the reader. The reader will then begin to construe, and suffers for any mistakes he may make as before. As the boy's translation is seldom little more than a bald and literal translation, he is generally asked to state the meaning of the passage in his own words, and then to try to adapt any of his own words or phrases as far as is allowable, while any one below offering a better rendering is allowed to profit by it. Many suggestions will thus be made by the boy himself or by others, some of which will be taken up, and the boys themselves made to think and state why such and such a particular translation is inapplicable. Parsing and syntax (with mythological and other questions arising out of the passage construed) will also be asked, but these, in a construing lesson, are more confined to anything *peculiar*, either in idiom, construction, or form of a word; this parsing and syntax of the reading book in use forming generally part of the regular Greek and Latin grammar lessons. The same process is repeated with as many as can be put on to construe in the hour. The master of the form generally construes the passage just done by a boy, or as often will wait and construe some 12 or more lines. The form is kept alive as much as possible by making the questions come round quickly, and individual boys being suddenly asked for an answer. As aids to construing, there are regular hours for grammar lessons, at which the parsing of the particular book in use is gone more fully into, with questions asked about the syntax. In Latin grammar lessons, the Latin construing book for the time being is brought in, and the substance of the syntax of the compound sentence explained verbally as much as possible, and as far as the master thinks his form capable of understanding it. The Latin composition is looked over by the master out of school, and the mistakes of the several boys noted down by him. On composition afternoons, the first half-hour or more is spent in talking over and explaining to the whole form, aloud, the last piece set for composition, reading out the different mistakes, and making the boys themselves correct each other's mistakes, with place-taking, and showing different ways of turning any passage in question, and how to express in Latin what they have turned awkwardly. This is also always a good opportunity for making the form apply the grammar they have learnt orally. This plan of correcting composition aloud has been found useful, as, not only does the whole form derive benefit by open correction of its several members' mistakes, but great time is saved for the master, which would otherwise have to be given to each boy separately, though this, as it is, is also done to a considerable extent.	Virgil, 450 lines; Shakespeare, Henry VIII., about 300 lines; Milton, Paradise Lost, Book I., about 250 lines. For holiday task, Milton's Paradise Lost, Book VI., first 260 lines.	Besides those named under head 3:— English History:—The Student's Hume, from the accession of Henry VII. to the year 1642. Old Testament history:—From the death of Solomon till the accession of Jehu; I. Kings, xii.; II. Kings, xi., with parallel chapters in the Chronicles. New Testament (in English Bible):—The Acts. As extras:— Prescott's Conquest of Peru, 2 Books; Life of Wellington, from the Railway Library; the Saxon Period in the Student's Hume.
Kennedy's Latin Grammar; Wordsworth's Greek Grammar; *K. Arnold's* Eclogæ Ovidianæ; *Kennedy's* Palæstra Latina; Markham's History of England; Cornewall's Geography; Wilkins' Greek Delectus.	Keith Johnston's small School Atlas; Smith's small Latin Dictionary; Smith's small Classical Dictionary.	Ovid, 250 lines or thereabouts; Palæstra, 10 or 12 pages; Greek Delectus, about 20 pages.	A Latin lesson consists of 8–10 lines of Ovid, or 12–16 lines of Palæstra; frequently, besides the construing, several words are marked, and each boy is required to bring a written explanation of their construction, according to the rules of syntax which have been learned in the grammar lessons. One boy after another is called on to construe a short piece of the lesson, till the whole has been done once. The construing is made as literal as possible at this stage; mistakes as they occur are corrected by questions passed round the form, sometimes in regular order, sometimes in no order at all, if attention flags. Actual grammatical mistakes, *e.g.*, construing a tense by its wrong English equivalent, are discouraged by the loss of a fixed number of places for the boy who originally made the mistake, and all who fail to correct it. If the lesson contains a narrative, or a portion of a narrative, a boy is called on to tell the story in his own language. The lesson is then construed through once again by other boys, who are each called on to construe about double the quantity which was construed by those who construed previously. At this stage the boys are required to produce, first the literal translation, and then the English idiom which may be necessary; this was elicited from the boys by questioning, as described above, if possible; if not, they were told it by the master. After the lesson has been twice construed, a great many questions on parsing are asked, and the explanation is required of all except the very commonest constructions which exemplify the rules of Latin syntax which are learned in the form. This is the part of the lesson which, more than any other, tests the common sense of the boys, and their power of applying rules which have been carefully explained to them in former lessons. After this the master construes the lesson, continually stopping and calling on boys who have been inattentive during the lesson to take up the construing at some important word. If the lesson has been easy, so as to be finished soon, the books are closed, and English words or idioms which have occurred during the lesson are passed about the form, the boys being required to give the Latin for them. In Greek lessons the same routine is followed, except that no questions in Greek syntax are asked, as the boys have not yet learned any. But where striking similarities to, or divergences from, the Latin syntax occur, they are made the subject of questions. In both Greek and Latin lessons, pains are taken to get the boys to observe and quote examples from the books which they are reading, as well as those which they have learned from the Latin grammar.	Ovid, about 100 lines; Poems of Sir W. Scott, or Selection of English Poetry used in the Liverpool Collegiate School, 300 lines, about; Latin and Greek grammar form the greatest part of the repetition lessons.	None.

UPPER SHELL FORM. 30 BOYS.

LOWER SHELL FORM. 30 BOYS.

TABLE C.—*continued.* [MARLBOROUGH.

7. The Kinds and Quantities (so far as they can be given) of Composition done in the Form in the same Year.					8. Other Subjects of Instruction forming Part of the regular Work of the Form, and taught either by Lecture, Demonstration, Experiment, or Observation, with the Amount of Time devoted to them, or of Ground gone over in the same Year.	9. Methods employed to test individual Proficiency in such "other Subjects."
ORIGINAL.					None.	None.
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	None.	None.	None.		
Prose.	None.	None.	None.	None.		
TRANSLATION.						
Verse.	None.	34 copies set of from 12 to 16 lines, each making from 400 to 500 lines, from Walford's and Oxenham's elegiacs, &c.	None.	None.		
Prose.	None.	About 40 copies, English prose, from various sources; often composed expressly; each copy about 17 or 18 lines.	None.	French exercises for the use of Marlborough College.		
ORIGINAL.					None.	None.
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	None.	None.	None.		
Prose.	None.	None.	None.	None.		
TRANSLATION.						
Verse.	None.	Literal translations from Ovid or Tibullus. The quantity is very variable; about 25 lines a week would be a rough average.	None.	None.		
Prose.	None.	Quantity so variable that no average can be struck. Sentences are made, or translated from an easy Latin author, by the master, framed to introduce as much as possible words and phrases which have occurred in lessons. Sometimes Bradley's Latin exercises are used.	None.	French exercises published for the use of Marlborough College, are done by the highest French division of the form.		

MARLBOROUGH.] TABLE D.

Tabular Returns (D.) for the several Divisions of Marlborough College.

Sixth Form, Upper and Lower Divisions, 30 Boys.
The Head Master. Assisted by C. W. Moule, Esq., M.A.

No. 1.—Lessons and Compositions during Half-year ending December 17, 1861.

	Lessons.	Compositions.
Sunday	4½ to 5½. Epistle to the Romans, or Book of Joshua in LXX.	Three compositions set on Monday. 1. The master's copy, oftenest Latin prose, or Latin hexameters (translation or original), or English or Latin essay. 2. Greek prose and Greek verse alternately. 3. Translation into Latin verse, varied occasionally with other kinds of composition. Of these :— 1 is given up on Friday. 2 on Wednesday. 3 on Saturday.
Monday	7.20. to 8.20. Same as Sunday. 11 to 12. Juvenal; 2nd quarter, Aristophanes, Nubes. 12 to 12.20 or 12½. A short lecture on composition done in school on Saturday. 3 to 4, or in winter 5¾ to 6¾. Mathematics.	
Tuesday	7.20 to 8.20. Odyssey; 2nd quarter Livy V. 11 to 12. Juvenal, Aristophanes. 12 to 12½ or 1. Translation on paper of Greek or Latin at sight. 3 to 4, or 5½ to 6¾. Guizot's Civilization en France.	
Wednesday	7.20 to 8.20. Guizot. 10 to 11. Odyssey, Livy. 11 to 12. Mathematics. Half Holiday for upper and modern schools.	
Thursday	7.20 to 8.20. Virgil Æneid, IV., Plato de Rep. Bk. X. 11 to 12. Juvenal, Aristophanes. 12 to 12.20. Short lecture on passage done on Tuesday. 3 to 5 or 4¾ to 6¾. Extra classics or extra mathematics, (explained in Table C.)	
Friday	7.20 to 8.20. Virgil's Æneid IV., Plato de Rep., X. 11 to 12. Juvenal, Aristophanes. 12 to 12½ or 12¾. Unseen translation as on Tuesday. 3 to 4. Mathematics; in winter, 6¾ to 7¾.	
Saturday	7.20 to 8.20. Virgil's Æneid, IV., Plato de Rep., X. 10 to 11. Mathematics. 11 to 12½. Greek or Latin composition done in school at sight. 3½ to 4½ or 5, or 5½ to 6¾. Some one or other of the above classical lessons.	

Summary of Lessons.

Greek and Latin including composition done in school (11)	13 hours.
Mathematics	4 or 6
Divinity	2
History and French	2
Classics or Mathematics, according to choice	2
Total	23 hours.

No. 2.—Lessons and Compositions during Half-year ending June 25, 1862.

	Lessons.	Compositions.
Sunday	3½ to 4½. Epistle to the Romans.	Same as in No. 1.
Monday	7.20 to 8.20. Epistle to the Romans. 11 to 12. Demosthenes; 2nd quarter, Cicero de Oratore. 12 to 12½. Short lecture on Saturday's composition. 3 to 4, or 5½ to 6¾. Mathematics.	—
Tuesday	7.20 to 8.20. Demosthenes, Cicero de Oratore. 11 to 12. Demosthenes, Cicero de Oratore. 12 to 12½ or 12¾. Translation from Greek or Latin on paper. 3 to 4 or 5¾ to 6¾. Guizot's Civilization en France.	—
Wednesday	7.20 to 8.20. Guizot, occasionally substituting a classical lesson. 10 to 11. Demosthenes, Cicero de Oratore. 11 to 12. Mathematics. Half Holiday for upper and modern schools.	—
Thursday	7.20 to 8.20. Demosthenes, Cicero de Oratore. 11 to 12. Demosthenes, Cicero de Oratore. 12 to 12.20. Short lecture on translation of Tuesday. 3 to 5, or 4¾ to 6¾. Extra classics, or extra mathematics.	—
Friday	7.20 to 8.20. Demosthenes, Cicero de Oratore. 11 to 12. Demosthenes, Cicero de Oratore. 12 to 12½. Translation from Greek or Latin on paper. 3 to 4, or 5¾ to 6¾. Mathematics.	—
Saturday	7.20 to 8.20. Demosthenes, Cicero de Oratore. 10 to 11. Mathematics. 11 to 12¾. Composition done in school at sight. 3½ to 4¾ or 5½ to 6¾. Some classical lesson, if not a given half holiday.	—

Summary of Lessons.

Greek and Latin	13 hours.
Mathematics	4
Divinity	2
History and French	2
Classics or Mathematics (according to choice)	2
Total	23 hours.

Fifth Form, Upper Division, 25 Boys.
E. H. Fisher, Esq., M.A.

No. 1.—Lessons and Compositions during Half-year ending December 15, 1861.

	Lessons.	Compositions.
Sunday	4 to 5½. Greek Testament, 7½ to 7.50. Bible by heart (usually).	Latin verse set on Tuesday afternoon, given up at 10 on Wednesday morning, always translation, generally elegiacs (16 lines required), occasionally hexameters (16 lines required) or Greek iambics (12 lines) instead. Latin prose, set on Thursday afternoon, given up on Friday morning at 10, always translation (16 or 20 lines). Short pieces of composition of the above kinds, also occasionally given on Tuesday (10 to 11), or Friday, (10 to 11) or Saturday, (3 to 5) and given up in school, occasionally also a few sentences for translation into Greek prose.
Monday	7.20 to 8.20. Old Testament (in English). 10 to 11. French. 11 to 12. 1st quarter, Virgil, Georgic IV.; 2nd quarter, Cicero's 2d Philippic. 3 to 4. Mathematics.	
Tuesday	7.20 to 8.20. Ovid's Fasti (or Livy). 10 to 11. Repetition; Grammar, &c. 11 to 12. 1st quarter, Plato's Apology; 2nd quarter, Sophocles' Œdipus Rex. 3 to 5¼. Grammar by heart, Latin verse composition.	
Wednesday	7.20 to 8.20. History (Smith's Greece). 10 to 11. 1st quarter, Virgil's Georgic IV.; 2nd quarter, Cicero's 2nd Philippic. 11 to 12. Mathematics. Half Holiday.	
Thursday	7.20 to 8.20. 1st quarter, Plato's Apology; 2nd quarter, Sophocles' Œdipus Rex. 10 to 11. French. 11 to 12. Unseen passage. 3 to 5¼. Grammar by heart, Latin prose composition.	
Friday	7.20 to 8.20. History (Smith's Greece). 10 to 11. Repetition, Grammar. &c. 11 to 12. 1st quarter, Plato's Apology; 2nd quarter, Sophocles' Œdipus Rex. 3 to 4. Mathematics.	

TABLE D.—*continued.* [MARLBOROUGH.

	Lessons.	Compositions.
Saturday	7.20 to 8.20. 1st quarter, Virgil Georgic IV.; 2nd quarter, Cicero's 2nd Philippic.	
	10 to 11. Mathematics.	
	11 to 12. Livy, Book V. (or Ovid).	
	3 to 5. (When not a half holiday) Greek iambics (generally).	

SUMMARY OF LESSONS.

Latin construing lessons	5 hours.
Greek	3 ,,
Other classical lessons	7½ ,,
Divinity and History	4½ ,,
Mathematics	4 ,,
French	2 ,,
Total	26*

* Exclusive of two hours on Saturday.

Note.—During the winter quarter, the afternoon hours are:—
5¾ to 6¾ instead of 3 to 4.
4¼ to 6¾ ,, ,, 3 to 5¼.
throughout the school.

No. 2.—Lessons and Compositions during Half-year ended June 24, 1862.

	Lessons.	Compositions.
Sunday	As in No. 1.	—
Monday	11 to 12. 1st quarter, Horace's Epodes and Ars Poetica; 2nd quarter, Cicero's 2nd and 9th Philippic. The rest of Monday as in No. 1.	—
Tuesday	11 to 12. 1st quarter, Plato's Crito; 2nd quarter, Sophocles' Ajax. The rest of Tuesday as in No. 1.	—
Wednesday	7.20 to 8.20. History (Liddell's Rome).	—
	10 to 11. 1st quarter, Horace's Epodes and Ars Poetica: 2nd quarter, Cicero's 2nd and 9th Philippic. The rest of Wednesday as in No. 1.	
Thursday	7.20 to 8.20. 1st quarter, Plato's Crito; 2nd quarter, Sophocles' Ajax. The rest of Thursday as in No. 1.	—
Friday	7.20 to 8.20. History (Liddell's Rome).	—
	11 to 12. 1st quarter, Plato's Crito; 2nd quarter, Sophocles' Ajax. The rest of Friday as in No. 1.	
Saturday	7.20 to 8.20. 1st quarter, Horace's Epodes and Ars Poetica; 2nd quarter, Cicero's 2nd and 9th Philippic. The rest of Saturday as in No. 1.	—

FIFTH FORM, MIDDLE DIVISION, 25 BOYS. A. MARTIN, ESQ., M.A.

Lessons and Compositions during Half-year ending June 1862.

	Lessons.	Composition.
Sunday	4 to 5¼. Old Testament (Kings and Chronicles).	—
	7¾ to 7.50. Bible by heart, or Old Testament lesson continued.	
Monday	7.20 to 8.20. Greek Testament (the Acts of the Apostles).	Latin prose on Tuesday afternoon, shown up at 1½ p.m. on Wednesday. Always translation (about 15 lines).
	10 to 11. French.	
	11 to 12. Mathematics.	
	3 to 4. Horace Odes, 1st qr.; Livy, 2nd qr.	
Tuesday	7.20 to 8.20. Herodotus, 1st qr.; Euripides Hercules Furens, 2nd qr.; with repetition. (Horace, &c.)	
	10 to 11. Horace, 1st qr.; Livy, 2nd qr.	
	11 to 12. Mathematics.	
	3 to 5¼. Grammar and Latin prose composition.	
Wednesday	7.20 to 8.20. Herodotus, 1st quarter; Euripides, 2nd quarter.	
	10 to 11. History, Liddell's Rome.	
	11 to 12. Unseen passage. Half Holiday.	
Thursday	7.20 to 8.20. Herodotus, 1st quarter; Euripides, 2nd quarter, with repetition.	Latin verse on Thursday afternoon. Shown up at 1½ p.m. on Friday. Always translation of English verse into Latin elegiacs (10 or 12 required).
	10 to 11. French.	
	11 to 12. Mathematics.	
	3 to 5¼. Questions in the parsing of the Greek subject answered on paper, and Latin verse composition.	
Friday	7.20 to 8.20. Herodotus, 1st quarter; Euripides, 2nd quarter.	
	10 to 11. Horace, 1st quarter; Livy, 2nd quarter.	—
	11 to 12. Various; sometimes a lecture on the composition, or unseen passages done in the preceding week.	
	3 to 4. Grammar; Arnold's Greek exercises, *vivâ voce*.	
Saturday	7.20 to 8.20. Herodotus, 1st quarter; Euripides, 2nd quarter, with repetition.	
	10 to 11. History, Liddell's Rome.	—
	11 to 12. Mathematics.	
	3 to 5. (If not a half holiday) composition or construing lesson learnt and said in school.	

SUMMARY OF LESSONS.

Latin construing lessons	3 hours
*Greek ditto	4 ,,
Other classical lessons	8½ ,,
Divinity and history	4½ ,,
Mathematics	4 ,,
French	2 ,,
Total	26 — (Exclusive of Saturday afternoon).

* There are 5 Greek construing lessons, but 4 hours, as the repetition (for which grammar is occasionally substituted) occupies some time.

FIFTH FORM, LOWER DIVISION, 27 BOYS. F. E. THOMPSON, ESQ., M.A.

Lessons and Compositions during First Half, 1862.

	Lessons.	Compositions.
Sunday	4 to 5¼. Greek Testament. Acts of the Apostles.	—
	7¾ to 7.50. Reading aloud. Paradise Lost.	
Monday	7.20 to 8.20. Old Testament. 2 Kings and 2 Chronicles.	—
	10 to 11. Horace Odes, Bk. IV. 2nd quarter, Livy, Book II.	
	11 to 12. Mathematics.	
	3 to 4. Livy, Bk. II., frequently with Latin Syntax.	
Tuesday	7.20 to 8.20. Herodotus, Book II., 2nd quarter, Euripides, Hercules Furens. Repetition. Horace, 2nd quarter Julius Cæsar.	—
	10 to 11. French, Charles XII.	
	11 to 12. Mathematics.	
	3 to 5¼. Latin Syntax, Latin Prose.	
Wednesday	7.20 to 8.20. Herodotus; 2nd quarter, Euripides.	Latin prose set on Tuesday afternoon, given up at 1¼ on Wednesday.
	10 to 11. History, Liddell's Rome.	
	11 to 12. A translation on paper in English prose from some classical author not read in form. Half Holiday.	

Lessons.			Compositions.
Thursday	7.20 to 8.20.	Herodotus; 2nd quarter, Euripides. Repetition.	Very often a short copy done in school when a grammar lesson is said.
	10 to 11.	Greek Syntax and Arnold's Greek exercises.	
	11 to 12.	Mathematics.	
	3 to 5½.	Latin Syntax } Latin or Greek do. } verses.	
Friday	7.20 to 8.20.	Herodotus; 2nd quarter, Euripides.	Latin verse (12 or 14 lines from an English poet into elegiacs) set on Thursday afternoon, given up on Friday at 1½.
	10 to 11.	French, Charles XII.	
	11 to 12.	Horace Odes, Bk. IV.	
	3 to 4.	Horace; 2nd quarter, Livy.	
Saturday	7.20 to 8.20.	Herodotus; 2nd quarter, Euripides. Repetition.	Once or twice (in half year) a copy of English verse (consisting of a translation from a Latin poet) done out of school.
	10 to 11.	History, Liddell's Rome. 6 Greek verbs parsed on paper.	
	11 to 12.	Mathematics.	
	3 to 5.	Miscellaneous work, generally composition (when not a half holiday).	

SUMMARY OF LESSONS.

Greek	7
Latin	9
Divinity	2
History	2
French	2
Mathematics	4
Total	26* hours.

* Exclusive of 2 hours on Saturday.

UPPER SHELL FORM, 30 BOYS. W. MANSELL, ESQ., B.A.

Lessons and Compositions during the Half-year ending Midsummer 1862.

Lessons.			Compositions.
Sunday	4 to 5½.	New Testament (English), Acts xiv. to end.	—
	7½ to 8.	Preparation of Old Testament lesson.	English prose of from 18 to 20 lines to be turned into Latin prose every Tuesday afternoon in school.
Monday	7.20 to 8.20.	Old Testament, 2 Kings.	
	10 to 11.	Greek construing lesson; Herodotus, 1st quarter; Homer, Od. i., 2nd quarter.	
	11 to 12.	Algebra, arithmetic, or Euclid.	
	3 to 4.	Latin or Greek grammar, with parsing.	
Tuesday	7.20 to 8.20.	Greek construing lesson, with repetition.	—
	10 to 11.	Voltaire's Charles XII., with grammar.	
	11 to 12.	Algebra, arithmetic, or Euclid, repetition of fair copy of Latin prose.	
	3 to 5½.	Latin prose composition.	
Wednesday	7.20 to 8.20.	History of England (Student's Hume).	
	10 to 11½.	Greek construing lesson with repetition.	
	11½ to 12.	Composition, short sentences into Latin prose.	
		Half Holiday.	
Thursday	7.20 to 8.20.	Latin construing lesson, Virgil Æn. V., 1st quarter; Sallust Jugurtha, 2nd quarter.	On Wednesday morning from 11½ to 12 short English sentences are given to turn into Latin prose.
	10 to 11.	Greek or Latin grammar with parsing.	
	11 to 12.	Arithmetic, algebra, or Euclid, repetition of fair copy of Latin verses.	On Thursday afternoon nearly two hours are spent in doing Latin verses. Oxenham's Latin Elegiacs being chiefly used, or English to be turned literally into Latin.
	3 to 5½.	Latin verse composition.	
Friday	7.20 to 8.20.	Latin construing lesson with repetition.	
	10 to 11.	Voltaire's Charles XII., with grammar or exercises.	
	11 to 12.	English History, Student's Hume.	
	3 to 4.	Greek or Latin grammar with parsing.	
Saturday	7.20 to 8.20.	Latin construing lesson with repetition.	Two hours on Saturday, if not a half holiday, are devoted to composition, chiefly *viva voce*. (Composition done mostly in school, but occasionally finished out of school hours.)
	10 to 11.	Same lesson continued with grammar.	
	11 to 12.	Arithmetic, algebra, or Euclid.	
	3 to 5.	If not a half holiday, Latin prose composition, generally orally.	

SUMMARY OF LESSONS.

History	2
Divinity	2½
Greek construing	3
Latin construing	3
Grammar	4
Mathematics	4
French	2
Composition	7½
Total	28* hours.

* Inclusive of Saturday.

FOURTH FORM, UPPER DIVISION, 32 BOYS. REV. H. E. BOOTH, M.A.

Lessons and Compositions during the Half-year ending Midsummer 1862.

Lessons.			Compositions.
Sunday	4 to 5½.	Acts.	All composition is done and given back corrected in school. The number of verses done in a week, varies from 5 to 15; prose, about 20 lines, all translation.
	7½ to 7.50.	2 Kings.	
Monday	7.20 to 8.20.	2 Kings.	
	10 to 11.	Mathematics.	
	11 to 12.	Latin grammar and composition.	
	5¾ to 6¾ } 3 to 4 }	Virgil Æn. V., 1st quarter, or Sallust, Bell. Jug., 2nd quarter.	
Tuesday	7.20 to 8.20.	Herodotus I., or, 2nd quarter, Homer's Odyssey I., with repetition.	
	10 to 11.	Greek grammar.	
	11 to 12.	French.	
	4½ to 6¾ } 3 to 5¼ }	Composition.	
Wednesday	7.20 to 8.20.	Virgil; 2nd quarter, Sallust with repetition.	
	10 to 11.	Mathematics.	
	11 to 12.	History, Student's Hume.	
		Half Holiday.	
Thursday	7.20 to 8.20.	Herodotus; 2nd quarter, Homer with repetition.	
	10 to 11.	Mathematics.	
	11 to 12.	Latin grammar and composition.	
	4½ to 6¾ } 3 to 5¼ }	Composition.	
Friday	7.20 to 8.20.	Virgil; 2nd quarter, Sallust, with repetition.	
	10 to 11.	History, Student's Hume.	
	11 to 12.	Mathematics.	
	5¾ to 6¾ } 3 to 4 }	Geography.	
Saturday	7.20 to 8.20.	Herodotus, or Homer, with repetition.	
	10 to 11.	Greek grammar.	
	11 to 12.	French.	
	4¾ to 6¾ } 3 to 5 }	History or grammar, when not a half holiday.	

SUMMARY OF LESSONS.

Greek	5 hours
Latin	5 „
Divinity	2½ „
History	3 „
Composition	6 „
Mathematics	4 „
French	2 „
Geography	1 „
Total	28½*

* Inclusive of Saturday.

TABLE D.—*continued.* [MARLBOROUGH

FOURTH FORM, MIDDLE DIVISION, 33 BOYS. W. H. MACDONALD, ESQ., M.A.

Lessons and Compositions during the Half-year from Christmas to Midsummer 1862.

	Lessons.			Compositions.
Sunday	4	to 5½.	St. Matthew.	—
	7½	to 8.	Prepare Old Testament (1 Samuel).	
Monday	7.20	to 8.20.	Samuel, with Bible repetition.	—
	10	to 11.	Xenophon.	
	11	to 12.	Mathematics.	
	3	to 4.	History, Student's Hume.	
Tuesday	7.20	to 8.20.	Ovid, with Latin repetition.	One copy of Latin prose and one of Latin verse done in school. A considerable part of all grammar lessons devoted to Latin prose *viva voce*. Both Latin prose and verse retranslations, and the fair copy committed to memory Verse, 12 lines. Prose, 16 lines altogether.
	10	to 11.	Grammar, and *viva voce* prose.	
	11	to 12.	French.	
	3	to 4.	Grammar, or repetition.	
	4	to 5½.	Latin prose composition.	
Wednesday	7.20	to 8.20.	Xenophon, with Latin repetition.	
	10	to 11.	Mathematics.	
	11	to 12.	Grammar and Greek parsing.	
			Half Holiday.	
Thursday	7.20	to 8.20.	Cæsar, with Latin repetition.	
	10	to 11.	Mathematics.	
	11	to 12.	Grammar.	
	3	to 3½.	Repetition of fair copy of Tuesday's Latin prose.	
	3½	to 5½.	Latin verse composition.	
Friday	7.20	to 8.20.	Xenophon, with Latin representation.	
	10	to 11.	History, Student's Hume.	
	11	to 12.	Mathematics.	
	3	to 4.	Grammar or geography.	
Saturday	7.20	to 8.20.	Ovid and Cæsar, alternate weeks, with Latin repetition.	
	10	to 11.	Greek grammar.	
	11	to 12.	French.	
	3	to 5.	Revisal of week's construing, grammar, composition, &c., when not a half holiday.	

SUMMARY OF LESSONS.

Divinity	2½
Greek construing	3
Latin construing	3
Grammar and repetition	7
Mathematics	4
History	2
Composition	3
Revisal, &c.	2
Total	28½* hours.

* Including Saturday.

FOURTH FORM, LOWER DIVISION, 33 BOYS. HENRY STEPHENSON, ESQ., B.A.

Lessons and Compositions during the Half-year ending Midsummer 1862.

	Lessons.			Compositions.
Sunday	4	to 5½.	1 Samuel.	1 copy of Latin prose in school from 4 to 5½ on Tuesday, the English given being a translation from some classical author, nearly literal. 1 copy of Latin verses in school from 3¾ to 5½ on Thursday, literal translation from some classical author. Verse, about 8 lines. Prose, about 12 or 15 lines.
	7½	to 8.	Prepare St. Matthew for Monday.	
Monday	7½	to 8½.	St. Matthew, with Bible repetition.	
	10	to 11.	Mathematics.	
	11	to 12.	Xenophon.	
	3	to 4.	Greek grammar.	
Tuesday	7¾	to 8¼.	Ovid; 2nd quarter Cæsar, with repetition.	
	10	to 11.	Grammar and Latin prose *viva voce*.	
	11	to 12.	French.	
	3	to 4.	Greek grammar and parsing.	
	4	to 5½	Latin prose composition.	
Wednesday	7½	to 8½.	Xenophon, with repetition.	
	10	to 11.	Mathematics.	
	11	to 12.	Ovid; 2nd quarter Cæsar.	
			Half Holiday.	
Thursday	7½	to 8½.	History, Student's Hume.	
	10	to 11.	Mathematics.	
	11	to 12.	Ovid; 2nd quarter Cæsar.	
	3	to 4.	Grammar and Latin prose *viva voce*.	
	4	to 5½.	Latin verse composition.	
Friday	7½	to 8½.	Xenophon, with repetition.	
	10	to 11.	Greek grammar.	
	11	to 12.	Mathematics.	
	3	to 4.	Latin grammar and Latin prose *viva voce*.	
Saturday	7½	to 8½.	History, Student's Hume.	
	10	to 11.	Revision of Greek of the week.	
	11	to 12.	French.	
	3	to 5.	Geography and grammar, when not a half holiday.	

SUMMARY OF LESSONS.

Divinity	2½
Grammar, &c.	7
History	2
Greek	4
Latin	3
Mathematics	4
French	2
Geography	1
Composition	3
Total	28½* hours.

* Inclusive of Saturday.

Repetition 1st quarter, Ovid; 2nd quarter, English Poetry.

THIRD FORM, UPPER DIVISION, 32 BOYS. THE REV. J. S. THOMAS, M.A.

Lessons and Compositions during the Half-year commencing February 6, and ending June 24 1862.

	Lessons.			Compositions.
Sunday	4	to 5½.	Two chapters St. Luke, and from 10 to 12 verses of St. James by heart.	Latin verses, two copies each week. Latin prose, one copy each week, and *viva voce* at various times. Prose about 12 lines. Verses about 6 each copy.
	7½	to 8.	Catechism, or some book read aloud.	
Monday	7.20	to 8.20.	I. Samuel, two chapters at a time.	
	10	to 11.	Latin grammar by heart, and Latin verses whilst the lesson is being heard.	
	11	to 12.	English history, 7 or 8 pages of "The Student's Hume."	
	3	to 4.	French.	
Tuesday	7.20	to 8.20.	Xenophon Anabasis, about 14 lines.	—
	10	to 11.	Mathematics.	
	11	to 12.	Kennedy's Palæstra, about three-quarters of a page.	
	3	to 5½.	Grammar lesson and Latin prose.	
Wednesday	7.20	to 8.20.	Ovid, 12 lines by heart, and to construe.	—
	10	to 11.	Greek grammar.	
	11	to 12.	Mathematics.	
			Half Holiday.	
Thursday	7.20	to 8.20.	Xenophon, as above.	—
	10	to 11.	Greek grammar.	
	11	to 12.	English history, as above.	
	3	to 5½.	Grammar and Latin verses.	
Friday	7.20	to 8.20.	Ovid, as above.	—
	10	to 11.	Mathematics.	
	11	to 12.	Bradley's Latin prose composition *viva voce* in form.	
	3	to 4.	French.	
Saturday	7.20	to 8.20.	Revisal of Latin or Greek of a fortnight, alternately.	
	10	to 11.	Mathematics.	
	11	to 12.	Greek parsing written out in books.	
	3	to 5.	Geography and miscellaneous (when not a half holiday.)	

SUMMARY OF LESSONS.

Old Testament	1
New „	1
Catechism, &c.	1
Greek construing	3
Latin „	3
Mathematics	4
Latin and Greek grammar and composition	7
English history	2
Geography	1
Greek parsing	1
Viva voce Latin prose	1
French	2
Total number of hours exclusive of Saturday afternoon	20½

MARLBOROUGH.] TABLE D.—*continued.*

THIRD FORM, LOWER DIVISION, 30 BOYS. REV. C. W. TAYLER, B.A.

Lessons and Compositions during the Half-year from February to Midsummer 1862.

	Lessons.	Compositions.
Sunday	4 to 5¼. New Testament. 7½ to 8. Church Catechism.	Latin prose exercise of about 12 or 14 lines set at the time by the form master. Latin elegiacs taken either from Bland or Walford's 1st verse book (8 or 10 lines).
Monday	7½ to 8½. Old Testament. 10 to 11. Ovid, 1st quarter with repetition; Kennedy's Palæstra, 2nd quarter. 11 to 12. Latin prose exercise. 3 to 4. French.	
Tuesday	7½ to 8½. Grammar. 10 to 11. Arithmetic. 11 to 12. Xenophon, each quarter. 3 to 4. History, James I., and Charles I. and II. 4 to 5¼. Latin verse exercise.	
Wednesday	7½ to 8½. Grammar. 10 to 11. Ovid 1st quarter, with repetition; Kennedy's Palæstra, 2nd quarter. 11 to 12. Arithmetic, Half Holiday.	—
Thursday	7½ to 8½. Geography. 10 to 11. Xenophon, each quarter. 11 to 12. Latin prose exercise. 3 to 4. History (as above). 4 to 5¼. Latin verse exercise.	—
Friday	7½ to 8½. Geography. 10 to 11. Arithmetic. 11 to 12. Ovid, with repetition, 1st quarter; Kennedy's Palæstra, 2nd quarter. 3 to 4. French.	—
Saturday	7½ to 8½. Revisal of Grammar lesson. 10 to 11. Arithmetic. 11 to 12. Revisal of Ovid and Xenophon. 3 to 5. If not a half holiday, Latin verses.	—

SUMMARY OF LESSONS.

Divinity	2¾ hours.	
Greek	2½ „	
Latin	3½ „	
History	2 „	
Geography	2 „	
Grammar	3 „	
Composition	4½ „	sometimes 6½.
Arithmetic	4 „	
French	2 „	
Total	26¼ „	sometimes 28¼.

LOWER SHELL FORM, 30 BOYS. C. M. BULL, ESQ., M.A.

Lessons and Compositions during the Year, June 1861 to June 1862.

	Lessons.	Compositions.
Sunday	4 to 5½ New Testament. 7½ to 8. Catechism, or hymn repeated by heart.	*Verse.* Ten lines of English, translated from some Latin elegiac poet; most of the Latin words are given in the first person present indicative active voice, if verbs; in the nominative singular if substantives. *Prose.* The master composes or translates sentences of English, framed to introduce words and constructions which have recently occurred in the lessons.
Monday	7.20 to 8.20. Old Testament. 10 to 11. Arithmetic. 11 to 12. Latin construing. 3 to 5½. (in winter 4.30 to 6.45.) Latin or Greek grammar, or Latin or English repetition, or English history or geography, followed by Latin verses or prose.	
Tuesday	7.20 to 8.20. French. 10 to 11. Greek construing. 11 to 12. Parse out words on paper, according to an established form, without dictionary. 3 to 4 (in winter 5.45 to 6.45). Latin verses, or Latin prose. 4 to 4.45. As Monday, but if the lesson is history or geography no composition is done. Writing lesson for boys who write badly.	
Wednesday	7.20 to 8.20. Latin construing. 10 to 11. Arithmetic. 11 to 12. Greek construing. 3 to 5. (4.45 to 6.45 in winter.) As Monday.	
Thursday	7.20 to 8.20. Latin construing. 10 to 11. Arithmetic. 11 to 12. Greek construing. 3 to 4. (or 5.45 to 6.45). As Tuesday.	
Friday	7.20 to 8.20. French. 10 to 11. Greek construing. 11 to 12. Arithmetic. 3 to 5½. or 4.30 to 6.45. As Monday.	
Saturday	7.20 to 8.20. Latin construing, go over the lessons of the week, no new lesson learned. 10 to 11. Greek construing, go over the lessons of the week, no new lesson learned. 11 to 12. Greek parsing written out on paper, or a Latin exercise. No afternoon lesson.	

SUMMARY OF LESSONS.

3 lessons in Scripture, or kindred subjects.
4 „ Latin construing.
4 „ Greek construing.
At least 6 hours in composition, if no extra half holiday is given.
4 hours in arithmetic.
2 hours in French.
23 Total.

The whole number of hours spent in school during the week, if no extra half holiday is given, amounts to 29.

No accurate estimate can be formed of the hours spent in hearing grammar and repetition; each boy is questioned separately, and all the boys who are not being questioned at any given time are doing verses or exercises. Lessons in history and geography are not begun till certain portions of Latin and Greek grammar have been well learned.

SECOND FORM, UPPER DIVISION, 31 BOYS. REV. T. A. PRESTON, M.A.

Lessons and Compositions during Half-year ending June 1862.

	Lessons.	Compositions.
Sunday	4 to 5¼. Bible repetition and questions on one or two chapters. 7½ to 8. Catechism.	In addition to the fixed hours for composition on,— Monday, 1½ hours. Tuesday, 1 hour. Wednesday, 1 hour, Friday, 1½ hours. A great deal was done *vivâ voce* at construing lessons. Extra work at parsing was frequently resorted to, and occasionally a construing lesson was omitted and a grammar lesson substituted.
Monday	7½ to 8½. New Testament. 10 to 11. Arithmetic. 11 to 12. Construing, Kennedy's Palæstra. 3 to 4. Greek grammar, 4 to 5¼. Latin verses.	
Tuesday	7½ to 8½. French. 10 to 11. Greek construing (Wilkins' Delectus). 11 to 12. Latin prose. 3 to 4. Geography. 4 to 5. Writing for those who write badly (half the set).	
Wednesday	7½ to 8½. Old Testament. 10 to 11. Arithmetic. 11 to 12. Latin construing. 3 to 4. Greek grammar. 4 to 5. Latin prose (when not a half holiday).	
Thursday	7½ to 8½. Latin grammar. 10 to 11. Arithmetic. 11 to 12. Greek construing. 3 to 4. English history. 4 to 5. Writing (for the other half of the set).	—
Friday	7½ to 8½. French. 10 to 11. Latin construing. 11 to 12. Arithmetic. 3 to 4. Greek grammar. 4 to 5½. Latin verse.	—
Saturday	7½ to 8½. Repetition and Latin parsing. 10 to 11. Greek construing. 11 to 12. Latin grammar. Half Holiday.	

SUMMARY OF LESSONS.

Divinity	3¾ hours.	
Latin	10½ „	
Greek	6 „	
Arithmetic	4 „	
French	2 „	
English	2 „	
Total	28½	

LOWER SECOND AND FIRST FORM, 30 BOYS. REV. H. BELL.

Lessons and Compositions during Half-year ending June 1862.

	Lessons.	Compositions.
Sunday	4 to 5½. Gospel for the day by heart, or part of it, questions on a chapter of the Gospels. 7½ to 8. Catechism, &c.	Sentences to be turned into Latin either from Dr. Smith's "Principia Latina," or

TABLE D.—*continued.* [MARLBOROUGH.

	Lessons.	Composition.
Monday	7.20 to 8¼. Questions on a chapter or more of Old Testament. 10 to 11. Mathematics in sets. 11 to 12. Latin construing; (Palæstra, Kennedy). 4½ to 5½. Latin grammar. 5½ to 7¼. Exercise, Latin.	Kennedy's Palæstra Latina.
Tuesday	7.20 to 8¼. French in sets. (Gasc's Fables.) 10 to 11. Greek construing (Wilkins' Greek Delectus). 11 to 12. Latin exercise. 5¼ to 7¼. History (Markham's England).	—
Wednesday	7.20 to 8¼. Latin construing. 10 to 11. Mathematics. 11 to 12. Latin grammar. 4¾ to 7¼. Greek grammar and Latin exercise (when not a half holiday).	—
Thursday	7.20 to 8¼. Latin construing. 10 to 11. Mathematics. 11 to 12. Bible, Old Testament. 5¼ to 7¼. Geography, (Cornwall's.)	—
Friday	7.20 to 8¼. French. 10 to 11. English repetition and dictation. Part of the form, Latin exercise. 11 to 12. Mathematics. 4½ to 5½. Greek grammar. 5½ to 7¼. Latin exercise.	—
Saturday	7.20 to 8¼. Greek construing. 10 to 11. Latin construing. 11 to 13. Grammar and Latin exercise.	

SUMMARY OF LESSONS.

Divinity	3¾ hours.
Latin construing	4 ,,
Greek construing	2 ,,
Mathematics	4 ,,
French	2 ,,
History	1 ,,
Geography	1 ,,
Composition	5½ ,,
Grammar	3½ ,,
Total	28½* ,,

* Inclusive of Wednesday.

MARLBOROUGH (Modern School)]. TABLE C. - - - - - - - -

RETURNS (C.) for the Modern School,

Modern Fifth Form. 27 Boys. Rev. J. F. Bright, M.A.
Number of Boys from the Form or Division of Form who have left the School during the same Year, 10.

1. Authors or Books used (not being mere Books of Reference,) with the Editions.	2. Authors or Books used, being merely Books of Reference, including Maps and Illustrations.	3. Authors construed or translated *vivâ voce*, and the Quantity of each in the Year ending with the Summer Holidays 1862.	4. Method of hearing the Form in each construing or translating Lessons.	5. Authors whose Language has been committed to Memory, and the Quantity of each in the same Year.	6. Authors whose Substance and Matter have been committed to Memory and the Quantity of each in the same Year.
French Grammar, German Grammar, compiled for the use of the College; Hughes' Manual of Geography; Keightley's History of England; A. Roche's Histoire d'Angleterre.	Smith's Dictionary of the Bible; Knight's Biographical Encyclopædia; Poitevin's Dictionnaire Universelle; Fleming's and Tibbin's English-French Dictionary; Hilpert's large German Dictionary; Flügel's smaller Dictionary, Hilpert's smaller Dictionary, for common use in German; Spiers' French Dictionary, Contanseau's French Dictionary, for common use in French; Keith Johnstone's School Atlases of Political and Physical Geography.	*Upper Remove.* Göethe's "Faust" (plain text) to the end of the scene in Martha's garden, omitting occasional passages; Göethe's "Aus Meinem Leben" (plain text) Books V. and VI. (not finished); Oltrogge's "Deutsches Lesebuch," Part III., Extracts from—J. P. Richter; Göethe's Italien Reise; Göethe's and Schiller's letters; Lessing's Laocoon; Max Müller's German Classics, extracts from Herder, Richter; Boileau's Satires, Epitres, and Art Poetique; Molière's Misanthrope, Les Femmes Savantes, Tartuffe, 2 acts; La France Littéraire (Herrig and Burguy), the extracts from Lamartine, Dumas, X. de Maistre, Nodier, J. Janin. *Lower Remove.* Göethe's Hermann and Dorothea, Books III., IV., V.; Oltrogge's Deutsches Lesebuch, Part III., Extracts, from Schiller and Körner's Letter; Molière, L'Avare, IV. V. Acts, Misanthrope, I. II. Acts; St. Beuve's Causeries du Lundi, Articles on Jeanne d'Arc, Göethe and Bettina; Livy, Book XXII. *Both Removes.* Schiller's Wallenstein's Lager, Acts I. and II.	The method varies necessarily with the lesson and with the part of the form heard. With the upper boys there is no "place-taking." Five or six are called up to translate; no mistake is allowed to pass without instant notice. Extra marks are given for answers showing intelligence. Accurate parsing is required even with the head boys, and much stress is laid on the style of translation. Lest this should suffer from the frequent interruptions necessary to secure accuracy, a passage which has been much broken is often retranslated by the next boy set on. With the lower remove the ordinary place-taking system is adopted. Mistakes are instantly passed on, and questions in grammar, construction, and the substance of the lesson passed about as quickly as possible in all directions to secure attention.	Göethe's Hermann and Dorothea (Lower remove) 400 lines; Boileau, about 700 lines (Upper remove); Chaucer's Canterbury Tales, 400 lines.	Old Testament, Genesis and Exodus to end of plagues; Ezra, Nehemiah, part of Kings II. and a portion of Maccabees; New Testament, St. Luke's Gospel in English. Upper remove, Epistle to the Hebrews, in German, 10 chapters. Lower remove, Acts, 14 chapters, the speeches in German. The substance of all books read is required to be known most strictly.

TABLE C. [MARLBOROUGH (Modern School).

Marlborough College.

7. The Kinds and Quantities (so far as they can be given) of Composition done in the Form in the same Year.					8. Other Subjects of Instruction forming Part of the regular Work of the Form, and taught either by Lecture, Demonstration, Experiment, or Observation, with the Amount of Time devoted to them, or of Ground gone over in the same Year.	9. Methods employed to test individual Proficiency in such "other Subjects."
	ORIGINAL.				English History. This is taught in mixed lessons and lectures, for, as some of the boys are fairly advanced, much time is employed in illustration, explanation, and in giving general historical views, as well as in catechetical teaching. The course of English history occupies about 2 years. English Language. This is taught by lecture. 2 hours a week are given to each of these subjects. As English text books, Chaucer's Prologue and Bacon's Essays were used.	In History questions are repeatedly asked in the old work, and knowledge of past lectures required. In English language occasional examination papers are set.
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	None.	None.	None.		
Prose.	An occasional English essay; 2 or 3 a half.	None.	None.	None.		
	TRANSLATION.					
Verse.	None.	None.	None.	2 French, 2 German translations, 1 German exercise a week.		
Prose.	Generally one piece of translation from French or German in the week.	Lower remove, one short piece of prose a week. It is usually a retranslation of a piece of Livy or Cæsar illustrating the translation of the week.	The French and German translations are drawn from any convenient source, English classics, plays, comic novels, retranslations. They are carefully underlined, many of them corrected with each boy separately, returned to the boys, a fair copy given and lectured upon in form. The German exercise consists of sentences composed for the purpose of introducing idioms and unusual grammatical uses.			

MARLBOROUGH, Modern School.] TABLE C.—*continued.*

1. Authors or Books used (not being mere Books of Reference), with the Editions.	2. Authors or Books used, being merely Books of Reference, including Maps and Illustrations.	3. Authors construed or translated *vivâ voce*, and the Quantity of each in the Year ending with the Summer Holidays. 1862.	4. Method of hearing the Form in such construing or translating Lessons.	5. Authors whose Language has been committed to Memory, and the Quantity of each in the same Year.	6. Authors whose Substance and Matter have been committed to Memory, and the Quantity of each in the same Year.
MODERN FOURTH FORM, UPPER DIVISION. 29 TO 21 BOYS. REV. T. W. LEE, M.A. Number of Boys from the Form or Division of Form who have left the School during the same Year, 8.					
The Bible; Cornwell's Geography, 30th edition; Curtis' History of England, 3rd edition; Kennedy's Latin Grammar, 4th edition; German Grammar (for the use of Marlborough College); French Grammar (for the use of Marlborough College); French Exercises (for the use of Marlborough College); Bradley's Latin Exercises, 6th edition; Arnold's First German Book, 5th edition; Class Book of English Poetry, by Daniel Scrymgeour.	Smith's smaller Latin - English Dictionary, 12th thousand; Yonge's English Latin Dictionary, new edition; Flügel's Abridged German Dictionary, new edition; Contanseau's small French Dictionary, 3rd edition; the Harrow School Atlas (Modern); Butler's Atlas (Ancient), new edition.	Deutsches Lesebuch (Oltrogge), Part I., 10th edition. Read during the year pp. 170, 171, Vom Hunde; pp. 199–204 Die Peakshöhle; pp. 77–79 Der Mäusthurm; p. 340 Die Drei Fische; pp. 166, 167, Der Wolf; pp. 188–191 Der Niagarafall; pp. 289–291, sections 17, 18, 19, 342, 343, Die Kinder im Walde. La France Littéraire (Morceaux choisis de littératureFrançaise, ancienne et moderne), 5th edition stéréotype. Read during the year p. 401 Mort de Coligny (Henriade, 72 lines); pp. 641–647 Fénelon (Villemain); pp. 676–678 L'enlèvement de la redoute (Mérimée); pp. 680–683, Une Visite à Nimes (Dumas). De Senectute, ch. xvi. to xxiii. (inclusive), Oxford edition. The Seven Kings of Rome (Josiah Wright, M.A., from Livy, &c.), 2nd edition, Chapters i. to xxi.	The form sit in the order of some previous lesson. A number of boys, chosen almost at random (see below) stand up in turn, and each reads a few lines, which he then translates. The mistakes in reading or in translation, which any boy makes, are passed down the form, and those who correct them take the place of the boy who is corrected. A mark, put against the name of each boy who is called upon to translate, prevents the mistake of overlooking any individual for a length of time. When the whole is translated, questions on the constructions and grammar generally of the lesson are put, while the books are open or closed, as the case may be. The translation is then gone over again by the master of the form. At the end of the lesson each boy gives in the number of his place in form. The head boy begins to count from some number generally high enough to include all the members of the form. It should be added that an acquaintance with the subject matter of the lesson is always expected.	Oltrogge, Die drei Fische, 136 lines. La France Littéraire, p. 401, 72 lines, pp. 496, 497, 83 lines. Class Book of Poetry, p. 122, from Othello, 61 lines; p. 140, Ben Jonson, Song of Hesperus, 18 lines; p. 144, Ben Jonson, Elegy on Shakspere, 21 lines; p. 131, Henry VIII., Wolsey to Cromwell, 20 lines; pp. 111–113, from Julius Cæsar 105 lines. The Church Catechism.	The Church Catechism. Cornwell's Geography, pp. 248 to 283, pp. 298 to 300, the Northern Counties of England. Curtis's History of England, 3rd edition, the Houses of Lancaster and York, Tudor, and Stuart. Acts, ch. i. to xiv. (inclusive); St. Mark's Gospel; Genesis, ch. i. to xxxv. (inclusive). All the work mentioned above in column 3 of this Report.
MODERN FOURTH FORM, LOWER DIVISION. 28 BOYS. H. G. ALINGTON, B.A. Number of Boys who have left the Form during the same Half-year, 0.					
Cornelius Nepos, *a new edition, by Rev. John T. White*; Kennedy's Latin Grammar, latest edition; Bradley's Latin Exercise, latest edition; "Au Coin du Feu," by Emile Souvestre, latest edition; the Marlborough French Grammar, new edition; the Marlborough French Exercise Book, 1st edition; German Grammar for the use of Marlborough College, 1st edition; History of England, by Curtis, latest edition; Cornwell's Geography, 31st edition.	The Harrow Atlas, or Keith Johnstone's Modern Atlas; Contanseau's French Dictionary, 5th edition; Smith's Latin - English Dictionary, twelfth thousand; Yonge's English - Latin Dictionary, new edition.	Cornelius Nepos; the lives of Alcibiades, Thrasybulus, Cinon, Dion, Iphicrates, Chabrias. "Au Coin du Feu."	The form is heard on the system usually followed in place-taking forms. The boys, sitting in the order of some previous lesson, translate *vivâ voce*. As many as possible have actually to translate a few sentences; all are examined in the necessary grammar and questions suggested by the subject. At the close of the lesson the boys are marked according to the order in which they then sit.	The Class Book of English Poetry.	History of England, Curtis, from Henry II. to Edward II. inclusive. The Acts of the Apostles from ch. xiii. – xxiii. inclusive; I Kings, chapters i.–xvi. inclusive. Cornwell's Geography, Scotland.

	7. The Kinds and Quantities (so far as they can be given) of Composition done in the Form in the same Year.				8. Other Subjects of Instruction forming Part of the regular Work of the Form, and taught either by Lecture, Demonstration, Experiment, or Observation, with the Amount of Time devoted to them, or of Ground gone over in the same Year.	9. Methods employed to test individual Proficiency in such "other Subjects."
	ORIGINAL.				Under this head mathematics might be placed, but, as the Forms are broken up into sets in mathematics, a special report on this subject is given elsewhere.	None.
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	None.	None.	None.		
Prose.	None.	None.	None.	None.		
	TRANSLATION.					
Verse.	None.	None.	None.	None.		
Prose.	Rendering of tales, &c. in the pupil's own words. This was done not once a fortnight.	Exercises by Wright on the Seven Kings of Rome, and Bradley's Latin Exercises, written or *vivâ voce* in Form.	None.	French exercises (for the use of Marlborough College) written and *vivâ voce*. Also miscellaneous exercises. German, Arnold (column 1), and miscellaneous exercises, written and *vivâ voce*. Dictation, French and German.		
	ORIGINAL.				None.	None.
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	None.	None.	None.		
Prose.	Once a week a short piece of English writing on some easy subject, or the reproduction of a scene in history or light literature, read aloud to the form; done in an hour in school.	None.	None.	None.		
	TRANSLATION.					
Verse.	None.	None.	None.	None.		
Prose.	None.	Exercises from Bradley's Exercise Book, or translations of sentences on grammar, on paper or *vivâ voce*, 3 or 4 hours per week.	None.	3 or 4 hours per week Marlborough Exercise Book, and sentences illustrative of grammar. Occasionally a few sentences on the early part of German accidence, on paper or *vivâ voce*.		

Returns (D.) for the Modern School, Marlborough College.

Modern Fifth Form, 27 Boys. Rev. J. F. Bright, M.A.

Lessons and Compositions during the Half-year ending at Midsummer 1862.

	Lessons.	Compositions.
Sunday	4½ to 5½. Epistle to the Hebrews in German.	—
	7½ to 8. Explanation of a psalm, or some passage by heart.	
Monday	7.20 to 8.20. Genesis and Exodus, in English.	
	10 to 11. German composition; (Cambridge Class,) Homer.	1 hour German.
	11 to 12. Lower remove, Livy, Bk. XXII.; upper remove, drawing.	
	3 to 4. English history.	
	7½ to 8½. Indian history or language.	
Tuesday	7.20 to 8.20. Mathematics.	
	10 to 11. Upper remove, German translation, (Goethe's It. Reise, J. P. Richter); lower remove, German translation; Cambridge class, Virgil.	
	11 to 12. French composition.	1 hour French.
	12½ to 1½. Hindustani.	
	3 to 4, 4 to 5½. Mathematics.	
	7½ to 8½. Upper remove, statics.	
Wednesday	7.20 to 8.20. Mathematics.	
	10 to 11. Upper remove, Mathematics; lower remove, Livy, or composition.	1 hour Latin.
	11 to 12. French translation, in removes.	
	12 to 1. Correction of French composition. Half Holiday.	
	5 to 6. Drawing for upper remove.	
	7½ to 8½. German composition.	1 hour German.
Thursday	7.20 to 8.20. Mathematics.	
	10 to 11. Livy, lower remove; mathematics, upper remove.	
	11 to 12. French composition.	1 hour French.
	12 to 1. German composition corrected.	
	3 to 4, 4 to 5½. English language.	
	7½ to 8½. Upper remove, statics.	
Friday	7.20 to 8.20. Mathematics.	
	10 to 11. Mathematics.	
	11 to 12. German translation (Cambridge class, Virgil.)	
	12 to 1. Lower remove correct French composition.	
	3 to 4. History.	An English essay 2 or 3 times in the half year.
	7½ to 8½. Correct composition in form.	
Saturday	7.20 to 8.20. Mathematics.	
	10 to 11. French construing.	
	11 to 12. German grammar and correction of exercise (Cambridge Mathematics.)	
	12 to 1. Correct composition in form. (Often Half Holiday.)	All compositions finished out of school.
	3 to 4. Geography.	
	4 to 5. Unseen passage into English.	
	7½ to 8½. Upper remove, Mathematics.	

General Summary of Lessons.

French, 4 hours and 2 composition lectures.
German, 4 hours and 2 composition lectures.
Mathematics, 8 for all, 10 for upper remove.
Drawing, 2 for upper remove.
Mathematics, 6 to 9 hours for upper remove, extra.
History, 2 hours.
English, 2 hours.
Geography, 1 hour.
Unseen translation, 1 hour,

Summary of Lessons for Upper Remove.

Divinity	2
French	6
German	6
Mathematics	19*
Drawing	2
History	2
English	2
Hindustani	1†
Geography	1
Unseen passage	1
	42 hours.

Summary for Lower Remove.

Divinity	2
French	6
German	6
Mathematics	8‡
Latin	3
History	2
English	2
Geography	1
Unseen translation	1
	31 hours.

* This includes private tutor in mathematics, which is compulsory in this form.
† Hindustani is only read by a few Woolwich candidates.
‡ Candidates for Woolwich add from 3 to 6 hours mathematics to these 8.

Modern Fourth Form, Upper Division, 21 Boys. Rev. T. W. Lee, M.A.

Lessons and Compositions during the Year, February to June 1862.

	Lessons.	Compositions.
Sunday	4 to 5½. Bible lessons (New Testament).	—
	7.30 to 7.50. Catechism and miscellaneous reading.	
Monday	7.20 to 8.20. Bible lesson (New Testament.)	
	10 to 11. Latin translation.	1 hour French.
	11 to 12. French exercise.	
	5½ to 6¼ (winter), or 3 to 4 (summer) French syntax.	
Tuesday	7.20 to 8.20. Mathematics.	—
	10 to 11. French translation.	
	11 to 12. Latin translation.	
	4½ to 6¾, (winter) or 3 to 5½ (summer) Mathematics.	
Wednesday	7.20 to 8.20. Mathematics.	
	10 to 11. History (English.)	
	11 to 12. Latin exercise, French and English, repetition.	1 hour Latin.
	Half Holiday.	
Thursday	7.20 to 8.20. Mathematics.	
	10 to 11. Geography.	
	11 to 12. German translation.	
	4½ to 6¾, or 3 to 5½. French and German, syntax and prose.	1½ hours French, 1 hour German.
Friday	7.20 to 8.20. Mathematics.	—
	10 to 11. Mathematics.	
	11 to 12. German translation.	
	5¾ to 6¾, or 3 to 4. French translation.	
Saturday	7.20 to 8.20. Mathematics.	
	10 to 11. English history.	
	11 to 12. Latin grammar, English and French repetition.	
	4¾ to 6¾, or 3 to 5. English grammar, &c.	1 hour English. 5½ hours in all.
	Often a Half Holiday.	

Summary of Lessons.

Bible, &c.	2½ hours.
Latin	4 „
French	5½ „
English history and repetition	2 „
Geography	1 „
German	3 „
Mathematics	8½ „
English	2 „
Total	28

There is an hour's preparation each evening, and most lessons are learnt out of school.

Fourth Form, Lower Division, 28 Boys. H. G. Alington, B.A.

Lessons and Compositions during the Half-year ending June 15th.

	Lessons.	Compositions.
Sunday	4 to 5½. 1 Kings, 2 or more chapters.	
	7½ to 8. Catechism, &c.	
Monday	7.20 to 8.20. Acts, 2 chapters.	
	10 to 11. French construing, "Au Coin du Feu," and grammar, or English repetition.	
	11 to 12. French exercises, sentences on the accidence and easier parts of syntax.	
	5½ to 6½. Latin construing, Cornelius Nepos.	
Tuesday	7.20 to 8.20. Mathematics.	
	10 to 11. History, "Curtis' England."	
	11 to 12. Latin exercise, usually from "Bradley's Exercise Book."	
	4½ to 6¾. Mathematics.	

TABLE D.—*continued.* [MARLBOROUGH (Modern School).

	Lessons.		Compositions.
Wednesday	7.20 to 8.20.	Mathematics.	
	10 to 11.	French construing, and grammar, or English repetition.	
	11 to 12.	French exercise corrected *viva voce*, dictation.	
		Half Holiday.	
Thursday	7.20 to 8.20.	Mathematics.	
	10 to 11.	Latin construing and grammar or English repetition.	
	11 to 12.	Latin exercise corrected *viva voce*.	
	4½ to 6¾.	English composition, German accidence and reading.	
Friday	7.20 to 8.20.	Mathematics.	
	10 to 11.	Mathematics.	
	11 to 12.	English history.	
	5¾ to 6¾.	French grammar or construing.	
Saturday	7.20 to 8.20.	Mathematics.	
	10 to 11.	Geography, Cornwall's.	
	11 to 12.	Latin grammar, or construing.	
	4¾ to 6¾.	Latin or French exercise, and grammar.	

SUMMARY OF LESSONS.

Divinity	2¾ hours
History	2 „
Latin	6 „
French	6 „
Geography	1 „
German	1 „
English composition	1¼ „
Mathematics	8½ „
Total	28½

MATHEMATICAL ARRANGEMENTS of the MODERN SCHOOL, MARLBOROUGH COLLEGE.

The school is divided, without regard to forms, into five divisions.

The 5th or lowest division is answerable for—*

Arithmetic.—First four rules (abstract and concrete); Greatest Common Measure and Least Common Measure; vulgar fractions (abstract and concrete), and easy decimals.

Algebra.—Brackets, four first rules, easy Greatest Common Measure, simple equations.

Euclid.—Bk. I. to 26th prop., and easy problems.

The 4th division for—

Arithmetic.—As before, and decimals, proportion (first principle and rule), simple interest.

Algebra.—As before, and Greatest Common Measure, and Least Common Measure., square root, simple equations (simultaneous and literal), easy fractions.

Euclid.—Books I. and II. (including algebraical proofs), problems.

The 3rd division for—

Arithmetic.—As before, and practice, square area, proportional parts, compound interest.

Algebra.—As before, and factors, indices, progressions quadratic equations.

Euclid.—Books I., II., III., and problems.

The 2nd division for—

Arithmetic.—As before, and discount, stocks, cube root.

Algebra.—As before, and literal equations, fractions, surds, indeterminate coefficients.

Euclid.—Books I., II., III., (IV.), VI.

Trigonometry.

The 1st division keep up all former subjects, and push on as far as circumstances allow. In 1862 the subjects were—

Arithmetic.—All.

Algebra.—All.

Plane trigonometry.—All.

Analytical geometry.—To the end of parabola, with selections from the ellipse and hyperbola.

Euclid.—I., II., III., IV., VI., XI., to prop. 21.

Notes on the theory of equations, mensuration, geometrical conics, parabola.

Woolwich candidates read in addition, in a class for that purpose, and with a private tutor,

Elementary mechanics.—(H. Goodwin's.)

Hydrostatics.—Differential and integral calculus.

* This work may, of course, be carried higher if circumstances allow.

ELLINOTON.

TATEMENT.

WELLINGTON COLLEGE.

LETTER from the Rev. E. W. BENSON, Principal.

Wellington College, Jan. 10, 1863.

MY LORDS AND GENTLEMEN,

I HAVE the honour to submit to you, in accordance with a request conveyed to me by your Secretary, returns for the year 1862 for Wellington College, entered in Tables C. and D., issued by Her Majesty's Commissioners.*

To these is appended a conspectus of the work done in mathematics in the same year.

And I have accompanied these returns, as requested, with a letter, "explaining the distinctive features of the "system, and the results of my experience of its operation."

I have, &c.

Her Majesty's Commissioners for Public Schools. E. W. BENSON.

1. What has been attempted hitherto at Wellington College is simply the introduction in larger measure of some modern elements into the essential and regular work of the school.

2. The modifications which experience has produced in the amount and variety of such subjects taught are described below. The mode of teaching, the text books, the plan of examinations, and various general arrangements are in most respects the same as those of Rugby.

3. The arrangement of the modern school differs somewhat from that of any with which I am acquainted, and is detailed below.

4. The daily life of the boys, and the general system of government and discipline are mainly conformed to the model of older schools. The partial self-government of the boys, and the responsibility of the elders, are carefully preserved.

5. Owing to the residence of all under one roof the masters are more constantly accessible to the boys, and see more of them than is common in the older foundations.

Numbers, Terms, &c.

6. There are in college 216 boys who thus live together; the number being limited by the number of studies. There will be 246 when the new chapel is completed; six others reside in a master's house.

Of these boys 71 are on the foundation, being orphans of officers elected by the Governors, on the grounds of the services of the father and present circumstances of the family. These boys pay 10*l*., 15*l*., or 20*l*. a year as the Governors may appoint.

Other boys pay 110*l*. a year, or if sons of officers 80*l*.

All boys dress alike, *i.e.*, in ordinary boy's attire made after one pattern, and varying from time to time to avoid singularity. The object of this rule is to avoid any distinctions between foundationers and non-foundationers.

Dormitories and Tutorial System.

7. The system of dormitories, as now used, has the effect of breaking up the mass of boys into smaller units. Each "dormitory" of 30 has its own tutor and its own prefects; its table in hall and place in chapel; and is considered as a distinct body in the games. A boy remains during his whole school-life in the dormitory in which he first enters. The "tutor of a dormitory" answers to the master of a house elsewhere. He receives reports of a boy's progress from his form master, interests himself in all matters touching his progress and well-being, and corresponds with his friends. This method of sub-division, producing at once an *esprit de corps*, acted well and strongly from the first, on the tone and character of the boys, and as the relations have been drawn closer between tutors and boys the personal influence of the masters has been more and more beneficially felt.

Construction of Dormitories and Studies.

8. The dormitories, eight in number, are 118 feet long by 28 feet 10 inches wide; they are divided by wooden partitions 8 feet 6 inches high, into 30 or 32 small rooms, "studies," 10 feet 6 inches long by 7 feet broad, ranged on either side of a passage 7 feet 8 inches wide. Above all is open to the full height of the dormitory, 13 feet. An excellent system of warming and ventilation keeps the rooms at an even temperature, and perfectly fresh night and day. Each study can be locked up by its owner, the tutor having a pass key; each study has its own window and gaslight, and contains bed, bookcase, chair, and washingstand, with such furniture as, under certain restrictions, a boy's friends add.

All boys are downstairs at 7 a.m., and after a quarter-past 9 in the morning all above a certain place in the school are allowed to work in their studies; other boys after mid-day.

9. This system will always necessitate the residence within college walls of a certain number of unmarried tutors, who will be younger than the masters in most public schools. The rooms of the tutors are sufficiently apart to obviate both the possibility and the suspicion of undue surveillance; but both their age and accessibility have created a mutual confidence and sense of sympathy and reliance on the part of the boys, which is a real gain. The disadvantage would be in the loss of the services of valued masters, who would after a time seek positions affording opportunity for marrying; but to meet this difficulty the Governors have already built one house for a master in which he can receive six boys, and the plan will be pursued further as occasion may arise.

Division of School into Forms.

10. For purposes of instruction the boys are divided in the following way:—

Upper School—	Sixth Form and Remove	-	27 boys.
„	Fifth Form	-	19 „
Middle School—	Upper Middle, First Division		22 „
„	„ Second „		33 „
„	Lower Middle First „		33 „
„	„ Second „		27 „
Lower School—	Fourth Form	-	32 „
„	Third Form	-	22 „
„	Second and First Forms	-	11 „
			226*

"Mathematical Forms" or Modern Divisions. Mathematical, French, and German Sets.

In each form, from the sixth to the second division of the upper middle included, there are a certain number of boys who do less classics and more modern work; these are called the "Mathematical Divisions of Forms" or "Mathematical Forms."

The upper school is for mathematical teaching redivided into three mathematical "sets"; for German into three German sets; for French into three French sets, according to the proficiency of each boy in the several subjects.

Similarly the four forms of middle school are divided into six mathematical or arithmetical sets, into six French sets; and (excluding second division of lower middle) into five German sets.

The lower school into four arithmetical sets; the fourth form into two French sets. In the three lowest forms those boys who have already made a fair beginning in French are taught French by themselves.

French, German, and (according to proficiency) mathematics or arithmetic are thus integral parts of the school work; four hours a week being assigned to mathematics, two to French, and two to German. The middle and lower schools are taught drawing and vocal music; in the upper school one of these subjects may be discontinued, but many continue both. Chemistry is taught to all the mathematical forms and to volunteers from the classical forms.

The Masters.

11. Each form and division of a form has its own master. There are thus, one head master and 17 assistant masters, —viz.:

9 Form masters, members of the Universities.
2 Mathematical masters, members of the Universities.
1 German master.
1 French master.
1 Teacher of chemistry.
1 Drawing master.
1 Writing and singing master.
1 Singing master of upper school (who is also the teacher of instrumental music as an extra).

Every form master is engaged in teaching at least some one modern subject (language, mathematics, or history) to some "set," which may be made out of his own form, or may be in some other part of the school.

* The Returns printed are—under Table C. those for the sixth form and remove; the fifth; the upper middle, 1st division; and the fourth form; and those under Table D. for the whole school.

* The excess of 4 boys over 222 mentioned above is occasioned by absences temporarily filled up.

Foreign Masters.

One foreign master in each language is employed, and the system adopted with them is to put under them the *best* modern scholars and the *beginners* in each school, and to place under English masters those boys who, from their state of progress, require to be steadily worked in exercises and construing after a classical manner, rather than to be practised in the nice polish of the language, or on the other hand to begin the rudiments of grammar and pronunciation. These appear to be the points in which foreign masters take pleasure and excel, and they have not the same difficulties of discipline with either of these two classes of pupils as with others.

A fixed Standard of work in the Forms not yet reached.

12. It is necessary to remark in explanation of the tables of work, that the work done by *each form* in the last 12 months has been *progressive*, and is at present below what will be, after a year or more, the *fixed standard* of the form. It has hitherto risen each term, and will for so long continue to do so. This is owing to the present youth of the boys as compared with those of other schools. The average age of boys in sixth and remove is at present about $15\frac{1}{2}$ years; when the school has attained maturity it will be not less than 17 years. The regular leaving from the head of the school has not yet begun.

Sixth and Remove.

13. The sixth form is at present small in number from the same cause; 10 boys are all that can be with advantage taught together in all the highest lessons. A temporary form is therefore made, called "the Remove," consisting of 17 boys, next in proficiency to the sixth. These are taken together with the sixth in Latin, divinity, and history, and separately in Greek and in the chief part of their composition. These, as they advance, will become by degrees amalgamated with the sixth and make a lower sixth. Boys in the sixth are necessarily prefects, those in remove at present only by appointment.

Classical Forms—Modern subjects as taught in them with satisfactory results.

14. It is not perhaps necessary to enter into any further particulars with regard to the classical teaching, than are contained in Tables C. and D. In this respect the system is that of other public schools, especially resembling Rugby in method. This is the main body and trunk of the education, on which all other parts (though not provided or considered as *extras*, but as integral parts of the work) have been engrafted. This has grown more important in our experience; not less so. This seems not to suffer from the variety of interest, which within careful limits, and with a certain freedom of choice, the work presents; and while, as a rule, success in classics is attended with success in other subjects, there are not wanting instances in which the first success and encouragement which have "brought a boy out," and improved his classical work itself, have occurred in some other branch.

Modern Languages.

The progress made in mathematics and modern languages has been so far satisfactory. A fair proficiency is soon attained in French, so that in the two upper forms of the school (*i.e.* at present at an average age of 15) there is no difficulty in having the history read regularly by all in French, and it would be equally possible in the mathematical fifth if not in still lower forms.

The modern languages are decidedly popular subjects among the boys, and while many enter fairly grounded in one or the other, many also who have begun both languages in college are as forward as any boys, except those who have not only lived abroad, but while abroad have been carefully taught.

One of the languages or half of the mathematics may be excused for boys who desire to give additional time to any part of their work.

Divinity and History.

The divinity, history, and geography of the school, below sixth, are arranged in a definite order, so that the whole may be engaged on the same subject at the same time, and that a boy rising through successive forms may continue his work in those subjects without break. "The cycle" of these subjects for four years is appended.*

* CYCLE OF DIVINITY, HISTORY, AND GEOGRAPHY.

1862. Michaelmas Term.	ii. Kings. Ezra. Nehemiah. Esther.	1862. Michaelmas Term and Christmas.	Rome. To B. C. 338.	England. A. D. 1558—1649.	Ancient Italy. British Isles.
1863. Lent Term and Easter Term.	Pentateuch.	1863. Lent Term and Easter Term.	Rome. B. C. 337—202.	England. A. D. 1649—1727.	Palestine. Europe.
		Midsummer.	—	England. A. D. 1727 to present day.	India.
Michaelmas Term.	Joshua. Judges.	Michaelmas Term and Christmas.	Rome. B. C. 201—91.	England. To A. D. 1265.	England. Africa.
1864. Lent Term and Easter Term.	i. ii. Samuel. i. ii. Kings.	1864. Lent Term and Easter Term.	Rome. B. C. 91—to End.	England. A. D. 1265—1558.	Ancient Italy. Asia.
		Midsummer.	—	England. A. D. 1558—1649.	America and British Colonies.
Michaelmas Term.	Ezra. Nehemiah. Esther. Acts.	Michaelmas Term and Christmas.	Greece. To B. C. 500.	England. A. D. 1649—1727.	Ancient Greece. India.
1865. Lent Term and Easter Term.	Pentateuch.	1865. Lent Term. and Easter Term.	Greece. B. C. 500—427.	England. A. D. 1727 to present day.	Asia Minor. France.
		Midsummer.	—	England. To A. D. 1265.	British Isles.
Michaelmas Term.	Joshua. Judges.	Michaelmas Term and Christmas.	Greece. B. C. 427—394.	England. A. D. 1265—1558.	America. Australia and Colonies.
1866. Lent Term and Easter Term.	i. ii. Samuel. i. ii. Kings.	1866. Lent Term and Easter Term.	Greece. B. C. 394 to End.	England. A. D. 1558—1727.	Ancient Greece. Europe.
		Midsummer.	—	England. A. D. 1727 to present day.	France.
Michaelmas Term.	Ezra. Nehemiah. Esther. S. Matthew.	Michaelmas Term and Christmas.	Rome. To B. C. 338.	England. To A. D. 1265.	Palestine. Ancient Italy.

The Divinity will be always done in the Term. The Ancient or Modern History and Map will be done, one in the Term, and one as a part of the Holiday Task, as may be determined by the Masters. The other maps of the Term will be arranged by the Masters of the Forms.

WELLINGTON. STATEMENT.

For the Christmas examination every boy brings up a portion of some historical work chosen within certain limits by himself; this is a part of the work in which much interest is taken. The books chosen this Christmas appear in Table D.

Mathematical Forms or the "Modern School."

15. The "Modern School" differs in organization from any with which I am acquainted; it must in almost all respects be looked on as an experiment, and it ought to be premised that it has not been brought to the test of any difficult public examination.

Difficulties.

16. At the time of the formation of the school it appeared from what I could learn both in this country and from the great Real-schulen, which I visited in Germany for the purpose of seeing their operation, that when a classical and a modern school were worked side by side distinctions were likely to arise to the disadvantage of the former; that the upper boys of the modern were to have little or no personal intercourse with the Head Master; and that both schools would suffer from a want of unity in feeling, which would be most apparent among the highest boys. I should remark that I then believed the candidates for a modern school would be far more numerous than they are, and that the rules of the foundation as they then existed, would have caused more equality of age than there will really be between the upper boys of the two schools.

17. The difficulty was met in the following way:— *After the first six months* (see below) the work was thus arranged for the upper boys: They did Latin, history, divinity, and modern languages together; and when the classical boys were engaged with Greek or with Latin verses, the moderns went to mathematics. The head form (at that time "the fifth") thus consisted of a "classical" and a "mathematical" division. This scheme was gradually extended, and at present there is a mathematical and a classical division in each form down to the middle of the school; a separate modern school was thus avoided, all are equally members of the same forms, and are on the same footing as to becoming prefects.

18. It will be seen that boys in working their way up through the school follow one uniform course into which the beginning of Greek enters until they reach the middle of the school. At this point a bifurcation takes place, and boys can pursue either the mathematical or the classical course. Latin remains their chief common ground, together with divinity, history, and modern languages; but for the higher classical work a boy may substitute additional mathematics with another weekly lesson in modern languages. This, however, is not the point at which the cleverer "moderns" will usually divide from the others. It is suited for those who are backward or who are to leave school young. The more advanced now continue their Greek with a view to make it available in examinations; and as all boys have four hours a week at mathematics to which they can add two or three under a private tutor, there is time for them if forward in mathematics to continue longer in the classical divisions, and to join the mathematical divisions higher in the school.

19. As to the working of this plan it is apparently successful in diminishing the diversity of interest and feeling among the boys; it is to be observed, however, that as the age of the school increases, there will not be many of these boys in the sixth form, as they will leave earlier than those who go to the University. At present there are only two in the sixth and two in the remove. The fifth is nearly equally divided, but most of the mathematical division will shortly leave, while the classical will increase. In other forms the mathematical division is about a fifth of the whole form, making in all 23 boys in mathematical divisions. The proportion is smaller than was originally expected.*

The System as conformed to the work of certain Examinations.

20. With the exception of two or three boys who have been placed in these divisions on account of their backwardness in classics, with the hope that they might succeed better in other subjects, all the boys have joined them with the object of preparing for some special examination; the better mathematicians for Woolwich, the others chiefly for Sandhurst. I believe no boy has yet been placed in them by his friends from a conviction of the superiority of this mode of education.

Imperfect for wider purposes.

21. The progress made seems to be fairly satisfactory as an experiment. Yet it cannot be denied that there is on the whole an apparent decrease of zeal in work if those who join the mathematical divisions are compared with those remaining in the others.

Probable cause of defects.

22. Observation leads me to assign the following causes for this fact:—(1.) From having to look forward to an earlier testing of their knowledge than other boys, they are inclined to confine their attention to such parts of a subject as they believe to be more immediately useful, to care less for illustrative reading or the illustrative part of their teaching. (2.) There is naturally a tendency, in choosing the subjects to be taken in for such special examinations, to be guided by the proportionate ease with which marks can be gained; and thus to neglect, if enforced, and to abandon if not enforced, those which may be more improving and more permanently useful for those in which it appears that more candidates qualify themselves. Thus, a boy who has been working for two or three years at German, or who has been thoroughly grounded in the theory and practice of elementary chemistry will not at last take in those subjects for examination on account of what is supposed to be the greater difficulty of doing good papers in them. (3.) There is also a certain sense of unsoundness even in the principal subject, mathematics, which operates to decay the interest taken in it, an uncertainty in the most important earlier portions, which, with all its consequences, is plainly owing to the fact that in the examinations to which these boys look forward high rewards are attached to branches of mathematics beyond what can be fairly reached by an industrious boy of average abilities at the age of entrance, supposing such a boy to enjoy the active social existence of a public school. The same cause accounts for observations made to me by masters of the short space of time sufficient to make these boys forget some important portion of a subject with which they had lately been familiar for a time. (4.) The number of masters with whom a boy in the modern department has to work dissipates the personal interest which bears so importantly on a boy's character and work. While others are in close communication with one form master the principal part of each school day, the "moderns" have at most one lesson with him, and sometimes none. They spend more time with their mathematical master, yet much less than in the other case; much, too, even of this is spent in silent work on paper, and it is obvious that the subject itself affords less opportunity than literary subjects for cultivation of judgment and taste. A mathematical master cannot stand to his division in the same general relation as a form master to his classical form. Again, part of their time is spent with a history master, part with a chemical, part with a drawing master, over and above the lessons which, like the rest of the school, they receive from French and German masters, and in all these transitions personal influence escapes. Masters of whom a boy sees very little are apt to appear to him to be simply professors, instead of being friends and guides, with a real personal interest in him, as he knows those masters to be with whom he becomes thoroughly acquainted.

23. Thus, I am compelled to believe that the variety and amount of the subjects required of these boys has not only a somewhat unfavourable effect upon their progress,—upon the accuracy, reality, vividness, and permanence of their knowledge,—but to some extent interferes with their deriving other benefits from the system and associations of a public school.

Desiderata for a Modern Education of a different nature.

24. The experiment *might* succeed of forming with some modern elements a curriculum intellectually and morally useful in ordinary life, supposing that grammars and handbooks were properly systematized, supposing that a supply of masters could be found capable of teaching modern languages and literature with the precision, force, and interest with which classics are read and taught, supposing that there were worthy examinations, which like university examinations would thoroughly test and stamp

* The fifth being the actual and permanent nucleus of this scheme it has been thought advisable to give the Table of work D. for these, and to refer the Mathematical Sixth to that table.

the student without regard to special professions, and supposing that there were after this a market open to which he could carry his knowledge and his skill. But this experiment has not been tried in any sense, because there are neither appliances nor teachers nor tests nor outlets for the taught.

Danger of multiplying Subjects and sub-dividing Time.

25. As to the limit of the number of subjects and the time which can be profitably devoted to them we found the experience of the first six months useful. It was a simple experiment (untried before, so far as I know) which it was necessary to try while the mass of new boys was growing socially into an organized school.

The whole amount of working hours in a week was divided into four equal portions, one of which was given to classics, one to mathematics, one to modern languages, and one to historical work, chemistry, and drawing. At the end of six months there was a general sense of despair among the masters; the boys had worked and had been most anxiously taught, but little or no progress seemed to have been made, and little or nothing retained for examination purposes.

At the end of that time was made the division of work detailed above, in which classics became the staple for one set of boys, mathematics for those who most or soonest required it, and the time given to other subjects was greatly diminished for both.

From that time began a steady and rapid improvement. The modern languages were better done by both sets than before, though less time was given to them. The power of steady work and the faculty of reflection seemed to be better cultivated by giving a large portion of one kind of work and a small portion of another, than by dividing the time equally between both, and this seemed to operate towards more certain progress even in that part which now occupies less time.

Lastly, it appeared that in those subjects in which they still worked together, the classical divisions were making more rapid progress than the mathematical. For a few months they even kept up with them in mathematics so far as to be capable of being taught with them by the same master in those hours which they had in common. And although this could not continue in mathematics (4 hours weekly being set against 10), yet, as will be gathered from what I have said above, the *proportionate* advance of classical forms in mathematics, and their actual advance in other subjects has been the more vigorous and the more substantial.

(Signed) E. W. BENSON.

CONSPECTUS of the MATHEMATICAL ARRANGEMENTS and WORK of the CLASSICAL FORMS.

Name of Set.	No. of Boys in Set.	Work done.	Books used and Remarks.
Upper School.			
1	11	Euclid, Algebra, Trigonometry (1 Conic Sections.)	Potts' Euclid; Todhunter's Algebra; Beasley's Trigonometry; Barnard Smith's Arithmetic. [The above books are used as required throughout the School.]
2	11	Euclid, Book I.—III. Algebra to quadratics.	
3	11	Euclid, Book I., II. Algebra to fractions. Arithmetic.	
Middle School.			
1	15	Euclid, Book I., II. Algebra to Progressions & Binomial Theorem.	*Note.*—There are two Examinations annually of the whole School in Arithmetic, previous to which all the sets do Arithmetic, *vice* Algebra, &c., for a fortnight.
2	16	Euclid, Book I., II. Algebra to Fractions.	
3	16	Euclid, Book I. begin Algebra.	
4	16	Euclid, Book I., 1 to 26 propositions. Arithmetic.	
5	17	Arithmetic } These 2 sets do nearly the same work and promotions are made from *both sets* into set 4.	
6	19	Arithmetic }	*Note.*—Boys are promoted from the 1st of Lower School into 4th Set of Middle School.
Lower School.			
1	15	Arithmetic: Vulgar and Decimal Fractions: Reduction of the same; and Rule of Three: Square and Cube Root.	
2	16	Arithmetic: Vulgar and Decimal Fractions.	
3	20	Arithmetic: Reduction and simple rules: begin Fractions.	
Second Form.	12	Arithmetic: Reduction, &c.	Colenso's Small Arithmetic.

CONSPECTUS of the MATHEMATICAL WORK DONE in the MATHEMATICAL DIVISIONS.

Name of Set.	No. of Boys in Set.	Work done.	Books used.
Math. Upper School.	12	Euclid; Algebra; Trigonometry; Elementary Statics and Dynamics. Notes on Differential Calculus and Conic Sections.	Potts' Euclid; Todhunter's Algebra; Todhunter's Trigonometry; Beasley's Trigonometry; Wrigley's Examples; Goodwin's Elementary Statics; Goodwin's Elementary Dynamics; Mathematical Table (Chambers' Educational Course).
Math. Upper Middle.	11	Euclid: Algebra to Progressions.	

WELLINGTON COLLEGE.] TABLE C. - - - - -

RETURN of WORK done in certain selected Forms

	1. Authors or Books used (not being mere Books of Reference), with the Editions.	2. Authors or Books used, being merely Books of Reference, including Maps and Illustrations.	3. Authors construed or translated *vivâ voce*, and the Quantity of each in the Year ending with the Summer Holidays 1862.	4. Method of hearing the Form in such construing or translating Lessons.	5. Authors whose Language has been committed to Memory, and the Quantity of each in the same Year.	6. Authors whose Substance and Matter have been committed to Memory, and the Quantity of each in the same Year.
SIXTH FORM AND REMOVE, 27 BOYS.	Acts of Apostles, *Alford, Humphrey;* Epistles to Timothy, *Alford, Ellicott;* Thucydides, *Bekker, Arnold;* Virgil, *Conington, Forbiger;* Sophocles, *Wünder, Schneidewin;* Aristophanes, *Holden;* Horace, *Maclean, Orelli;* Cicero de Officiis, *Arnold;* Homer, *Oxford edition of Heyne;* Livy, *Raschig;* Euripides, *Paley.* Besides the above, Dindorf's or Teubner's Editions of the same, and of Demosthenes. Smith's Greece; Guizot's Revolution d'Angleterre. *French in Upper School Sets.* Harrig and Burguy's France Littéraire; Havet's large French Class Book; Gasc's composition; Marriette's Half Hours of French Translation. *German, Upper School Sets.* Viehoff's Deutsche Litteratur; Goethe's Iphigenie; Schiller, Jungfrau v. Orleans; Otto's German Conversation Grammar; Rugby German Accidence. *Mathematics.* Potts' Euclid; Todhunter's Algebra and Trigonometry; Beasley's Trigonometry; Goodwin's Statics and Dynamics; Wrigley's Examples. *Mathematical Divisions.* Student's Hume; Marsh's English Language; White's Eighteen Centuries; Fowne's Chemistry; Penn's Orthographical Projections; Pease's Practical Geometry.	Smith's Bible Dictionary, and Dictionaries of Antiquities, Biography, and Geography; Liddell and Scott's Lexicon; Freund's, Smith's, and Riddell's Latin Dictionaries; Yonge's Dictionaries; Mencke's Ancient Atlas; Butler's Modern Atlas; U.K. Society's Maps; Keith Johnstone's Atlas. In illustration of History and Divinity have been used by various boys: Grote's Greece; Clarendon's Rebellion; Pictorial History of England; Conybeare's and Hewson's St. Paul; Smith's Voyage and Shipwreck of St. Paul.	Demosthenes, three private orations; Aristophanes, Vespæ; Sophocles Philoctetes; Cicero de Officiis, I.; Livy V., c. i. to xiii.; Thucydides VI., i. to xxxiii.; Vigil Æn. V., Georgic IV., Ecl., iii. to x.; Horace, Satire, I. Acts of Apostles xiv. to xxviii; 1st Epistle to Timothy. The Remove read Hecuba and Orestes 1-400 instead of Vespæ or Philoctetes, and Olynthiac I., instead of Thucyd. *French (Upper School.)* The selections in La France Littéraire from Leclercq, Janin, Béranger, Lamartine (verse) and Dumas. *Additional in Math. Div.* Florian and Lamarmartine (prose). *German.* Set. 1. Iphigenie (Goethe) Acts i.–iii., and Jungfrau v. Orleans (Schiller) Acts i. and ii. Set 2 and 3, Schiller, Schlacht bei Lützen; Burger's Lied v. Braven Mann; Graf v. Hapsburg; Jungfrau v. Orleans, Acts i. ii.	From 3 to 5 boys set on successively to translate; each reads a passage in Greek or Latin, and then reads it off into English continuously. Any inaccuracy indicated to him at once by questions bearing on the translation he gives; if he fails to see the point, it is put to others in a similar shape, any error of theirs suggesting other questions. An accurate reading obtained the boy proceeds. Often he repeats so that he may see clearly through the structure of his own English. The whole having been translated, the same or other boys are required to translate it afresh, correctly and fluently, or else the master translates it. Matter and thoughts are made subjects for illustration, comment, and question. The grammar and parsing, the moods, the connexion by particles, latent connexion of clauses, furnish numerous close questions. Allusions historical, geographical, &c., are required to have been worked out by the boys themselves. Marks given for translation and answers. A description of the mechanical method gives no idea of what an actual lesson with elder boys is. The 6th and Remove have hitherto been taught separately in Greek and composition. The composition master takes Remove in separate work, as well as the De Officiis and Horace Sat. mentioned in D. The extra classical lesson mentioned on Tuesday is for boys excused some other work, as mentioned in letter, par. 14. It consists of exercises in higher syntax, Greek or Latin, or of some lesson in philology, or classical antiquities.	About 200 lines of Ovid and Virgil; Georgic III., 640 lines. Most of Ep. I. to Timothy to retranslate from English version. As extra lines at Midsummer and Christmas one of the following,— 250 lines of Horace; 200 Virgil; 150 Homer. In Remove 300 of Scott, Tennyson, or Macaulay.	Under this head come specially Divinity, mentioned in 3; Smith's Greece c. xxviii. to xxxvii.; Guizot Revolution d'Angleterre, 1625–1634, and the "extras," viz. 250 or 300 pages of one of the following books: Arnold's Rome; Grote's Greece; Elphinstone's India; Prescott's Mexico; Trench's Study of Words; Irving's Mahomet and his Successors. But the matter is required as well as the words in all the classical work.

TABLE C. [WELLINGTON COLLEGE

during the Year which ended with the Summer Holidays, 1862.

7. The Kinds and Quantities (so far as they can be given) of Composition done in the Form in the same Year.					8. Other Subjects of Instruction forming Part of the regular Work of the Form, and taught either by Lecture, Denomination, Experiment, or Observation, with the Amount of Time devoted to them, or of Ground gone over in the same Year.	9. Methods employed to test individual Proficiency in such "other Subjects."
	ORIGINAL.					
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	20 copies of elegiacs or hexameters, minimum 20. (Fewer original and more translation in remove).	None.	None.	1. *Modern history with Math. VI. and V.* Student's Hume, 2 hours a week; James I. to George I.; Marsh's Lectures on English grammar, 1 hour a week; 1 copy of original English prose or verse weekly. 2. Chemistry. 3. Drawing, which in this part of the school is alternative, with 4. Music, the theory and vocal practice. 5. French, 2 hours a week. 6. German, 2 hours a week. 7. Mathematics, 4 hours a week.	1. "The questions asked are generally answered on paper by the whole form, each pupil adjudging marks to the answers of one who sits next him, when the correct answer has been given by the master. Sometimes all the answers are read aloud and criticised; now and then the lesson is heard *vivâ voce*, and places are taken. Once or twice in the term questions are set on all that has been previously done, and the answers on paper are sent up to the master." 2. "The pupils learn from 3 to 5 pages of Fowne's Manual of Chemistry in the week. Once a week they are examined, and if found sufficiently acquainted with the lesson are directed to prepare for themselves such experiments as will illustrate the week's work. For this purpose a laboratory is arranged to accommodate 10 or 12, as many as one teacher can direct at a time. An hour a week is given to practical working in the laboratory, and a quarter of an hour to the examination in the week's work. The senior class, in which there are pupils of the third year, is sufficiently advanced to make most of chemical substances used in the arts and manufactures, and to conduct a simple analysis. At the end of each term the pupils are examined by written questions, and are required to make some chemical substance, and to conduct a simple analysis." 3. Examination at Midsummer and Christmas, marks during term. 4. Examination at Midsummer and Christmas, marks during term.
Prose.	30 in Mathematical Division.	10 Latin essays, minimum 35 lines.	None.	2 letters and 2 essays in French by first set (third term only).		
	TRANSLATION.					
Verse	2 copies from Greek.	23 copies elegiacs or hexameters. 14 lines minimum.	33 from Beatson, 14 lines minimum. In 3rd term, the more advanced have done Shakespere.	None.		
Prose.	2 a week in school. Till 3rd term 1 a week.	24 copies, chiefly translated from Kennedy's Materials for Latin Prose Composition.	3.	French, 2 passages weekly from Gasc or Marriette. Set 1 sometimes French into English instead. German, 2 weekly passages from Otto. Some of the more advanced various pieces from English writers.		

5, 6, 7. The instruction in these is described in letter, and in conspectus of mathematical arrangements. Marks are given in fixed ratio for their maximum to the maximum of classical subjects during the half year, and for the examination also, in which 2 papers are set in each modern language, and 3 or 4 in mathematics. They now bear very importantly on a boy's place and promotion in the school.

WELLINGTON COLLEGE.] TABLE C.—*continued.*

	1. Authors or Books used (not being mere Books of Reference), with the Editions.	2. Authors or Books used, being merely Books of Reference, including Maps and Illustrations.	3. Authors construed or translated *vivâ voce*, and the Quantity of each in the Year ending with the Summer Holidays 1861.	4. Method of hearing the Form in such construing or translating Lessons.	5. Authors whose Language has been committed to Memory and the Quantity of each in the same Year.	6. Authors whose Substance and Matter and been committed to Memory and the Quantity of each in the same Year.
FIFTH FORM, 19 BOYS.	The English Bible; Greek Testament (*Oxford* 1856, *Cambridge Text*, 1860); the Vulgate (*Leipsic*, 1840); Tomlin's Introduction to the Study of the Bible; Herodotus, *Bekker's Text*; Æschylus, *Paley's annotated edition and Cambridge Text*; Thucydides, *Cambridge Text*; Horace, *Macleane's large and small editions and Cambridge Text*; Livy, *Bekker's Text, edited by Raschig*; Cicero's Orations, (*Arnold's Selections*); Arnold's longer Latin Exercises, Part II.; Beatson's Greek Iambics; Arnold's Latin Verse Composition; *Eton selections of* Ovid; Virgil, *Cambridge Text*; Wordsworth's Greek Grammar; Kennedy's Latin Grammar; Smith's History of Greece; Liddell's History of Rome. *French, German, and Mathematics.* The books used in these subjects by Fifth Form boys are those given in Table C. for the Sixth Form and Remove. *Mathematical Division.* The same books as in the Mathematical Division of the Sixth Form.	Smith's Biblical Dictionary (referred to in the Library); Liddell and Scott's small Lexicon; Yonge's English-Greek Lexicon; Latin Dictionaries, Yonge, Riddle and Arnold, Smith; Smith's Classical Dictionary for Schools, and Dictionary of Antiquities; Linwood's Lexicon to Æschylus; Mencke's Ancient Atlas; Butler's Modern Atlas; Nugent's French Dictionary; Flügel's German Dictionary; Hamel's French Exercises; Chambers' Tables of Logarithms.	St. Matthew, ch. vii.–xix., in Latin and Greek; Herodotus, VII. ch. ccii.-end, VIII., ch. i.-lxvi.; Æschylus Persæ, i.–dxxx.; Thucydides I., ch. xxiv.-lvi.; Horace, Odes, Books II., III., IV.; Cicero, Cataline, II., III; Livy, XXII., ch. i.–xl. French, (by mathematical division), Florian and prose extracts of Lamartine in "La France Littéraire."	A boy is desired to read one or more sentences of the lesson in the original language, amounting in general to 5 or 6 lines. As he reads, mistakes of quantity and pronunciation are corrected, and he is instructed to convey his impression of the meaning by placing correct emphasis upon the words, as if he were reading his own language. He then translates, giving his own version in English. As boys generally come into this form unaccustomed to free translation they often have practically to take the Latin or Greek words with the English, especially when a passage is rather difficult, but it is endeavoured to make them acquire as soon as possible the habit of translating at once into corrected English. While the translation goes on mistakes of inaccuracy or baldness are noted, and the boy himself desired to correct them; if he fails to do so, the question is passed to the form, the master trying to draw from the boys themselves what will be the best expression, and passing judgment upon those which they have suggested. At this time also questions are asked generally through the form as to any points of grammar or history that seem to require immediate explanation, and if the passage has been much interrupted in this way, when the boy has finished he either translates it continuously himself, or more frequently the master does so; the object being to obtain first of all strict accuracy, and after that, readiness and elegance of expression. The passage thus translated is then reconsidered, and questions are passed round the form for explanation of the words, constructions, and allusions, so that no doubt may remain regarding either the grammar or the meaning. The master is always glad to promote any intelligent asking of questions by the boys themselves, and encourages them to state their own difficulties, which he endeavours to clear away. When the first passage has been carefully examined in this way, and no peculiarity left unnoticed, illustrations of words from other languages which the boys are acquainted with and parallel passages having been introduced, a second piece is read and translated by another boy and commented on in the same way. About five boys would on an average be set on in the course of a lesson. It should be added that every classical translation lesson (except two, which are preceded by repetitions) begins with a piece of grammar, parts of which are committed to memory, while of other parts the meaning is required to be known with examples; in the questions asked and explanations given reference is constantly made to this, and especially, when possible, to the part done before the particular lesson. When the entire lesson has been translated, it is again gone over by one boy or more; the larger portion translated, with the knowledge obtained during the lesson, enabling them to do this in general with fluency; a sure criterion is also thus afforded of previous attention, and while this second translation is being proceeded with, the master is expressly particular in observing the attention of the boys, and in setting on any one who seems to be careless. This has been found a much more useful practice in general than a translation by the master, but that is often employed to give the boys a general idea of the passage, in conjunction with the other plans. Sometimes again at the end of a lesson the boys are desired to shut their books, and short sentences in illustration of the lesson are given for them to turn into Latin *vivâ voce*, this exercise also forming a part of the questions which have been asked at intervals during the lesson.	Horace, Odes, III., 1-12; Virgil's Æneid, IV., 1–250 (by mathematical division); Ovid (by classical division) 250 lines from the Fasti in the Eton selections. Greek grammar; accidence and anomalous verbs. 350 lines of one of the following learnt by each boy as an extra:— Macaulay's Lays; Coleridge's Ancient Mariner; Marmion; Lay of the Last Minstrel; Byron's Mazeppa; or 300 lines of Paradise Lost.	Books of Samuel and Kings, Ezra, Nehemiah, Esther. Liddell's Rome, Jugurthine War to the end of the Republic. Smith's Greece; from Persian Wars (p. 151) to surrender of Platæa (p. 295.) Student's Hume, to the Conquest, and from the beginning of the Tudor period to George I.; White's Eighteen Christian Centuries, the first fourteen centuries; Marsh's Lectures on English Grammar, the first six. (The ancient history by the classical, the modern history and literature by the mathematical division.) Also one of the following learnt by each boy as an extra: — Hallam's Constitutional History, first four chapters; Arnold's Rome, half the third volume: Bacon's Henry VII.; Trench on the Miracles, the introduction and first six Miracles; Kennedy's Latin Grammar, syntax, ss. 101–184; Wordsworth's Greek Grammar, ss. 95–106, 110–115.

	7. The Kinds and Quantities (so far as they can be given) of Composition done in the Form in the same Year.				8. Other Subjects of Instruction forming Part of the regular Work of the Form, and taught either by Lecture, Demonstration, Experiment, or Observation, with the Amount of Time devoted to them, or of Ground gone over in the same Year.	9. Methods employed to test individual Proficiency in such "other Subjects."
	ORIGINAL.					
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	5 poems on various subjects (by mathematical division).	3 copies of elegiacs, 1 copy of hexameters minimum 12 lines, (they have only begun to do original composition this term).	None.	None.	Under this head may be placed:— (*a*) The Old Testament lesson which is done on Sunday afternoon, as, from the scarcity of books of reference on the subject among the boys, it partakes of the nature of a lecture. In this way facts, illustrations, and explanations are given which the boys would not be likely to find out for themselves, and it is endeavoured to create an intelligent interest in the subject. (*b*) One hour of French instruction given to the mathematical fifth in common with the other mathematical divisions of the upper school, and which, as being the only extra hour in modern foreign languages, is of the utmost importance. The boys are always required to be prepared with the translation of at least one column in La France Littéraire. They generally begin by writing out the English of a short passage not before seen, in which those only are allowed dictionaries who are backward; then the passage which was written the previous time is commented on, the boys having had their translations returned to them with marks for corrections. After this, according to time, either some of the piece learnt is read and translated; or sentences are written upon the board containing errors to be corrected; or some remarkable idioms and peculiarities in the language are explained and given to be taken down and remembered, the boys being at any time allowed to ask questions upon their difficulties. Sometime also a dictation has been given, or an examination in the irregular verbs, but these not often, as forming part of the regular work done in the sets of French. (*c*) One composition lecture upon the copy shown up on Tuesday. Each boy's exercise is given back to him with the errors amended or marked. A fair copy of the exercise is then read and explained sentence by sentence, the different constructions being noted and reason given for one being preferred to another. In the best of the exercises care is taken, as much as possible, to retain the composer's own words, that necessary changes of idiom, &c., may seem to grow naturally from the composition and not to be thrust upon it. (*d*) English history and literature. (*e*) Chemistry, described in Table for Sixth form. Quantities read are described in cols. 3 or 6.	(*a*) Questions are at the same time fully asked upon the simple narrative, which soon discover whether a boy has done his best to master the lesson. (*b*) Boys are put on to translate, as in classical construing lessons, and questions of the same nature are passed round the form after each piece has been finished. When sentences are written down or idioms explained, each boy is asked some question upon them in turn, that the true answers may if possible be elicited from the boys themselves. (*c*) Each boy is desired to make the proper corrections in his own exercise. (Three copies of the classical and two of the mathematical division are looked over with each boy singly.)
Prose.	30 essays on various subjects (by mathematical division).	2 Latin themes, minimum 25 lines.	None.	2 letters and 2 essays in French by the first set (they have only begun to do them this term).		
	TRANSLATION.					
Verse.	None.	*In School.* 3 sets only (they have usually done Greek iambics) as many as they can do, between 8 and 4. *Out of School.* 26 copies of elegiacs, 3 of hexameters from English poetry (8 lines) about 18 of elegiacs, 3 of hexameters, and 4 of alcaics from Arnold's prose Composition, 10 or 12 lines.)	*In School.* 30 sets of iambics from Beatson, as many as they can do in an hour and a half. Each verse is brought up to the master by each boy as soon as done, it is at once corrected and marked. *Out of School.* 33 sets from Beatson (minimum 8 lines.)	None.		
Prose.	*In School.* (All by mathematical division.) About 12 pieces from Livy, Virgil, Horace, or Cicero. About 18 short pieces from various French authors (besides what is done in sets). *Out of School.* About 6 pieces from the above Latin authors.	*In School.* 30 pieces (with dictionary) during one hour from Arnold's longer Latin Exercises Part II., (classical division). *Out of School.* (Math.) 60 passages from Arnold (average 18 lines). (Classical) 27 passages from various English authors.	*In School.* 3 short pieces.	French (in sets 1, 2) 2 passages a week, 1, Gasc's Composition; 2, Marriette's Half Hours, (set 1 sometimes writes a translation from French into English instead). German (in sets 1, 2, 3) 2 passages a week, varying in difficulty from Otto's grammar. Some of the more advanced translate from various English authors.		

WELLINGTON COLLEGE.] TABLE C.—*continued.*

	1. Authors or Books used (not being mere Books of reference), with the Editions.	2. Authors or Books used, being merely Books of Reference, including Maps and Illustrations.	3. Authors construed or translated *viva voce*, and the Quantity of each in the Year ending with Christmas 1862.	4. Method of hearing the Form in such construing or translating Lessons.	5. Authors whose Language has been committed to Memory and the Quantity of each in the same Year.	6. Authors whose Substance and Matter have been committed to Memory and the Quantity of each in the same Year.
UPPER MIDDLE, FIRST FORM, 22 BOYS (17 Classical, 5 Mathematical).	*T. K. Arnold's* Homer's, I. to IV. (Eschyli Prometheus Vinctus, *Oxford Text and Notes*); *Merivale's* Sallust *for Schools*; Virgil (*Cambridge Text*); *Eton* Electa ex Ovidio; Kennedy's Latin Grammar; Wordsworth's Greek Grammar; Liddell's Rome (abridged); Smith's Greece; Moberly's Latin Verses; Arnold's Longer Latin Prose Exercises, Part I.; Beatson's Greek Iambics; *Cambridge* Greek Testament; Vulgate (in Mathematical Division). *French* (*Middle School*). Andreé Littérature Française; Hamel's French Exercises; Grammaire des Grammaires. *German* (*Middle School*). Solling's Reader; Otto's Conversation Grammar; Rugby German Accidence; Otto's First German Book.	Liddell and Scott's smaller Lexicon; Yonge's English-Greek Lexicon; Yonge's English-Latin Lexicon; Riddle's Latin-English Lexicon, (smaller); Carey's Gradus ad Parnassum; Mencke's Ancient Atlas; Smith's smaller Classical Dictionary.	Virgil, VI., 100 to end; Virgil, IV., 1-450; Sallust, Jugurtha, 1–34; Ovid, Eton Electa, 12 pp. By Classical Division only: Homer's Iliad, II. 1-200; Homer's Iliad, III.; Eschylus Prometheus Vinctus, 1 to 450. *French of Middle School.* Andreé Littérature Française, pp. 17 to 33, and pp. 134 to 142 (prose); and pp. 281 to 300, pp. 212 to 221 (poetry). *German of Middle School.* Set 1 as Sets 2 and 3 of Upper School; Set 2, Solling's Reader, 30 pp. (28 to 59); Set 3, Solling's Reader, 20 pp. (28 to 48); Set 4, Otto's First German Book, pp. 26 to 64.	Boys are chosen at random to construe and parse three or four lines, and to answer any questions suggested by the lesson. Any mistakes are passed on. There are two distinct kinds of marks given, one by the performance of the boys put on, the other by the questions answered. Places are not taken. A boy in the Classical Division is, on the average, put on four times a week; in the Mathematical, twice. In every lesson a boy has from three to ten questions passed to him. Two or three lessons are prepared in school. Composition in school is not looked over while being done; but the master is prepared to answer any questions that may be asked. Verse Exercises are looked over with the boys separately, either out of school, or while composition is being done, or lessons being prepared in school. Prose exercises are sometimes, also, commented upon in class, besides being looked over separately.	*Classical Division.* Virgil, 300 lines; Ovid, 200 lines; Scott or Tennyson, 350 lines. *Mathematical Division.* Ovid, 200 lines; Shakspere, 300 lines; Scott or Tennyson, 350 lines.	Liddell's Rome, pp. 1 to 100, Smith's Greece, pp. 200. *Divinity:* Samuel, I. and II.; Kings, I. and II.; Ezra; Nehemiah; Esther.
FOURTH FORM, 32 BOYS.	Cæsar; Ovid, *Selections by Cookesley*; Greek Delectus; Mrs. Markham's History of England; Cornwell's Geography; Barnard Smith's Arithmetic; Ellis' Latin Exercises; Penrose's Latin Verse Book; Wordsworth's Greek Grammar; Eton Latin Grammar; Grammaire des Grammaires; Gasc's First French Book; Havet's Exercises.	Latin Dictionary (usually Yonge's or Riddle's); Butler's Modern Atlas.	Ovid, about 250 lines. About 10 chapters of Cæsar are taken up each term; Greek Delectus, about 9 pp. The form has not learnt Greek Delectus long.	In each lesson about six boys, in different parts of the form, are called upon to construe; each of these after construing a few lines, is asked several questions, intended to test his knowledge of the passage, especially of its grammatical construction. All mistakes are "passed down" and places taken. The boys have marks for their construing, and are also marked according to the place they hold at the end of the lesson.	Ovid, about 200 lines; Macaulay's Lays of Ancient Rome, 350 lines.	One of the following books at the option of the boy:— Macaulay's Essays on Clive or Warren Hastings; Southey's Life of Nelson; Stanley's Canterbury; Barrow's Life of Drake; Trench's Study of Words; Trench's English Language; Trench's Lessons in Proverbs. Mrs. Markham's History of England, James I. to George III. Cornwell's Geography, Asia, Africa, North America, and England.

TABLE C.—*continued.* [WELLINGTON COLLEGE.

7. The Kinds and Quantities (so far as they can be given) of Composition done in the Form in the same Year.					8. Other Subjects of Instruction forming Part of the regular Work of the Form, and taught either by Lecture, Demonstration, Experiment, or Observation, with the Amount of Time devoted to them, or of Ground gone over in same Year.	9. Methods employed to test individual Proficiency in such "other Subjects."
ORIGINAL.					*Mathematical Division.* 1. Chemistry 1¼ hours a week. 2. Modern History and English, as in Math. 6.	
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	Occasional, about once each Term.	One each week.	None.	None.		
Prose.	Occasional, about twice each Term.	Mathematical Division about once each fortnight.	None.	None.		
TRANSLATION.						
Verse.	None.	One each fortnight.	Three each fortnight.	None.		
Prose.	One each Fortnight.	Three each fortnight; Mathematical Division five.	None.	Two each week.		
ORIGINAL.						
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	None.	None.	None.		
Prose.	None.	None.	None.	None.		
TRANSLATION.						
Verse.	None.	The early part of Penrose's Verse Book.	None.	None.		
Prose.	None.	Ellis' Exercises, about 60 pages.	Occasionally a few sentences of English are given to be translated into Greek.	None.		

Return showing the Employment of Time in Lessons by the several Forms or Divisions and the Composition done by them, during the Year ended at the Summer Holidays 1862.

Sixth Form and Remove, 27 Boys.

No. 1.—Lessons and Compositions during two Terms ending July 29, 1862.

Lessons.		Compositions.
Sunday	3¾ to 4¼. Acts of Apostles in Greek.	3; shown up Tuesday, Thursday, Saturday. 1 Latin verse, original or translated. 1 Latin prose, original or translated. 1 Greek verse translated, and 1 translation in school into Greek or Latin. These occasionally give way to English essays or rarely to English verse. Thursdays, being Headmaster's copy, so arranged as to give him each kind in turn. The composition of 6th done in school always comes to Headmaster.
Monday	7 to 8. As Sunday. 11¼ to 12¾ 1st Term, Aristoph. Vespæ. 2nd, Soph. Philoct.* (Rem. Eur. Hec.) 12¾ to 1¼. Translation at sight from Greek or Latin (or Chemistry). 3¾ to 4¼. Mathematics. 5 to 6. Aristoph.; Soph. (Eur.)	
Tuesday	7 to 8. Virgil.* 10 to 11. Mathematics. 11¼ to 12¼. Extra classical lesson. 12¾ to 1¼. French.	
Wednesday	7 to 8. 1st Term, Aristoph. 2nd, Demosth. (Rem. Hecuba.) 10¾ to 11¼. German. 11¼ to 12¾. History of Greece. 2¼ to 3¾. Drawing, or 2¾ to 3¼ Music. 5 to 6. Cicero.	
Thursday	7 to 8. Virgil.* 10 to 12. Mathematics. 12 to 1¼. Composition, Greek or Latin in school.	
Friday	7 to 8. As Wednesday, 7 to 8. 10¾ to 11¼. Composition. 11¼ to 12¼. As Monday, 11¼ to 12¼.* 2¼ to 3¼. French. 5 to 6. Cicero.	
Saturday	7 to 8. Virgil.* 10¾ to 11¼. German. 11¼ to 12¼. Cicero.	

Summary of Lessons.

Greek and Latin (including composition in school)	14¾ or 15½
Mathematics	4
Divinity	2
History	1
French	2
German	2
Drawing 1¼ or Music ¾	1
	27½ hours.

Deduct 2 hours French, German, Mathematics, or the Classics, 25½ or 26½ hours.

* These three Latin and two Greek lessons attended by Mathematical Sixth, two boys; (or three History lessons with Mathematical Fifth attended instead of Greek.)
The remainder of the lessons of Mathematical Sixth are the same as those of Mathematical Fifth. (See sec. 19 in Letter.)

No. 2.—Lessons and Compositions during Term ending Dec. 23, 1862.

Lessons.		Compositions.
Sunday	3¾ to 4¼. Greek Testament. Epp. to Timothy.	As in No. 1.
Monday	7 to 8. As Sunday. 11¼ to 12¾. Iliad, XVIII.* (Remove, Orestes.) 12¾ to 1¼. Translation at sight from Greek or Latin (or Chemistry). 3¾ to 4¼. Mathematics. 5 to 6. Thucydides VI. (Rem. Demosthenes. Ol. I.)	——
Tuesday	7 to 8. Livy. V.* 10 to 11. Mathematics. 11¼ to 12¾. Extra classical lesson. 12¾ to 1¼. French.	——
Wednesday	7 to 8. Thucydides. (Demosthenes.) 10¾ to 11¼. German. 11¼ to 12¾. History. Guizot's Revolution d'Angleterre. 2¼ to 3¾. Drawing, or 2¾ to 3¼ Music. 5 to 6. Hor. Sat. I.	——
Thursday	7 to 8. Livy.* 10 to 12. Mathematics. 12 to 1¼. Composition in school.	——
Friday	7 to 8. As Wednesday. 10¾ to 11¼. Translation at sight from Greek or Latin. 11¼ to 12¾. Iliad.* 2¼ to 3¾. French. 5 to 6. Horace.	——
Saturday	7 to 8. Livy.* 10¾ to 11¼. German. 11¼ to 12¾. Horace.	

Summary of Lessons.

As in No. 1.

* As in No. 1, these lessons attended by Mathematical Sixth and Remove (4 boys). The remainder of their work given under Mathematical Fifth. (See Letter, sec. 19.)

Fifth Form, Classical Division, 10 Boys.

Lessons marked thus * are done by the Mathematical and Classical Divisions together.

No. 1.—Lessons and Compositions during two Terms ending July 29, 1862.

Lessons.		Compositions.
Sunday	3¾ to 4¼.* Historical books of Old Testament in the English Bible.	——
Monday	7 to 8. Greek Testament. St. Matt. 10½ to 11¾. Herodotus. Book VI. 12¼ to 1¼. *1st Term*, Cicero, Cat. ii. *2nd Term*, History of Rome. 3¾ to 4¼. Mathematics. 5 to 6. *1st Term*, History of Rome. *2nd Term*, Herodotus.	Latin prose, an easy piece from an English author, or a translation, generally about 20 lines.
Tuesday	7 to 8. * Horace. Odes, Book III. 10 to 11. Mathematics. 12¾ to 1¼. French. 5 to 6. (*only during 1st Term*) Mathematics.	
Wednesday	7 to 8. Latin repetition and Herodotus. 10½ to 11¾. German. Set 3. 11¼ to 12¾. *1st Term*, Cicero. *2nd Term*, * Cicero. 12¼ to 1¼. German. Sets 1 & 2. 3¾ to 5. Drawing. 5 to 6. History of Rome (sometimes changed for Greek).	Latin verse, almost always elegiacs. *1st Term*, 12 verses from Arnold's Introduction. *2nd Term*, 8 from English poetry.
Thursday	7 to 8. * Horace. 10 to 12. Mathematics. 12 to 1¼. Verse composition in school (generally Greek iambics).*	Latin verse.
Friday	7 to 8. Latin repetition and Herodotus. 10½ to 11¾. Prose composition in school. 11¼ to 12¾. *1st Term*, * Horace. *2nd Term*, * Cicero. 2¾ to 3¾. French. 5 to 6. Herodotus.	——
Saturday	7 to 8. * Horace. 10½ to 11¾. German. Set 1. 11¼ to 12¾. Herodotus. 12¾ to 1¼. German. Sets 2 & 3.	Greek iambics, from Beatson. *1st Term*, Minimum 6. *2nd Term*, 8.

Summary of Lessons.

Divinity	2
Classics (including composition done in school)	13¾
History	2
Mathematics	4 (5 in one Term only.)
French	2
German	2
Drawing	1½
	27 hours.

No. 2.—Lessons and Compositions during the Term ending December 23, 1862.

Lessons.		Compositions.
Sunday	3¾ to 4¼. * Historical books of Old Testament.	——
Monday	7 to 8. Greek Testament. St. Matt. 10½ to 11¼. Æschylus, Persæ. 12¼ to 1¼. History of Greece. 3¾ to 4¼. Mathematics. 5 to 6. Thucydides. Book I.	——
Tuesday	7 to 8. * Livy. Book XXII. 10 to 11. Mathematics. 12¾ to 1¼. French.	One copy alternately, Latin prose and verse; the English given on Saturday.
Wednesday	7 to 8. Repetition and Æschylus. 10½ to 11¼. German. Set 3. 11¼ to 12¾. * Livy. 12¼ to 1¼. German. Sets 1 & 2. 3½ to 5. Drawing. 5 to 6. History of Greece (often changed for Greek).	
Thursday	7 to 8. * Livy. 10 to 12. Mathematics. 12 to 1¼. Verse composition in school.	Latin verse; original or translation, occasionally Latin theme.
Friday	7 to 8. Repetition and Thucydides. 10½ to 11¼. Prose composition in school. 11¼ to 12¾. * Livy. 2¾ to 3¾. French. 5 to 6. Æschylus.	
Saturday	7 to 8. * Livy. 10½ to 11¼. German. Set 1. 11¼ to 12¾. Thucydides. 12¾ to 1¼. German. Sets 2 & 3.	Greek iambics from Beatson.

Summary of Lessons.

As in No. 1.

FIFTH FORM, MATHEMATICAL DIVISION, 9 BOYS.

Lessons marked thus * are done by the Mathematical and Classical Divisions together.

No. 3.—Lessons and Compositions during the year ending December 23, 1862.

	Lessons.	Compositions.
Sunday	3¾ to 4¾.* Historical books of Old Testament.	—
Monday	7 to 8. Mathematics. 9½ to 10½. Latin Testament and Tomline's Introduction. 11½ to 12½. Mathematics. 12½ to 1½. Chemistry. Set 2. 2½ to 3½. Chemistry. Set 1. 3½ to 5. Drawing. 5 to 6. Mathematics.	Latin prose from Arnold's longer Exercises, part ii. about 25 lines. Sometimes a written translation in English from Livy, Virgil, or Cicero.
Tuesday	7 to 8.* 1*st & 2nd Terms*, Horace. 3*rd Term*, Livy. 10 to 11. English History. 12½ to 1½. French. 2½ to 3½. or Mathematics. 5 to 6	English essay or poem (subject given on Friday or earlier).
Wednesday	7 to 8. Mathematics. 10½ to 11½. German. Set 3. 11½ to 12½. 1*st Term*, English Literature. 2*nd*, Cicero. 3*rd*, Livy. 12½ to 1½. German. Sets 1 & 2. 4 to 5. 1*st Term*, Latin, unseen translation. 2*nd & 3rd* French. 5 to 6. Mathematics.	
Thursday	7 to 8. 1*st & 2nd Terms*, Horace. 3*rd*. Livy. 10 Repetition in Latin. Each boy says it and goes away. 11 to 12. 1*st Term*, French. 2*nd & 3rd*, English Literature. 12½ to 1½. Mathematics.	Latin prose.
Friday	7 to 8. Mathematics. 10½ to 11½. English History. 11½ to 12½. 1*st Term*, *Horace. 2*nd*,* Cicero. 3*rd*,* Livy. 2½ to 3½. French. 3½ to 5. Geometrical Drawing. 5 to 6. Mathematics.	—
Saturday	7 to 8.* 1*st & 2nd Terms*, Horace. 3*rd*, *Livy. 10½ to 11½. German. Set 1. 11½ to 12½. Mathematics. 12½ to 1½. German. Sets 2 & 3.	—

SUMMARY OF LESSONS.

Divinity	1¾
Mathematics	10
Latin	5
English History and Literature	3
French	3
German	2
Drawing	3
Chemistry	1¾
	29 hours.

UPPER MIDDLE FORM, DIV. I., 22 BOYS.

Lessons and Compositions during the Year 1862.

CLASSICAL DIVISION.

	Lessons.	Compositions.
Sunday	3¾ to 4¾. Old Testament; six or seven chapters.	—
Monday	7 to 8. Greek Testament. 9½ to 11½. Mathematics of middle school, in sets of one hour each, and drawing set 4. 12½ to 1½. Latin composition. 4 to 5. Homer, Æschylus. 5 to 6. Latin Grammar or exercise.	*Monday.* A minimum of 8 original Latin verses. (Two first terms from Moberly's Latin Verse.)
Tuesday	7 to 8. Homer, Æschylus, and Repetition. 10 11. Greek Grammar. 11 12. or 2½ to 3½. French, in sets. 12½ to 1½. Composition in school.	*Tuesday in school.* Greek iambics or Latin verse.
Wednesday	7 to 8. Sallust and Repetition. 9½ to 10½. or 11½ to 12½. German. 12½ to 1½. Drawing. 3 to 5. Mathematics in sets. 5 to 6. Virgil.	Greek iambics.
Thursday	7 to 8. Homer, Æschylus, and Greek Grammar, 1 to 11. Virgil. 12 to 1½. Composition in school.	In school, Latin prose, usually a piece for re-translation, or detached sentences.
Friday	7 to 8. Æschylus and Greek Gram. 9½ to 1½. Middle School sets of one hour each in Mathematics, French, and Drawing. 2½ to 3½. 3 to 5. Mathematics in sets. 5 to 6. Latin Grammar and exercises.	Latin prose.
Saturday	7 to 8. Sallust or Ovid, and Latin Grammar or repetition. 9½ to 10½. or 11½ to 12½. German. 10½ to 11½. Paper in work of week and grammar questions. 12½ to 1½. History.	

SUMMARY OF LESSONS.

Divinity	2
Greek	5
Latin	8
Arithmetic and Mathematics	4
French	2
German	2
Drawing	2
Singing	1
History	1
	27 hours.

MATHEMATICAL DIVISION, WHEN DIFFERENT.

	Lessons.	Compositions.
Monday	7 to 8. Mathematics. 9½ to 10½. Latin Testament. 12½ to 1½. Chemistry. 2¾ to 3¾. Mathematics.	*Mathematical Division.* Latin Exercise, Ellis' or re-translation.
Tuesday	7 to 8. Mathematics. 10 to 11. English Grammar and composition. 12½ to 1½. Mathematics.	
Wednesday	4 to 5. French.	—
Thursday	7 to 8. Mathematics. 11 to 12. Modern History.	—
Friday	7 to 8. Mathematics. 9½ to 10½. English Grammar and composition; French and Drawing, in their sets.	—
Saturday	3½ to 5. Mechanical Drawing. 10½ to 11½. Mathematics. 11½ to 12½. Mathematics.	—

SUMMARY OF LESSONS.

Divinity	1¾
Latin	7
Arithmetic and Mathematics	9
French	3
German	2
Chemistry	1
Drawing	2½
Singing	1
English and History	3
	30½ hours.

UPPER MIDDLE FORM, DIV. II., 33 BOYS.

Lessons and Compositions during the Term ended December 23, 1862.

CLASSICAL AND MATHEMATICAL DIVISIONS.

	Lessons.	Compositions.
Sunday	3¾ to 4¾. The Epistle for the day by heart. Chapters of Old Testament History.	—
Monday	7 to 8. New Testament. (Greek and Latin.) 9½ to 11½. Mathematics in sets for one hour. Drawing for one set. Latin exercise corrected for Mathematical Division. 11½ to 12½. Latin exercise corrected for Classical Division. Latin verses.* 12½ to 1½. Chemistry for Mathematical Division. 2½ to 3½. Mathematics for Mathematical Division. 4 to 5. Greek Grammar. 5 to 6. Virgil.	An exercise of 12 lines from Ellis. *Six lines from Rapier's Latin elegacies.
Tuesday	7 to 8. Analecta Græca Minora. Mathematics for Math. Division. 11 to 12. or 2½ to 3½. French, in sets. 12 to 1½. Latin verses.* 12 to 1½. Mathematics for Math. Div.	Twelve lines from Rapier's LatinElegacies. *Twelve lines from Rapier.
Wednesday	7 to 8. Ovid. 9½ to 10½. or 11½ to 12½. German in hour sets. 10½ to 11½. Drawing. 12½ to 1½. Roman History. 3 to 5. Mathematics in hour sets. 4 to 5. (Extra) Modern languages for Mathematical Division. 5 to 6. Ovid by heart. Virgil translated.	Any boy is at liberty to show up 24 extra lines.

WELLINGTON COLLEGE.] TABLE D.—*continued.*

	Lessons.	Compositions.
Thursday	7 to 8. Analecta. Mathematics. 10¼ to 11¼. Latin grammar and Ovid by heart. 12 to 1¼. Ellis' Latin Exercises.* Exercises of the preceding week read from the book.	An exercise of 12 lines from Ellis. * Another exercise of the same length.
Friday	7 to 8. Greek Grammar. 9¼ to 11¼. Mathematics, French and Drawing in hour sets. 9¼ to 10¼. English Grammar and composition for Math. Div. 11¼ to 1¼. French, in hour sets. 10¼ to 11¼, 11¼ to 12¼, or 2¼ to 3¼. Drawing in sets. 3 to 5. Mathematics, in sets. 3½ to 5. Mechanical drawing for Mathematical Division. 5 to 6. Virgil.	An English essay written by the Mathematical Division (and read in school).
Saturday	7 to 8. Ovid. 9¼ to 10¼, or 11¼ to 12¼. German, in sets. 10¼ to 11¼. Analecta. Mathematics. 12¼ to 1¼. Roman History, or repetition of classical lessons.	

SUMMARY OF LESSONS.

	Classical Division.	Mathematical Division.
Greek	6	0
Latin, exclusive of composition in school	6	6
English	3	4
Arithmetic and Mathematics	4	6
Modern languages	4	5
Drawing	2	3
Chemistry	0	1
	25	25

LOWER MIDDLE FORM, 1ST DIV., 33 BOYS.

No. 1.—Lessons and Compositions during the Year ending Christmas 1862.

	Lessons.	Compositions.
Sunday	3¾ to 4¾. Bible History.	One or two copies of Latin prose from Ellis' exercises, of about 16 lines. Four copies of Latin verse from Walford's Verse Book, of not less than six verses each copy. Two of these done in school. Two shown up on Monday and Friday. A map shown up every other week on Wednesdays.
Monday	7 to 8. Epistle or Gospel by heart. 9¼ to 10¼. Mathematics, sets. 10¼ to 11¼. Mathematics. sets. Drawing, set 4. 11¼ to 12¼. Analecta Græca (prepared in school). 12¾ to 1¼. Drawing. 4 to 5. Virgil. 5¼ to 6. Greek Grammar (prepared in school).	
Tuesday	7 to 8. Ovid. 11 to 12. French sets. 12 to 1¾. Latin verse composition. 2¾ to 3¾. French sets.	
Wednesday	7 to 8. Analecta. 9¼ to 10¼. German sets. 11¼ to 12¼. German sets. 12¼ to 1¼. Cæsar (latterly Virgil) prepared in school. 5¼ to 6. Latin Grammar.	
Thursday	7 to 8. Ovid. 10 to 11. History. 12 to 1¾. Latin verse composition. Half Holiday.	
Friday	7 to 8. Analecta. 9¼ to 10¼. Mathematics, Drawing, 10¼ to 11¼. and French of Middle 11¼ to 12¼. School sets each for one 12¼ to 1¼. hour (except Drawing, 2¼ to 3¼. set 4, see Monday). 3 to 4. Mathematics. 4 to 5. Mathematics. 5¼ to 6. Greek Grammar (prepared in school).	——
Saturday	7 to 8. Virgil. 9¼ to 10¼. German sets. 10¼ to 11¼. History (or Latin prose.) 11¼ to 12¼. German sets. 12¼ to 1¼. Examination in work done during the week. (Alternately Greek and Latin.) Half Holiday.	——

SUMMARY OF LESSONS.

Divinity	2
Greek	4½
Latin (including composition done in school)	9
Arithmetic and Mathematics	4
History	2
French	2
German	2
Drawing	2
Singing	1
	28½

Not including three Ovid repetition lessons said while other lessons are being prepared.

LOWER MIDDLE FORM, 2ND DIV., 27 BOYS.

No. 2—Lessons and Compositions during the Year ending Christmas 1862.

	Lessons.	Compositions.
Sunday	3¾ to 4¾. Gospel by heart (or Catechism, 1st Sunday in the month) and Bible History, 3 chapters.	3 copies of Latin verse weekly, consisting of at least 6 entire verses from Penrose's Verse Book, one of these done in school. 3 copies of Ellis' Exercises averaging 10 lines, two of these done in school. A map shown up every other week on Thursday.
Monday	7 to 8. Bible History, 4 chapters. 9¼ to 10¼. Mathematics, sets. 10¼ to 11¼. Mathematics, sets. Drawing set 4. 12¼ to 1¾. Greek Grammar. 5 to 6. Greek Delectus (prepared in school the previous hour).	
Tuesday	7 to 8. Repetition of Greek tenses and Cæsar. 11 to 12. French, sets. 12 to 1¾. Verse composition. 2¾ to 3¾. French, sets.	
Wednesday	7 to 8. Greek Delectus. 10¾ to 11¾. Write or dictation. 12¾ to 1¾. Ovid (prepared in school the previous hour). 3 to 4. Mathematics, sets. 4 to 5. Mathematics, sets. 5 to 6. The whole form draw.	
Thursday	7 to 8. Repetition of Greek tenses and Cæsar. 10 to 11. Geography. 12 to 1¾. Prose composition. Half Holiday.	——
Friday	7 to 8. Greek Delectus. 9¼ to 10¾ Mathematics, drawing, 10¾ to 11¾ and French of Middle 11¾ to 12¾ School sets, each for one 12¾ to 1¾ hour, (except drawing, 2¾ to 3¼ set 4, see Monday). 3 to 4. Mathematics, sets. 4 to 5. Mathematics, sets. 5 to 6. Ovid.	——
Saturday	7 to 7¾. Greek Grammar. 7¾ to 8. Ellis' Exercises, *vivâ voce.* 10¾ to 11¼. History. 12¼ to 1¼. Latin Grammar.	——

SUMMARY OF LESSONS.

Divinity	2
Greek	4½
Latin*	8½
Mathematics	4
History and Geography	2
French	2
English and Writing	1
Singing	1
Drawing	2
Total	27

* Including composition done in school, exclusive of three Ovid Repetitions said while other lessons are prepared.

FOURTH FORM, 32 BOYS.

Lessons and Compositions during the Year ended at the Christmas Holidays 1862.

	Lessons.	Compositions.
Sunday	3¾ to 4¾. Divinity; viz., Bible History or Church Catechism.	——
Monday	7 to 8. Divinity. 10 to 11. Cæsar. 11½ to 12. Latin Grammar. 12¼ to 1¾. Arithmetic. 5 to 6. Greek Grammar and Greek Delectus.	Prose Exercises from Ellis' book are given up on Tuesdays, Thursdays, and Saturdays. The number of sentences is 6 or 8. On Tuesday during the time given to composition, easy sentences are occasionally set to be turned into Greek, sometimes exercises from the early part of Penrose's Latin Verse Book are set instead.
Tuesday	7 to 8. Read and correct exercise. 10 to 11. French. 11 to 12. Arithmetic. 12 to 1¾. Composition. Half Holiday.	
Wednesday	7 to 8. Latin Grammar. 10 to 11. Ovid Translation. 11¼ to 12¼. Drawing. 12¾ to 1¾. Arithmetic. 3¾ to 4¾. Drawing. 5¾ to 6. Ovid, by heart.	
Thursday	7 to 8. Geography. 10 to 11. Cæsar. 11½ to 12. Latin Grammar. 12¾ to 1¾. Greek Grammar and Greek Delectus. Half Holiday.	
Friday	7 to 8. Latin Grammar. 10¼ to 11¼. French. 11¼ to 12¾. Ovid translation. 12¾ to 1¾. Arithmetic. 5 to 6. Greek Grammar and Greek Delectus.	

TABLE D.—*continued.* [WELLINGTON COLLEGE.

	Lessons.	Compositions.
Saturday	7 to 8. History. 10 to 11. Writing and Dictation. 11½ to 12¾. Cæsar and Latin Grammar. Half Holiday.	—

SUMMARY OF LESSONS.

Divinity	2
Latin (including composition in school)	11½
Greek	2¾
Arithmetic	4
Geography	1
History	1
Writing	1
Drawing	2
French	2
	27

The lessons are all prepared in school. The above list only includes the time employed in saying them.

THIRD FORM, 22 BOYS.

Lessons and Compositions during the Term beginning Sept. 19th, ending Dec. 22nd, 1862.

	Lessons.	Compositions.
Sunday	3¾ to 4¼. Historical Books of the Old Testament. Collect for the day. (Church Catechism on the first Sunday in each month.)	Three Latin Exercises given up on Tuesday, Thursday, and Saturday at first lesson.
Monday	7 to 8. Historical Books of the Old Testament. Epistle or Gospel for the preceding Sunday. 10 to 11. Latin Delectus. 11½ to 12½. Drawing lesson. 12½ to 1¼. Arithmetic. 4 to 5. Writing lesson. 5½ to 6. Greek Grammar.	
Tuesday	7 to 8. Latin Grammar. 10 to 11. Writing lesson. 11 to 12. Arithmetic. 12½ to 1½. Latin composition. Half Holiday.	—
Wednesday	7 to 8. Greek Grammar. 10 to 11. Latin Delectus. 12½ to 1¼. Arithmetic. 4½ to 5. Latin Grammar, and questions arising from the lessons. 5½ to 6. Greek Grammar, and questions arising from the lessons.	—
Thursday	7 to 8. Markham's England. 10 to 11. Latin Delectus. 11 to 12. Dictation. 12½ to 1½. Latin compositions. Half Holiday.	—
Friday	7 to 8. Latin Grammar. 10 to 11. Greek Delectus. 11 to 12. Arithmetic. 12½ to 1½. Drawing lessons. 4½ to 5. Greek Grammar, and questions arising from the lesson. 5½ to 6. Latin Grammar, and questions arising from the lesson.	—
Saturday	7 to 8. Geography. (Map about once in three weeks.) 10 to 11. Latin Delectus. 11¼ to 12½. Latin Grammar questions and compositions.	— —

SUMMARY OF LESSONS.

Divinity	2
Greek	5
Latin	10
Arithmetic	4
Geography	1
Drawing	2
Writing	2
Singing	1
	27 hours.

All lessons are learnt in school.

SECOND AND FIRST FORMS, 11 BOYS.

Lessons and Compositions during the Term from September to Christmas 1862.

	Lessons.	Compositions.
Sunday	3¾ to 4¾. Collect for the Day, or Catechism, Old Testament History.	—
Monday	7 to 8. Old Testament History. 10¼ to 10¾. Latin Grammar. 11 to 12. Henry's First Latin Book. 12½ to 1¼. Arithmetic. 5 to 5½. History (Gleig's "England"). 6¾ to 7½. Singing.	—
Tuesday	7 to 8. Latin Delectus (Valpy). 11 to 12. English poetry and Latin exercise. 12¼ to 1¼. Arithmetic. Half Holiday. (3¾ to 4¾.) (Extra French Class.)	A Map is set on Tuesday morning, to be given up on Friday morning.
Wednesday	7 to 8. Geography. 10½ to 11. Latin Grammar. 11½ to 12. Correct exercise, and write fair copy 12½ to 1¼. Writing 4 to 4¾. Write Latin exercise. 5½ to 6. History.	A Latin Exercise written three times a week (as mentioned in Table of Lessons).
Thursday	7 to 8. Latin Grammar. 9½ to 10. Latin parsing (in writing). 10 to 11. Arithmetic. 12¼ to 1¼. Dictation. Half Holiday.	The Greek Alphabet takes the place of one exercise for boys more advanced than the others.
Friday	7 to 8. Geography. 10½ to 11¼. Latin Vocabularies and exercise. 12½ to 1½. Writing. 2½ to 3½. Drawing. (3½ to 4½.) (Extra French Class.) 5½ to 6. Latin Delectus.	An English exercise on some easy subject.
Saturday	7 to 8. Latin Delectus. 10½ to 11¼. English poetry and Latin Grammar. 11½ to 12. Latin Grammar. 12½ to 1¼. Arithmetic. Half Holiday.	

SUMMARY OF LESSONS.

Latin	13
Divinity	2
History	2
Arithmetic	4
Geography	2
Drawing	1
Singing	1
	25

All lessons are learnt in school; three-quarters of an hour each morning, and one and a quarter hours each evening are spent in "Preparation School." Average of present form is 12 years. No classical standard is required for admission till after Christmas 1862.

CHELTENHAM.

STATEMENT.

CHELTENHAM COLLEGE.

Letter from the Rev. Alfred Barry, B.D., Principal.

Cheltenham College,
11th March 1863.

My Lords and Gentlemen,

In attempting to comply with the request with which I have been honoured, I feel that I labour under some peculiar difficulties.

I am desired to add to our returns of class work and class arrangements a letter referring to, and remarking upon, the chief principles of our system. I entered upon my present office only about nine months ago, after a change in the whole system of government, which swept away most of its peculiarities, and assimilated it to the system of most Public Schools, while it left untouched the scheme of instruction and internal arrangement, mainly due to my distinguished predecessor, the Rev. W. Dobson, and (in the Modern Department) to the Rev. T. A. Southwood, who has so long and so successfully presided over it. That scheme I have preserved in most of its main features. In referring to it, as I must do, in the remarks which I have the honour of laying before you, I would beg to say that I wish neither to adopt it as my own in every point, nor to criticise it, but simply to speak of it and of its effects, as matters of fact. For I cannot but feel, that my short period of connexion with the college allows me to do very little more than this.

I conceive that I shall best perform the task entrusted to me by remarking only upon those points in the system which are different from the arrangements of most great Public Schools.

(A.) Division of the College.

(A.) The college is at present divided into three departments.

(1.) The Classical Department, the scheme of subjects in which is, generally speaking, that of the ordinary "Public School" teaching.

(2.) The Modern (or military and civil) Department, in which the main study is that of mathematics, and in which, while Latin is kept up to a certain extent, Greek is entirely omitted, Natural science introduced, and greater stress laid on the study of modern languages.

(3.) The Juvenile Department (opened at Christmas last) (including boys between 8 and 13, (although boys, if sufficiently advanced may pass from it at the age of 11,) and intended to serve as a preparation both for the Classical and Modern Departments.

The numbers at present are (Feb. 1863):—

In the Classical Department	- - -	286
„ Modern „	- - -	276
„ Juvenile „	- - -	65
	Total	627

Of these 627 boys, 405 are boarders, residing in separate boarding houses, all of which (with one exception) are under the charge of assistant masters of the College; and 222 are day-boys, residing either with their parents or with some one who stands to them strictly *in loco parentis*. The existence of this large class of day-boys is almost peculiar to Cheltenham College, and has probably exercised considerable influence, both positive and negative, in the formation of its system.

(B.) The Boarding System.

(B.) The expenses of the larger boarding houses, containing from 30 to 50 boys, are fixed by rule at nearly 45*l.* per annum; which with the tuition fee and price of a nomination makes the whole expense about 71*l.* in the higher and about 67*l.* in the lower classes. I may perhaps be allowed to express my own decided opinion (confirmed by many of high authority), that the boarding charges are too low, considering the class and requirements of our boys, and that it is not improbable that they may have to be increased. Each of these boarding houses is under the charge of a master, who engages for himself an assistant master (not necessarily a master of the college), there having been as yet nothing like a prefectorial system established, either in the college itself or in the boarding houses.

To this notice of the larger houses, I should add, that a few of the masters are allowed to take a small number of boys into their houses, who are treated much as private pupils, and received at a much higher rate. The terms in such "private boarding houses" vary from 80*l.* to 120*l.* per annum. The number of boys at present in such houses is small, not exceeding 30. In my opinion they are only useful as providing for exceptional cases, in which boys for their age, health, degree of knowledge, or character, are not fit for the larger houses.

Our system of boarding is therefore the domestic, as distinguished from the collective system which prevails at Marlborough and Wellington Colleges; and, in its points of advantage and disadvantage, it differs little from those which must have already come before your notice at Eton, Harrow, and Rugby, except that it is far less expensive than any of them.

(C.) Scheme of Instruction (General).

(C.) With regard to the general system of instruction, three points seem to me to deserve notice.

(1.) A large amount of our work is done in school. The hours on a full school day are six, on the two half holidays three. In consequence much of the work, especially in the lower classes, is prepared, as well as said, in school; and the evening work (averaging about two hours) consists chiefly of composition, exercises, and lessons committed, either in word or in substance, to memory, and requires in most cases mere supervision, to ensure its being carefully and thoroughly done. Large amount of work done in school.

One effect of this is that, for the greater part of his work, each boy has to look only to the master of his class, and to carry on his study under his supervision. I think that this system answers thoroughly well with the younger boys. In the higher classes it secures a large amount of work, and makes systematic idleness rare and difficult; its danger is that it may perhaps give too much support, and so lead to the danger of a reaction towards an idle or desultory temper, when on their leaving the college that support is suddenly withdrawn.

Another effect is that private tuition is confined within very narrow bounds. It is regarded by the college as an exceptional arrangement. It is supposed to be desirable, in order to remedy ignorance of special subjects, which would otherwise lead to an undesirable classification of a boy, in order to supply a knowledge of subjects which a boy's future career may chance to require, and which do not form part of our college teaching, or in order to prepare for examinations shortly to be undergone at the universities or elsewhere. Even for this preparation it will be seen, by reference to Table D. (First class), that some provision is made in the class arrangements. As a matter of fact, the use of such private tuition is comparatively rare, though it is more frequent in the Modern than in the Classical Department, on account of the greater multiplicity of subjects, and the more frequent occurrence of examinations at Woolwich, Sandhurst, &c. So far as my present experience has gone, I should say that it ought to be but rarely necessary, and that, if it were generally resorted to, the effect would be on the whole more injurious than advantageous.

(2.) The number of Masters, in proportion to the number of the boys instructed is large. Large number of assistant masters.

The number of class-masters at present (including the Principal and Vice-Principal, who take the first two classes in the Classical Department, and the Head Master and Vice-Master, who take the first classes in the Modern Department) is:—

In the Classical Department	- - -	11
„ Modern „	- - -	11
„ Juvenile „	- - -	3
		25

It will be seen, that the average number of boys taught by each master is about 25. In point of fact, it is so arranged that the highest and lowest classes average about 20, and the other classes of the school about 30, all classes below the first three or four being divided into two parts.

This limitation of numbers in a class is mainly imposed by the fact (above alluded to) that the exercises and composition of each class are in the hands of the class master. In a large school, where the classification is naturally most perfect, and where it is therefore possible to secure a tolerably uniform standard of knowledge and proficiency in each class, it might be quite possible to take larger classes without injury to the regular class work. But I do not think, that a master can well look over the exercises of a larger number of boys with the care and thoroughness, due to that which is one of the most important

parts of the work. In the first (highest) class, including 32 boys, the composition is, in the first instance, looked over by a composition master, and the corrected exercises are then re-written and submitted to the Principal and Vice-Principal respectively.

Additional masters.

Besides the class masters, there are in the Classical Department—

Composition and Sanscrit Master	1
Mathematical and Arithmetical Masters	5
Foreign Language Masters	2
	8

In the Modern Department—

Natural Science Master	1
Foreign Language Masters	4
Drawing Masters*	3
	8

The whole number of masters is therefore 41.

Theological tutors.

Besides these masters two theological tutors belong to the staff of the college.

Their appointment was originally due to a peculiar arrangement, by which it was intended that the religious teaching should be vested, not in the hands of the masters, but in those of two theological tutors (appointed independently of the Principal), to whom each class should go for about an hour a week for religious instruction. The direction of the chapel services, and of the preparation for confirmation, was placed in the hands of one of these gentlemen, who was appointed "Chaplain;" and it was understood that they were responsible to the Directors alone. This system has now been entirely changed; the whole direction of the religious instruction and services having been given up to the Principal, and a certain portion of the religious instruction being in all cases given by each class master. But each class still goes for an hour in each week to one of the theological tutors, and arrangements are made so that the two parts of the religious instruction may harmonize with each other.

I have therefore 42 colleagues engaged in the instruction of our 627 boys.

Regular and frequent examination of the whole school.

(3.) We have regular and frequent examinations of the school in all subjects included in the regular work of the classes.

The arrangement at present made in the Classical Department is, that at the commencement of the half-year a certain scheme of work is made out by the Principal, with the assistance of the class masters, so arranged as to form a regular system of Scripture reading, of Latin and Greek grammar and construing, history, and geography. That scheme of work is made the basis of examination at the close of each quarter by the Principal (with the assistance of the Vice-Principal). At the time of the examination reports of the conduct and work of each boy are presented to him, which are then added to and countersigned by himself, and forwarded to the boy's parents; marks are given for the examination, and the boys' places are determined by the combined result of the class marks and marks for examination. The results are recorded in the Principal's register, and communicated by him, if necessary, to the master of each class. The examination is conducted partly *vivâ voce*, partly on paper (exercises and occasionally written translation being done in school for examination by each class). The former part generally occupies about three hours for each class. It is, of course, entirely independent of the examination by examiners from the University, held every Midsummer and Christmas.†

A process nearly similar is carried out in the Modern Department by the Head Master (with the assistance of the Vice-master, who presides over the Latin and English studies of the Department). It is understood, of course, that the Principal may at any time examine, if he will, any part of the work of the Modern Department.

The effectiveness of this examination is the mainspring of the whole school-work. It brings the Head in contact with every master and every class, and enables him to know what each boy in the college is doing, morally as well as intellectually. It is the only security for anything like unity of system, and the only safeguard against neglect, inaccuracy, and eccentricity of teaching. It is practically found to be the best preventive of systematic idleness on the part of the boys.

The examination by strangers may afford a test of the general efficiency of a school, but it cannot be sufficiently searching to find out the details of defect or excellence, on which that general standard of efficiency depends; nor can it be conducted with the assistance of an intimate knowledge both of masters and boys. The examination, therefore, of the school, regularly and not unfrequently, is one of the most important duties of a Head Master.

Cheltenham. Statement.

(D.) I.—The Classical Department.

I now pass from the general principles of instruction to points concerning each department separately.

Parallelism of class-divisions.

(1.) In the Classical Department the principle of classification depends upon the degree of a boy's knowledge of Latin and Greek. The only remarkable peculiarity of arrangement is one introduced by the Rev. W. Dobson. The whole department is divided into ten classes; the first two classes being divided each into two consecutive divisions, and including the first seventy-two boys. Below these classes each class is divided into two parallel divisions; the two divisions reading the same subjects, and being supposed to be exactly equal in knowledge and ability. Each (numbering about fifteen boys) is put into the hands of a master, who also takes a corresponding division of the class immediately below. The two divisions are said to belong to the "Principal's and Vice-Principal's side," the distinction, however, being purely nominal. The whole department is, therefore, arranged thus:—

Class	I. *a.*				16 boys.
,,	I. *b.*				16 ,,
,,	II. *a.*				20 ,,
,,	II. *b.*				20 ,,
Class	III. P.	30 boys.	Class	III. V.P.	30 boys.
,,	IV. P.		,,	IV. V.P.	
,,	V. P.	30 boys.	,,	V. V.P.	30 boys.
,,	VI. P.		,,	VI. V.P.	
,,	VII. P.	30 boys.	,,	VII. V.P.	30 boys.
,,	VIII. P.		,,	VIII. V.P.	
,,	IX. P.	30 boys.	,,	IX. V.P.	30 boys.
,,	X. P.		,,	X. V.P.	

The classes included within brackets are under the charge of the same master.

This system of parallelism was originally intended to apply also to the upper classes; but it was soon disused with regard to them.

It was originally instituted in the idea of keeping the classes small, and securing sufficiently rapid promotion. I am inclined to think that it has no great effect in these respects. If it were done away with, and if each class were placed under one master, the number of boys under him would be the same, the similarity of attainment being of course greater; and the class might be worked in two removes in those subjects on which it was found necessary so to arrange them. The boys promoted would be precisely the same as now, the only difference being, that they would come from under one master, instead of coming from under two.

Its advantages and disadvantages appear to me to be these—

Its advantages.

The advantages are that—

(*a*) A boy remains under the same master for a longer time. (If promotion for each class be made each half-year, a boy would under the other system be under each master for a half-year, whereas he is now under him for a year.)

(*b*) A boy can be quietly moved from one side to the other without any great loss, if he gets on ill with the master under whom he has been placed.

(*c*) The Principal is enabled to see on examination whether the failure of a class depends on any fault of teaching or discipline. If the class on one side is constantly inferior to the corresponding class on the other, the raw material being much the same, the conclusion is obvious.

Its disadvantages.

As for the disadvantages,

(*a*) The great and serious disadvantage is the practical impossibility of securing strict equality of excellence in the masters of parallel divisions, and therefore real equality of progress in the boys. As far as my experience goes, I may say that I have never found anything like this equality. The consequence is, that if two boys are promoted into the second form, after passing up, the one on the Principal's the other on the Vice-Principal's side, it is likely, that the one will have been far better taught than the other in some of the parallel divisions, through which they have passed.

(*b*) The second is the tendency to encourage invidious comparisons, on the part of the boys, of the masters of parallel divisions in respect of knowledge, teaching and strictness of discipline. That this is no imaginary evil has been found by experience.

* Drawing is a regular part of the work in the Modern Department. In the Classical Department the study of it is optional, and pursued to a great extent out of school hours.

† The classical examination is at Midsummer, and the mathematical at Christmas, in the Classical Department. In the modern school, the mathematical examination is conducted at Midsummer, and the extra examinations at Christmas.

CHELTENHAM. STATEMENT.

I do not at present feel able to determine to which side the preponderance belongs.

(2.) The next point of importance is the mathematical arrangement of this Department.

Its mathematical arrangement.

The classification being made according to classical knowledge, it is evident that each class will include boys of very different advancement in mathematics and arithmetic. It has never yet been the practice to classify the boys for mathematics on a system independent of the classical arrangement. This irregularity is, of course, a serious hindrance to the mathematical advancement of the boys. It is practically remedied, with respect to all except the last four classes, by the subdivision of each class for mathematical study into three divisions, which are placed under the three mathematical masters, each division numbering on the average about 12 boys. In this way it is generally contrived, that a boy shall not be kept back in mathematics on account of backwardness in classics, and, in order to secure proper competition, it is now settled that, although boys of different classes cannot be taught mathematics together, they may nevertheless be examined together, and the subjects chosen for reading are regulated accordingly.

The same thing is done to some extent but less perfectly with regard to the two arithmetical masters, who have charge of the lower classes. It will be observed by the class returns that a considerable portion of time is given to mathematics; and, in point of fact, the standard of attainment is good. But I do not think that the contrivance referred to works so thoroughly well as to correct the whole evil, and I believe that an independent mathematical arrangement would be preferable, and ought not (within certain limits) to be impossible.

The study of modern languages (French and German).

(3.) The last point to be noticed in relation to this Department is the arrangement made in reference to the teaching of French and German. The same difficulty meets us here also as to classification. The classes cannot go to their French lessons except in their classical arrangement. The evil is not so great as in the case of mathematics, because, as a boy's place in the general classification depends on his knowledge of language, that same knowledge will generally enable him to keep up with the rest of his class in French or German (exceptional cases being soon provided for by a few private lessons). So far as it exists, it is met in much the same way as in the mathematical work.

A greater difficulty is the short time which can be given to the study. We find it impossible to give more than two school hours per week to modern languages, besides time for preparation in the evening, excepting for boys who purpose to go in for the Indian Civil Service appointments, and for whom special arrangements are made. Judging it utterly impossible under these circumstances to allow the simultaneous study both of French and German, we have resolved to fix a certain point in the school, up to which French alone is to be learnt; when a boy reaches that point, his parents make their choice, whether he shall continue French or begin German, and, that choice, once made, must as a rule be adhered to. The Modern Department is of course open to those, for whom this amount of study of modern languages is insufficient.

The greatest difficulty of all, however, is the maintenance of a proper standard of work and discipline in the French and German classes. The boys look upon the study as merely accessory; the masters, if foreigners, are seldom sufficiently acquainted with English methods of education to make their own knowledge thoroughly effective, and are seldom able to secure the attention and good order of their classes. I cannot but be of opinion that, if a school can include one Frenchman and one German on its staff, for the purpose of correcting pronunciation and looking over the higher kinds of composition, and can then entrust the greater part of the French and German teaching to Englishmen who have had an university education, and who, having lived abroad, are thoroughly versed in the foreign language which they undertake to teach, the work will be far more effectively done than by any other arrangement.

In order to secure the systematic arrangement of the French and German teaching, and to give importance to the study in the eyes of the boys, we have recently laid down a rule, that each master shall take in class a certain portion of French or German grammar (as a kind of repetition almost said "by heart") so as to leave the French and German masters more time for translation and composition; and that the marks of the French and German shall be added to those of the regular class work, so as to influence a boy's position in his class and in the school.

We do not hope by this to secure any high standard of French and German scholarship; but we trust to make the boy's knowledge, as far as it goes, sufficiently systematic and accurate to be a good basis for future study.

II. The Modern Department.

Its nature and object.

II. The Modern (or civil and military) Department. The existence of this Department, with numbers nearly co-ordinate with those of the Classical Department, is perhaps the most characteristic feature of the system of Cheltenham College. The reading of the higher classes is mainly guided by the Woolwich and Sandhurst examinations, (which are to this Department what the University course is to a high classical school); and of course that which rules the highest classes must more or less directly affect the studies of the whole Department. It should be observed, that although classes exist called the "Direct Line" and "Sandhurst classes," these do not by any means contain the whole of the boys who are desiring to obtain commissions, either directly or through Sandhurst. Such boys can, and most frequently do, pass at once to their examinations from the regular classes. The special classes above alluded to are designed for those who, having this desire, are yet, from their standard of age and knowledge, unfit to continue in the regular classes, and need special and almost private tuition. In the same way it may be observed that, although the "Civil class" was instituted with a view to those who were entering commercial life, or intending to compete for appointments in Government offices, still many pass from the College in these directions without entering the "Civil class" at all. It may therefore be said generally, that this Department is intended for boys entering the army, adopting the engineering or other scientific professions, or destined for commercial life.

I may add that, in the competition examinations for Woolwich and Sandhurst, it has achieved decided and unusual success, and that its pupils have afterwards continued to attain distinctions at Woolwich, Addiscombe, and Sandhurst. These are its only external tests; perhaps a more valuable one still may be deduced from the fact of its continued numbers and popularity, and from its having attained a complete equality in rank with the Classical Department.

Reference to the letter of the Rev. T. A. Southwood.

With regard to the details of its arrangement, I would beg to refer to a letter from Mr. Southwood which is subjoined. The Department has been created by him; no one therefore can give more valuable information as to its working.

But there are one or two general questions which may naturally be referred to here.

Its educational value.

(1.) The first and most important is that of its educational effect on the minds of the boys. The principle of its classification is mathematical; and its standard of mathematics is high. It is reasonable therefore to expect from it that cultivation of the reasoning powers, for which mathematical study is calculated. Natural science has in it fair scope, and is efficiently worked. To it we look for the cultivation of the observing and inductive faculties. The study of language is, of course, carried out under great difficulty. In the first place the mathematical classification brings together, in one class and under one teaching, boys of very different proficiency and power for language. In the next place, in spite of all possible pains, it is very difficult to ensure in the lower classes a thorough attention to their Latin. The boys look upon it as an accessory subject, knowing that it will have to be dropped in the upper classes, and will not (in all probability) affect their final examinations. It is perhaps hardly to be expected, that boys should look further forward, or consider the ground on which the real value of their Latin study depends. In the third place the study of French and German is beset with the difficulties already noticed. I am inclined to think that on these languages, and on English, with the substratum of Latin already laid, the real study of language in this Department must rest. I believe that these ought to be sufficient. In the English work of the higher classes much seems to be attained. But the difficulty (already alluded to) of securing such results in the foreign languages is here strongly felt. It is not, however, in my opinion an insuperable difficulty; but it renders even more necessary than ever some such arrangement to secure the systematic and scientific teaching of these languages, as has already been referred to.

So far then as can be judged from the nature of the system and (I may add) from the character of the boys who have passed through it, I think it may be said that the experiment has been fairly tried, with such a measure of success

as to justify much confidence in its value. The existence of the modern department is also a safeguard to the classical system, as giving scope for those boys who are unfit for the latter, and affording an opportunity of introducing those extra studies which are often desired by boys or by parents, and which it is literally impossible to introduce without overburdening the boys, or interfering with the solidity of their work, if classics and mathematics are to be thoroughly studied. On this subject I should venture to endorse (so far as my knowledge extends) the statement derived by Mr. Southwood from long experience. I cannot say that I have the same full confidence in the effect of the system, as in the older classical system, modified as it is here by a strong and sufficient admixture of mathematics and of English study. I observe that, in the Woolwich and other competitive examinations, a reaction is taking place towards that older system, which I believe to represent fairly a reaction in the general estimate of its value. At present I am sure that boys could be sent in for Woolwich with almost equal advantage from either department of the College. But I still think, that the existence of our Modern Department gives far greater perfection to the system of education, and far better scope for the various ability and knowledge of our boys than could be possible, if only the classical system prevailed. I feel sure that it gives a true education, and not mere instruction in various subjects.

The effect of its existence on the unity of the College.

(2.) There is another important question suggested by this division of a school into various departments, especially when, as in this College, the two senior departments are nearly co-ordinate in numbers and in standing.

It is the question, how far there may be danger to the unity of the school, a danger arising partly from the very fact of the division of the boys, and partly from the less direct contact of the boys of the Modern Department with the Principal, and their consequent tendency to look up to their own Head Master instead of to him. My experience is but short, but, so far as it goes, I should say that the danger is no imaginary one, and that it is likely to become more visible in its effects, if anything of prefectorial authority is introduced into the College. But I think that it is quite possible to guard against it thoroughly, if the Principal is able and willing to superintend, either by examination or by direct teaching, some part of the work of the first class of the Modern Department, if it is well known that the scheme of work is regulated by him, and that all masters are ultimately responsible to him, if all questions of serious discipline are referred to him, and if in the religious influence of the Chapel services the preparation of boys for confirmation and the like, he is distinctly the representative of the whole College. If he is well aware of the danger, both as regards appearances in the eyes of the boys and as regards the tendency in himself to take warmer interest in the boys with whom he is more closely in contact, then (I think) it may be removed, at any rate so far, that it cannot be considered by any means to counterbalance the plain advantage of a more perfect classification.

III. The Juvenile Department.

The Juvenile Department is but recently established, and its numbers accordingly are below the standard, to which we expect them hereafter to attain. It is considered that if the College is full (650 boys) about 100 or 120 should be in the Juvenile Department. The age is fixed from eight to eleven, but boys may remain in it, if necessary, till thirteen. If, at the age of thirteen, they are unfit for the lower classes of the senior departments, the probability will be that they are hardly fit for a public school at all.

They have school rooms of their own, they are to have juvenile boarding houses as soon as possible, and a certain part of the College playground reserved for their use. A Head Master is appointed for the Juvenile Department, responsible only to the Principal and having the general control and supervision of the masters under him.

Its objects.

The main object, which we had in view, was the possibility of taking boys at an early age, before they have lost, by imperfect or erroneous grounding, the time which is valuable beyond all others. More especially we desire to see, that they are well taught in elementary English subjects and in Latin and French grammar. We have as yet found it impossible, without special arrangements, to take boys with advantage before they are ten or eleven years old. But very many come at that age, either wholly ignorant, or so prepared that they have to unlearn much of what they have already learnt. The time thus lost can hardly ever be regained. The classification (to which such defect leads) must be defective, both in its moral and its intellectual effects. But if we take boys as early as eight years old, it is clear that they require a different system of teaching and discipline, involving far more supervision and direct individual assistance than is needed for boys of twelve and upwards. It has always been my own feeling that, next to the highest classes of a school, the lowest are the most important. On the conduct of these lowest classes depend in great measure the first impressions, intellectual and moral, of the school upon the boy, the growth of good habits of work and discipline, and the origination of the tone which will hereafter distinguish his whole school career.

It is a great mistake to entrust them to the least able and least experienced hands, with only that general supervision and examination which the Head Master of a large public school can give. They should be in frequent and daily contact with a man who has made it his business to train and guide little boys, and who is capable of giving them that first right direction which is invaluable. This is the office of the Head Master of the Juvenile Department, and upon the tone, which he is able to inspire in the boys and masters under him, very much of the welfare of the College must depend.

We have also had reason to think that the power of keeping the younger boys to themselves, in the boarding house and in the playground is highly desirable. In the boarding houses there can be (I think) no question of the advantages, moral and physical, of having to deal with boys of nearly the same age in respect of all domestic arrangements. In the playground I am not by any means of opinion, that intercourse between the elder and younger boys should be cut off; but I think it of great consequence that it should be capable of regulation, and especially that the little boys should have sufficient ground for games, &c. of their own.

It is for these reasons that the juvenile school was established. We have as yet no experience to show how far they can be attained.

I have thus endeavoured to sketch out the peculiarities of our system of teaching, omitting the features in which it resembles that of most other large schools. I have only to add that if information on any other points should be considered desirable, I shall feel still further honoured by being called upon to supply it.

I have, &c.

Alfred Barry, B.D.,
Principal.

Explanatory Statement by the Rev. Thomas A. Southwood respecting the Modern Department.

I fear the form of return (C), furnished by the Public Schools Commission, was but ill-adapted for the information which the Modern Department of the Cheltenham College was invited to give. I will endeavour to supplement it with a few words of explanation, in the hope that it may make the reports of the masters intelligible and clear.

Large number of Subjects taught in the Modern Department.

The number of subjects included in the course of instruction will appear unusually large, and, were they all taught at the same time, would completely destroy any hope of educating the boys to any good purpose; but this is carefully avoided by grounding the lower classes in Latin, English, History, and elementary mathematics, and gradually introducing a fresh subject as the boys are able to bear it.

The whole course comprises Mathematics, Latin, English, history, geography, French, German, Hindustani, English language and literature, physical science, drawing, fortification and surveying. There are 13 classes, but as some of them contain two, three, and even four divisions, they are considered for all practical purposes as 19. They are:—

I.	with	5	boys
II. A., II. B.	„	24	„
III. A., III. B.	„	26	„
III. C., III. D.	„	26	„
Sandhurst and Direct Commissions	„	28	„
Civil., IV. C.	„	28	„
IV. A., IV. B.	„	30	„
V., VI.	„	32	„
VII., VIII.	„	33	„
IX., X.	„	34	„

CHELTENHAM. STATEMENT.

The Head Master takes the first class, and a class master each bracket of classes.

There are therefore ten class masters including the Head Master, with an average of 27 boys each. There is also the Vice-master, who takes the English literature of the first and second classes, and instructs those boys in them who have made considerable progress in Latin and Greek; he also assists the Head Master in the periodical examinations of the classes during the half year. There is one Hindustani master, one master for physical science, two German, two French, and three drawing masters. The first class is the highest, the tenth the lowest in rank.

The Arrangement of the Subjects.

The subjects of the three lowest classes (X. IX., VIII.) are Latin, English, History, elementary Mathematics, French, and Drawing, In the seventh German or Hindustani is added, and with this addition the boys continue their study until reaching the third class.

On reaching the third class, geometrical drawing and natural science are added; English literature is commenced in the second class, and those who may be intended for the army there begin to learn fortification.

On entering the first class the experimental sciences are taught; also military sketching and surveying, theoretically and practically, to those intended for the army. Thus the subjects are gradually introduced, as the boys acquire proficiency in the subjects which have previously occupied their attention; none of these however are wholly dropped, but are kept up and strengthened by revision and examination. In this way the whole range of subjects can be completed without confusion, or unduly taxing the boys' time.

Special Classes.

The Sandhurst and Direct Commissions classes are special classes for those candidates for Sandhurst or the line, who, being too backward for the upper regular classes, require much individual teaching. The civil class is another special class; it contains those boys who are intended for the Government offices or a commercial line of life. In this class besides arithmetic, history, geography, Latin, and modern languages, especial attention is paid to English composition, précis and abstract making. I may here mention that in the first and second classes the course of study is well adapted to several classes of boys—to those whose object is Woolwich or Sandhurst, the Civil Engineer Service of India, and Civil engineering generally, and to others who have no profession in view, but who seek to obtain a sound education by means of mathematics, English language and literature, modern languages, and physical science. This is the kind of education which the Modern Department furnishes, and twenty years' experience has proved that a more comprehensive education can be given by the union of two such schools as the classical and modern, than by the individual action of either, that they can work harmoniously and also successfully, both for the public requirements and for the college treasury.

Examination of the Classes.

All the classes are examined by the Head Master (assisted by the Vice-master) twice during the half year. Two classes are examined in each week, notice being given to the class masters the day preceding the examination.

The subjects examined are those taught by the class masters, mathematics, Latin, history, and geography. The examination is partly by papers, partly *vivâ voce*. and includes both new and old work. The marks obtained in these examinations are added to the marks of the class master, and of the masters for extra subjects, the total determining the place of the boys in order of merit, which appears in the school report forwarded to the parents twice each half year. The results of these examinations are entered in a register kept by the Head Master, and any boy who distinguishes himself has a special notice of such distinction entered in the register, and the school report furnished to his friends.

The subjects taught by the extra masters, such as French, German, Hindustani, drawing, and physical science, are examined by gentlemen unconnected with the school, appointed by the Council of the College; they take place just before the Christmas vacation. All the classes are examined in the class subjects by examiners appointed by the Council during the last fortnight of the summer half year, the result of which is furnished to the Council in a Report drawn up by the examiners.

It has been seen that each class master has two classes, or two divisions corresponding to two classes, and it is so arranged, that while one class or division is under instruction from the class master the other class or division is either preparing a lesson for him or absent with one of the extra masters. The class masters are actually engaged in oral teaching from 25 to 27 hours of the week consisting of 30 school hours; and of the remaining hours the greater portion is occupied in examining exercises or in preparing examination papers to test some lesson prepared by the boys. In the III. C., III. D., IV. A., IV. B., IV. C., IV. D., V., VI., VII., VIII., IX., X. classes the relative time given in school to the various subjects is,—Latin, five hours; mathematics, eight hours; modern languages, from four to six hours; drawing two hours; English history, three hours; Scripture lessons, two hours; the remaining hours to preparation either for the class master or for the extra masters. In the upper classes the relative time given is,—mathematics, from eight to ten hours; modern languages, five to seven hours; drawing, four to five hours; English literature, four to five hours; science, three hours. When Latin and Greek are studied, science and some other subjects are wholly or partly discontinued. The same takes place with regard to fortification and surveying. The evening preparation at the boarding houses occupies from one and a half to three hours, and the subjects are those taught and examined by the class master on the following day.

THOS. A. SOUTHWOOD.

TABLE C.

CHELTENHAM COLLEGE.
Classical School.

TABLE C. - - - - - -

Return of the Work done by the several Forms or Divisions

	1. Authors or Books used (not being mere Books of Reference), with the Editions.	2. Authors or Books used, being merely Books of Reference, including Maps and Illustrations.	3. Authors construed or translated *vivâ voce*, and the Quantity of each in the Year ending with the Summer Holidays, 1862.	4. Method of Hearing the Form in such construing or translating Lessons.	5. Authors whose Language has been committed to Memory, and the Quantity of each in the same Year.	6. Authors whose Substance and Matter have been committed to Memory, and the Quantity of each in the same Year.
First Class, A. and B. Divisions, 30 Boys.*	Novum Testamentum, Gr., Valpy, Loyd, and others; Homer (*Baumlein's text*); Euripides (*Porson*); Plato, Gorgias (*Stallbaum*); Sophocles, Ajax (*Winder*); Herodotus (*Teubner's Series*); Aristophanes, Equites (*Holden*); *Vaughan's* Epistle to the Romans; Aristotle, de Poetica (*Bekker*); Demosthenes, Olynthiacs (*Wilkins'*); Virgil (*Oxford Text*); Horace (*Oxford Text*); Quintilian (*Bonnell*); Cicero, c. Verrem (*Teubner's Series*); Cicero, Epistolæ Selectæ, *ed. Müller*; Plautus (*Fleckeisen*); Terence (*Fleckeisen*); Catullus (*Rossbach*); Pindarus, Theocritus (*Teubner's Series*); Schiller's Works (*Stuttgard Edition*); Molière (*ed. Tauchnitz*); Todhunter's Algebra; Todhunter's Plane Trigonometry; Todhunter's Differential Calculus; Drew, Geometrical Conics; Parkinson, Elementary Dynamics and Statics; Colenso's Algebra; Colenso's Arithmetic; Potts' Euclid; Short's Church History; Litton's Introduction to the Scriptures.	Smith's Dictionary (Latin); Liddell and Scott's Lexicon; Edward VI. Latin Grammar; Wordsworth's Greek Grammar; Holden's Foliorum Centuriæ; Holden's Foliorum Silvula; Heimann's Materials for translation into German; Contanseau's Materials for translation into French.	Greek Testament, Gospel of St. Mark, Romans, Corinthians II.; Plato, Gorgias; Sophocles, Ajax; Euripides, Orestes; Aristophanes, Equites; Herodotus, III., 1–115 ch.; Demosthenes, Olynthiac Orations; Aristotle, Poetics; Homer, Iliad XX., Odyssey, XVII., XVIII.; Virgil, Æn., VIII., X.; Horace, Odes, Ars Poetica; Quintilian, part of Book X.; Cicero, c. Verrem, "de Signis," and some of his letters to Atticus, (5 or 6); Plautus, Trinummus; Terence, Heautontimorumenos; Livy, a few chapters; Catullus, Nuptiæ Pelei, &c., and some select odes; Pindar, Theocritus, a few select passages.	The boys are called up in no regular order, care being taken that each boy be called up to construe once a day. Marks are given for each construing lesson, including the answering of the questions passed round. The maximum of marks given is 10. The best scholars are called up most frequently; the weekly marks are added up, an average being allowed to those who have been called up less frequently. The first class classical (A and B) is arranged in three mathematical divisions.	Euripides, Orestes, 500 lines; Virgil, Æneid, one Book; Horace, Odes, about 30; Sophocles, Ajax, 500 lines. (20 lines a day is the usual amount of a repetition. The maximum of marks for such a repetition is 5.)	The books used in Divinity Lecture, viz., Short's Church History (Henry VIII. and Edward VI.), Litton's Introduction, Parts I. and II. The contemporary history and geography of the classical subjects (no book being specified).
Second Class, A. and B. Divisions, 40 Boys.†	Latin Grammar, Charterhouse or King Edward VI.; Greek Grammar (Wordsworth); Sophocles (*Oxford Text*); Æschylus (*Paley's edition*); Thucydides, (*Teubner's edition*); Livy (*Oxford Text*); Cicero (*a German edition*); Virgil (*Oxford Text*); Greek Testament (*Textus Receptus*); Holy Bible (*authorized translation*); Burton's Church History (*S. P. C. K. edition*). Arithmetic, Colenso; Algebra, Todhunter; Euclid, Potts; Conic Sections, Drew; Plane Trigonometry, Todhunter. French, Contanseau's Guide, Chrestomathie, by Vinet; German, Tiarks' German Grammar; German Reader (Chambers); Holden's Foliorum Silvula, Parts I. and II.; Holden's Foliorum Centuriæ.	Smith's Latin Dictionary; Liddell and Scott's Greek Lexicon; Smith's Classical Dictionary; Atlas (Butler's).	Sophocles, Electra; Æschylus, Eumenides; Thuycdides, Book IV. (chap. i.-xl.) Book VII.; Livy, Book IX.; Cicero, pro Milone; Virgil, Æneid, II. and V.; Greek Testament, St. Mark and St. Luke (I.-X.); Burton's Church History (from Ascension to conversion of Constantine); English Bible, Numbers and Jeremiah; Colenso's Arithmetic (entire); Algebra, to Binomial Theorem; Trigonometry, chaps. i.-vi., Logs. and Chap. xiii.; Euclid, Books I., II., III., VI., and XI.; French Exercise, 600 lines; Vinet's Chrestomathie, 65 pages; German, Tiark's Grammar, 400 lines; German Reader, 40 pages.	Lesson consists of about 50 lines, and lasts one hour, during which 8 or 10 boys construe; the lesson is gone over twice, mistakes passed down, places taken, difficult words parsed, constructions explained, and historical and geographical questions put. Every boy construes at least once in two lessons. Each boy is furnished with a note book to take notes. Occasionally the lesson is construed by the master.	Electra, about 320 lines; Eumenides, about 320 lines; Virgil, Æneid II., 400 lines, V., 400 lines. Occasionally a piece of 25 lines from Milton, or a chapter from Livy or Cicero is substituted.	Smith's Greece; Liddell's Rome; about 200 pages of each.
Third Class, Parallel Divs., 30 Boys.	Euripides (*Paley's small edition*); Livy, plain text; Ovid's Fasti, plain text; Greek Testament; Wordsworth's Greek Grammar; Charterhouse Latin Grammar; Burton's Church History; Brasseur's French Grammar; Tiarks' German Grammar; Chrestomathie Française; Smith's Greece; Potts' Euclid; Colenso's Algebra; Colenso's Arithmetic.	Liddell's Lexicon; Smith's or Riddle's Latin Dictionary; Smith's Classical Dictionary and Dictionary of Antiquities; Butler's Ancient Atlas.	Euripides, Hecuba, and Electra; Livy, Books XXI., XXII.; Ovid's Fasti, Books IV., V.; Part of St. Luke's Gospel; about 60 pages of Chrestomathie; about 50 German exercises; amount of mathematics variable according to proficiency of boys; Church History, about 160 pages.	As a general rule every boy is "put on" to construe at each lesson; questions have been asked on all the allusions, as also on philological and grammatical points, places being taken in the usual manner. The passage has been frequently translated by the master after the end of the lesson.	Ovid, 400 lines; Euripides, 400 lines. Of English poetry, about 20 lines per week.	Smith's Greece; Burton's Church History.

* A, Principal's, B, Vice-Principal's class. These divisions are consecutive, not parallel.

† A. and B. are under different masters.

TABLE C.

CHELTENHAM COLLEGE.
CLASSICAL SCHOOL.

during the year ended with the Summer Holidays, 1862.

7. The Kinds and Quantities (so far as they can be given) of Composition done in the Form in the same Year.					8. Other Subjects of Instruction, forming part of the regular Work of the Form, and taught either by Lecture, Demonstration, Experiment, or Observation, with the Amount of Time devoted to them, or of Ground gone over in the same Year.	9. Methods employed to test individual Proficiency in such "other Subjects."
ORIGINAL.					A Modern History lecture twice a week by the reader in Modern History. The period embraced during the past year was 1558-1660.	Half yearly examination and classification. (Prizes given.)
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	One English Prize Poem.	8 or 10 Latin exercises in the year; a Latin Prize Ode; Latin Prize Hexameters.	None.	None.		
Prose.	An English essay once a fortnight.	A Latin prize essay; a Latin essay once a fortnight.	None.	None.		
TRANSLATION.						
Verse.	None.	Latin prize hexameters; Latin prize elegiacs. *Weekly.*—Latin hexameters and elegiacs alternately; Latin Lyrics, chiefly from Holden's Foliorum Silvula.	Greek prize iambics; Greek prize hexameters. *Weekly.*—Greek iambics, chiefly from Holden's Foliorum Silvula.	*French.*—Le Brun's Materials for Translation; Foliorum Centuriæ. *German.*—Heimann's Materials for Translation.		
Prose.	None.	*Weekly.*—Latin prose, chiefly from Holden's Foliorum Centuriæ; Latin prose also done *vivâ voce.*	*Weekly.*—Greek prose, chiefly from Holden's Foliorum Centuriæ; Greek prose also done *vivâ voce.*	None.		
ORIGINAL.					A Modern History lecture twice a week by the reader in Modern History. The period embraced during the past year was 1558-1660.	Half-yearly examination and classification. (Prizes given.)
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	None.	None.	None.		
Prose.	None.	None.	None.	None.		
TRANSLATION.						
Verse.	None.	About 20 copies of elegiacs, and the same of hexameters.	About 160 lines from Beatson or Foliorum Silvula.	None.		
Prose.	A piece from the authors read occasionally given.	About 40 pieces from Holden's Foliorum Centuriæ.	About 20 pieces from Centuriæ of about 10 lines each.	About 400 lines of Tiarks' Grammar, and 600 lines of Contanseau's Guide.		
ORIGINAL.						
	English.	Latin.	Greek.	Modern Foreign.		
No original compositions of any kind.						
TRANSLATION.						
Verse.	None. 12 lines per week, 480 lines in all.	Holden's Foliorum Silvula, Part I., about	Beatson's iambics, about 14 per week.	None.		
Prose.	None.	Grotefend's prose, about 16 lines per week.	Beatson's Greek prose, about 14 lines per week.	About 30 German exercises (Ahn's); 50 French.		

CHELTENHAM COLLEGE.
Classical School.

TABLE C.—*continued.*

	1. Authors or Books used (not being mere Books of Reference), with the Editions.	2. Authors or Books used, being merely Books of Reference, including Maps and Illustrations.	3. Authors construed or translated *vivâ voce*, and the Quantity of each in the Year ending with the Summer Holidays 1862.	4. Method of hearing the Form in such construing or translating Lessons.	5. Authors whose Language has been committed to Memory, and the Quantity of each in the same Year.	6. Authors whose Substance and Matter have been committed to Memory, and the Quantity of each in the same Year.
FOURTH CLASS, PARALLEL DIVISIONS, 30 BOYS.	Homer, Horace, Cicero, Plain Texts; Greek Testament; Wordsworth's Greek Grammar; Charterhouse Latin Grammar; Pinnock's Analysis of Old Testament History; Tiarks' German Grammar; Brasseur's French Grammar; Smith's Greece; Van Laun's "Leçons Graduées;" Colenso's Algebra; Colenso's Arithmetic; Potts' Euclid.	Liddell's Lexicon; Smith's or Riddle's Dictionary; Smith's Classical Dictionary, and Dictionary of Antiquities; Butler's Ancient Atlas.	Horace, Odes, I.–III.; Homer, Iliad, II.–IV.; Cicero, pro Sullâ; pro Lege Manilia; St. Matthew's Gospel (about one-third); about 60 pages of "Leçons Graduées;" about 50 German Exercises; Scripture History, about 160 pages; Smith's Greece, about 30 chapters; Euclid, about three propositions weekly; in arithmetic and algebra the amount varies according to proficiency of boys.	All boys are "put on" to construe in each lesson; questions have been uniformly asked on the allusions, parsing, and etymology; the lesson has been also always translated and the matter explained by the master. There has also been constant reference to grammars.	Horace, 1,500 lines; Miscellaneous English Poetry, from Holden's Foliorum Silvula, 700 lines.	Smith's Greece; Pinnock's Analysis of Scripture History.
FIFTH CLASS, 16 BOYS.*	Virgil (*Oxford Pocket Classics*); Herodotus, *Dietsch* (*Teubner*); Ovid (*Eton Selections*); Greek Testament (*various editions*); Roman History (Liddell); Modern Geography (Cornwell); Greek Grammar (Wordsworth); Latin Grammar (Charterhouse); Verses, Penrose; Latin Exercise (Arnold), Greek Exercises (Arnold). *French.* — Brasseur's Grammar; Van Laun's "Leçons Graduées." *Mathematics.* — Arithmetic (Colenso); Algebra (Colenso); Euclid (*Potts*). *Scripture Geography.* — Macleod.	Greek Lexicon (Liddell and Scott, *small edition*); Latin Dictionary (Smith); Classical Dictionary (Smith); Butler's Ancient Atlas; Cornwell's Small Modern Atlas; British Isles (National Society); Atlas of Physical Geography (National Society).	*Virgil, Æn. I., l. 1–493; Æn. II., l. 1–300; *Herodotus, Book V., 1–48; Ovid, various pieces, two lessons a week, 20 lines each lesson; *Part of the Gospel of St. Mark, about 10 chapters. * The work thus marked is gone over twice.	*Any* boy of the form is put on to construe, and is taken up by the boys below him for mistakes in pronunciation, reading, and construing. Most of the boys are set on to construe, and generally all the form, in each lesson. Questions are then passed, *generally round the form*, as to grammar, geography, history, &c., so that, if by chance a boy should not be set on to construe, he is sure to have to answer at least three questions bearing directly on the lesson. The places of the boys are registered after every lesson.	*Ovid.*—Two lessons per week of 10 lines each; about 700 lines in the year. *English Poetry.*—One lesson per week of 30 lines; about 1,000 lines in the year. *Grammar.* — Both Latin and Greek.	Roman History (Liddell), about 12 chapters; Geography, Modern, about 100 pages. The rules and vocabularies of Arnold's Greek and Latin Exercises are learned, and questions asked on the subject of each exercise done.
SIXTH CLASS, 16 BOYS.	Cæsar (*Anthon*), Notes at the end; Xenophon's Anabasis (*White*); Ovid (*Eton Selections*); Greek Testament (*various editions*); Roman History (Liddell); Modern Geography (Cornwell); Greek Grammar (Wordsworth); Latin Grammar (Charterhouse); Verses (Penrose); Latin Exercises (Arnold); Greek Exercises (Arnold). *French.* — Brasseur's Grammar; Van Laun's "Leçons Graduées." *Mathematics.* — Arithmetic (Colenso); Algebra (Colenso); Euclid (*Potts*). *Scripture Geography.* — Macleod.	Greek Lexicon (Liddell and Scott, *small edition*); Latin Dictionary (Smith); Classical Dictionary (Smith); Butler's Ancient Atlas; Cornwell's Small Modern Atlas; Geography of British Isles (National Society); Atlas of Physical Geography (National Society).	* Cæsar, Book II.; Book III., chap. i.–xx.; * Xenophon, Anabasis, Book III., chap. i., iv., v.; Book IV., chap. i., ii. (part); Ovid, various pieces, once a week, 20 lines; *Part of the Gospel of St. Matthew, about 10 chapters. * The work thus marked is gone over twice.	Same method adopted as in 5th Form.	*Ovid.*—Two lessons per week of 6 lines each; old lesson repeated with the new lesson. About 400 lines in the year. *English Poetry.*—One lesson per week of 30 lines; about 1,000 lines in the year. *Grammar.* — Both Latin and Greek.	Roman History (Liddell), about 12 chapters; Geography, Modern, about 100 pages. The rules and vocabularies of Arnold's Greek and Latin Exercises are learned, and questions asked on the subject of each exercise done.

* The 5th and 6th are taught by the same master.

TABLE C.—*continued.*

CHELTENHAM COLLEGE. Classical School.

7. The Kinds and Quantities (so far as they can be given) of Composition done in the Form in the same Year.					8. Other Subjects of Instruction, forming Part of the regular Work of the Form, and taught either by Lecture, Demonstration, Experiment, or Observation, with the Amount of Time devoted to them, or of Ground gone over in the same Year.	9. Methods employed to test individual Proficiency in such "other Subjects."
ORIGINAL.						
	English.	Latin.	Greek.	Modern Foreign.		
No original composition whatever.						
TRANSLATION.						
Verse.	None.	Oxenham's Elegiacs, about 480.	None.	None.		
Prose.	None.	Arnold's Prose, about 10 sentences per week.	Arnold's Prose, about 10 sentences per week.	About 30 German Exercises (Ahn); about 50 French (Brasseur).		
ORIGINAL.						
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	None.	None.	None.		
Prose.	None.	None.	None.	None.		
TRANSLATION.						
Verse.	None.	Elegiacs from Penrose, one exercise of 8 verses per week; about 280 verses in the year.	None.	None.		
Prose.	None.	Arnold's Latin Prose Composition, Part I.; one exercise per week, average 12 sentences; about 420 sentences or 35 exercises in the year.	Arnold's Greek Prose Composition, one exercise per week: average 12 sentences; about 35 exercises, or 420 sentences in the year.	None.		
ORIGINAL.						
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	None.	None.	None.		
Prose.	None.	None.	None.	None.		
TRANSLATION.						
Verse.	None.	Elegiacs from Penrose, one exercise of 8 verses per week; about 280 verses in the year.	None.	None.		
Prose.	None.	Arnold's Latin Prose Composition, Part I.; one exercise per week: average 12 sentences; about 35 exercises or 420 sentences in the year.	Arnold's Greek Prose Composition, one exercise per week: average 12 sentences; about 35 exercises, or 420 sentences in the year.	None.		

CHELTENHAM COLLEGE.
Classical School.

TABLE C.—*continued.*

	1. Authors or Books used (not being mere Books of Reference), with the Editions.	2. Authors or Books used, being merely Books of Reference, including Maps and Illustrations.	3. Authors construed or translated *vivâ voce*, and the Quantity of each in the Year ending with the Summer Holidays, 1862.	4. Method of hearing the Form in such construing or translating Lessons.	5. Authors whose Language has been committed to Memory, and the Quantity of each in the same Year.	6. Authors whose Substance and Matter have been committed to Memory, and the Quantity of each in the same Year.
SEVENTH CLASS, PARALLEL DIVISIONS, 30 BOYS.	Scripture History, (Watts); History, Dr. Smith's smaller Greece; Euclid (*Potts*); Arithmetic, Colenso; Algebra, Colenso; Palæstra Latina, (*Kennedy*); Xenophon, *Major's* Selections; Greek Testament; Latin Exercises (Bradley); Greek Prose, Part I., (Arnold); Latin Verses, (Penrose); Latin Grammar (Kennedy); Greek Grammar (Wordsworth); French Leçons Graduées, by Henri Van Laun; Beginner's French Book by Delille.	Greek Lexicon, Liddell and Scott; Latin Dictionary, Smith's *smaller edition;* Classical Dictionary, Smith's *smaller edition;* Dictionary of Antiquities, Smith's *smaller edition;* Latin Gradus, Yonge; Ancient Atlas, Butler; Modern Atlas, Dower.	Palæstra Latina (Virgil) about 800 lines; portions also of the Selections from Ovid, Xenophon, Major's Selections, 18 pages; Greek Testament, 8 chapters; Leçons Graduées by Henri Van Laun, about 50 pages.	The whole class is called up. Each boy construes a portion of the lesson. It is then thoroughly parsed, questions being passed round the class, to each boy in turn. Rules of syntax are given for government, and rules, &c., for formation of tenses. In verse, rules for prosody are given. Etymology is attended to. Frequent comparison is made of Latin and Greek constructions. History, geography, and dates occurring either in, or in connexion with, the lesson receive proper attention. At the end of the lesson the boys close their books, and render into the original (*vivâ voce*) words and sentences given by he master in English.	Ovid, 300 lines; Scripture History (Watts), chapters xxiii.–xxvi.; Church Catechism. Heart lessons in Greek and Latin Grammar are said every day. Latin prosody once a week.	History, Smith's smaller Greece, about 100 pages.
EIGHTH CLASS, PARALLEL DIVISIONS, 30 BOYS.	Scripture History, (Watts); Roman History, (Dr. Smith's *small edition*); Euclid (*Potts*); Arithmetic, Colenso; Algebra, Colenso; Palæstra Latina (Kennedy); Dalzell's Analecta Græca Minora; Greek Testament; Latin Exercises (Bradley); Arnold's Greek Exercises (Prose) Part I.; Latin Verses (Penrose); Latin Grammar (Kennedy); Greek Grammar (Wordsworth); French Leçons Graduées by Van Laun; French Book, (Delille).	Greek Lexicon, Liddell and Scott; Smith's Latin Dictionary, *smaller edition;* Smith's Classical Dictionary, *smaller edition;* Smith's Antiquities, *smaller edit.;* Latin Gradus (Yonge); Ancient Atlas (Butler); Modern Atlas (Dower).	Palæstra Latina, 15 pages; portions also of the Selections from Ovid; Dalzell's Analecta Græca Minora (Palæphatus and Lucian) 15 pages; Greek Testament, 7 chapters; Leçons Graduées, about 50 pages.	The whole class is called up. Each boy construes a portion of the lesson. It is then thoroughly parsed, questions being passed round the class to each boy in turn. Rules of syntax are given for government, &c., rules for formation of tenses, and in verse, rules for prosody. Frequent comparison is made of Latin and Greek construction, and points of history and geography, occurring either in, or in connexion with the lesson, are noticed. At the end of the lesson, the boys close their books, and render into the original (*vivâ voce*) words and sentences given by the master in English.	Ovid, 250 lines; Scripture History Watts, chapters xxiii.—xxvi. Church Catechism. Lessons by heart in Greek and Latin Grammar are said every day; Latin prosody once a week.	History, Smith's smaller Roman History, about 100 pages.
NINTH CLASS, PARALLEL DIVISIONS, 30 BOYS.	*McBurney's* Ovid; Kennedy's Latin Grammar; Barry's Syntaxis; Penrose's Verse Book; Bradley's Latin Exercises; *Dalzell's* Analecta Minora; Wordsworth's Greek Grammar; Howard's Greek Exercises; Goldsmith's Geography; Chepmell's History; Delille's French Book; Watts' Scripture History; Colenso's Arithmetic.	Chambers' Latin Dictionary; Liddell and Scott's Greek Lexicon; Butler's Ancient and Modern Atlas.	Ovid, 450 lines; Analecta, 30 fables.	Each boy construes and parses, going completely through every inflected word; grammatical rules, &c. given.	Kennedy's Latin Grammar, 55 pages, with Prosodiæ Compendium; Wordsworth's Greek Grammar, 99 pages; Watts, about 40 pages; Barry's Syntaxis, 25 pages; Delille, pages 19 to 40.	Chepmell's History, 150 pages; Goldsmith's Geography, about 140 pages.

TABLE C.—*continued.*

CHELTENHAM COLLEGE
Classical School.

7. The Kinds and Quantities (so far as they can be given) of Composition done in the Form in the same Year.					8. Other Subjects of Instruction forming Part of the regular Work of the Form, and taught either by Lecture, Demonstration, Experiment, or Observation, with the Amount of Time devoted to them, or of Ground gone over in the same Year.	9. Methods employed to test individual Proficiency in such "other Subjects."
ORIGINAL.						
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	None.	None.	None.		
Prose.	None.	None.	None.	None.		
TRANSLATION.						
Verse.	None.	Penrose, verses 4, sometimes 6 verses are given for an exercise. Amount done during the year about 350.	None.	None.		
Prose.	A Latin or Greek lesson, which has been previously said, is translated on paper once a week.	Bradley's Exercises, 5 or 6 sentences on paper; also once a week about a page (*vivâ voce*).	Arnold's Greek Prose, Part I. Once a week, 5 or 6 sentences as an exercise.	Delille's French Exercises.		
ORIGINAL.						
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	None.	None.	None.		
Prose.	None.	None.	None.	None.		
TRANSLATION.						
Verse.	None.	Penrose's verses, 4 verses are given for an exercise. Amount done during the year about 300.	None.	None.		
Prose.	A Latin or Greek lesson which has been previously said, is translated on paper once a week.	Bradley's Exercises, 5 or 6 sentences on paper, also once a week about a page (*vivâ voce*).	Arnold's Greek Prose, Part I. Once a week 5 or 6 sentences as an exercise.	Delille's French Exercises.		
ORIGINAL.						
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	None.	None.	None.		
Prose.	None.	None.	None.	None.		
TRANSLATION.						
Verse.	None.	Penrose's Verse Book.	None.	None.		
Prose.	None.	Bradley's Exercises (about 500 sentences in the year).	Howard's Greek Exercises (about 800 sentences in the year).	Delille's French Exercises.		

CHELTENHAM COLLEGE.
Classical School.

TABLE C.—*continued.*

	1. Authors or Books used (not being mere Books of Reference), with the Editions.	2. Authors or Books used, being merely Books of Reference, including Maps and Illustrations.	3. Authors construed or translated *viva voce*, and the Quantity of each in the Year ending with the Summer Holidays, 1862.	4. Method of Hearing the Form in such construing or translating Lessons.	5. Authors whose Language has been committed to Memory, and the Quantity of each in the same Year.	6. Authors whose Substance and Matter have been committed to Memory, and the Quantity of each in the same Year.
TENTH CLASS, PARALLEL DIVISIONS. 30 BOYS.	Adams' Greek Delectus: Eclogæ Ovidianæ; Chepmell's History of England; Abridgment of Butler's Geography; Wordsworth's Greek Grammar; Charterhouse Latin Grammar; Arnold's First Verse Book; Bradley's Latin Exercises; Howard's Greek Exercises; Watts' Scripture History.	Liddell and Scott's Greek-English Lexicon (abridged); Chambers' Latin Dictionary; Butler's Atlas.	Greek Delectus, 10 pages; Eclogæ Ovidianæ, 20 sections.	Each boy construes in turn, and then parsing questions are put. Corrections are passed down the class, and places taken accordingly.		
ELEVENTH CLASS, A. AND B. DIVISIONS. 32 BOYS.	Jacob's Latin Reader (latest edition); Kennedy's Latin Grammar; Wordsworth's Greek Grammar; Butler's Geography (abridged); Markham's English History; Colenso's Arithmetic; Watts' Scripture History; Delille's French Grammar and Reading Book.	Smith's smaller Latin Dictionary; Liddell and Scott's Lexicon (abridged); Butler's Ancient and Modern Atlases.	Jacob's Latin Reader, 1, 3, 4. Wordsworth's Greek Grammar, first two pages of Delectus sentences, in the first division only, and in the latter half of the year.	Each boy to construe in turn and parse in turn; the latter half of the class construing the old lesson, and then reading off the Latin into English without using the Latin words, the parsing conducted in a regular order, according to a parsing card.	Charterhouse Latin Grammar, the whole except the Delectus sentences. Wordsworth's Greek Grammar, substantives, adjectives, pronouns, and verbs, with Paradigms. Butler's Geography (abridged), Great Britain and France, Ancient and Modern Greece and Italy. Watts' Scripture History, the historical chapters. Church Catechism.	Markham's English History, about 25 chapters.
TWELFTH CLASS, A. and B. DIVISIONS. 27 BOYS.	Mrs. Markham's History of England (latest edition); Henry's First Latin Book (1st D.) (latest edition); Charterhouse Latin Grammar (edition 1857); Howard's Introductory Latin Exercises (2nd D.); First Lessons in Geography, by a Lady (206th thousand); Colenso's Arithmetic (latest edition); Delille's French Grammar; Butler's Arithmetical Tables; Watts' Scripture History.	Dr. Smith's (smaller) Latin-English Dictionary; Butler's (smaller) Modern Atlas.	Second construing lessons, Charterhouse Latin Grammar—1st division, pages 83, 84, 85, 86, 87, and 88; 2nd division, pages 82, 83.	Every boy in turn reads, construes (the English with the Latin word), and parses (with the help of a parsing card); then reads through the English, not using the Latin words, always doing *some* portion of the preceding lesson.	The New Testament, St. Matthew, chapters v., vi., vii., viii., ix., x. First Lessons in Geography, Lesson 1 to 20.	The Bible, the First Book of Kings. Markham's History of England, from James I. to Geo. I. Charterhouse Latin Grammar, the Accidence. Delille's French Grammar. Watts' Scripture History, chapters i., ii., iii., vii., viii. Church Catechism.

TABLE C.—*continued.*

CHELTENHAM COLLEGE. Classical School.

7. The Kinds and Quantities (so far as they can be given) of Composition done in the Form in the same Year.					8. Other Subjects of Instruction forming Part of the regular Work of the Form, and taught either by Lecture, Demonstration, Experiment, or Observation, with the Amount of Time devoted to them, or of Ground gone over in the same Year.	9. Methods employed to test individual Proficiency in such "other Subjects."
ORIGINAL.						
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	None.	None.	None.		
Prose.	None.	None.	None.	None.		
TRANSLATION.						
Verse.	None.	Arnold's 1st Verse Book.	None.	None.		
Prose.	None.	Bradley's.	Howard's Greek Exercises.	None.		
ORIGINAL.						
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	None.	None.	None.		
Prose.	None.	None.	None.	None.		
TRANSLATION.						
Verse.	None.	None.	None.	None.		
Prose.	Dictation Exercise.	Bradley's Exercises (about 500 sentences).	None.	None.		
ORIGINAL.						
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	None.	None.	None.		
Prose.	None.	None.	None.	None.		
TRANSLATION.						
Verse.	None.	None.	None.	None.		
Prose.	Hopkins' Orthographical Exercises; one exercise every week.	Henry's First Latin Exercises, from Exercise 1 to 20; Howard's Latin Exercises, pages 30, 31, 32, 33, 34, 35, and 49 to 60.	None.	None.		

CHELTENHAM COLLEGE.
CLASSICAL SCHOOL.

TABLE D.

RETURN showing the EMPLOYMENT of TIME in LESSONS by the several Forms or Divisions and the COMPOSITIONS done during the Year ended at the Summer Holidays 1862.

FIRST CLASS, A DIVISION, 16 BOYS.

Lessons and Compositions, August to December 1862.*

	Lessons.	Compositions.
Sunday	Voluntary attendance at the Principal's communicant class, 9½ to 10½ a.m.	
Monday	9 to 10. Lecture on Prayer Book. 10 to 11. Thucydides, VI., VII. 11 to 12. Mathematics (in three divisions). 2 to 3. Preparation of Juvenal or Persius. 3 to 4. Juvenal or Persius. 4 to 5. Mathematics or French† or extra subjects.‡	Latin prose (original and translation). Latin verse (hexameters, elegiacs, and lyrics) generally translations.
Tuesday	9 to 10. Greek Testament, Acts. 10 to 11. Thucydides. 11 to 12. Mathematics. 2 to 3. Modern history lecture. 3 to 4. Horace's Epistles (without preparation). 4 to 5. German or extra subjects.	Greek iambics, Greek prose translation.
Wednesday	9 to 10. Composition at desk without dictionary (generally Latin or Greek prose). 10 to 11. Juvenal. 11 to 12. Mathematics. Half Holiday.	
Thursday	9 to 10. Church History. 10 to 11. Aristophanes. 11 to 12. Mathematics. 2 to 3. Preparation of Tacitus' Histories, V. 3 to 4. Tacitus. 4 to 5. French, Mathematics, or extra subjects.	Three exercises shown up each week, on Tuesday, Thursday, and Saturday, which are corrected, and then re-written for second correction. An English essay occasionally substituted for one such exercise; and an accurate analysis of the Prayer Book lecture required each week.
Friday	9 to 10. Greek Testament. 10 to 11. Aristophanes. 11 to 12. Mathematics. 2 to 3. English Literature lecture. 3 to 4. Horace's epistles. 4 to 5. German or extra subjects	
Saturday	9 to 10. Composition at desk. 10 to 11. Tacitus. 11 to 12. Mathematics. Half Holiday.	

SUMMARY OF LESSONS.

	Hours.
Religious (including Greek Testament).	4
Greek (including Greek Testament)	6
Latin	6
Mathematics	6 or 8
History	2
French and German	2 or 4
Composition in school	2
Preparation	2
Extra subjects	2 or 4
Total (in any case)	30

* This return is added, because, since the appointment of the present Principal in August 1862, some changes (likely to be permanent) have been made in his division of First Class.

† Few boys take up both French and German unless preparing for the Civil Service Examinations.

‡ By extra subjects is meant *private tuition* by Principal or Vice-principal of the highest boys in classical or mathematical subjects not read by the class.

FIRST CLASS, A AND B DIVISIONS, 30 BOYS.*

Lessons and Compositions, Midsummer 1861 to Midsummer 1862.

	Lessons.	Compositions.
Sunday	Prepare Greek Testament.	
Monday	9 to 10. Divinity lecture (theological tutor). 10 to 11. Greek Testament lesson. 11 to 12. Mathematics (in three divisions). 2 to 3. Lessons prepared and compositions looked over. 3 to 4. Horace repetition, and construing. 4 to 5. Mathematics or French.	Latin prose (original and translations).
Tuesday	9 to 10. Repetition and Greek construing (play). 10 to 11. Greek construing (prose author). 11 to 12. Mathematics. 2 to 3. Lecture, Modern history. 3 to 4. Latin construing. 4 to 5. Mathematics or German.	Latin verse (hexameters, elegiacs, lyrics) usually translations.
Wednesday	9 to 10. Repetition and Greek construing (play). 10 to 11. Greek construing. 11 to 12. Mathematics. Half Holiday.	Greek iambics, Greek prose translation.
Thursday	9 to 10. Greek Testament. 10 to 11. Greek construing (prose). 11 to 12. Mathematics. 2 to 3. Latin prepared and composition looked over. 3 to 4. Latin construing (Plautus or Terence). 4 to 5. Mathematics or French.	Three exercises shown up each week; Tuesday, Thursday, and Saturday; occasionally an English Essay.
Friday	9 to 10. Repetition and Greek construing (play). 10 to 11. Greek construing (prose). 11 to 12. Mathematics. 2 to 3. Lecture, Modern History. 3 to 4. Latin construing. 4 to 5. Mathematics or German.	
Saturday	9 to 10. Repetition and construing Cicero. 10 to 12. Composition at desk (without books of reference). Half Holiday.	

SUMMARY OF LESSONS.

	Hours.
Divinity	1†
Greek, including Greek Testament (2 hours).	8
Repetitions	1
Latin	5
Mathematics	5, 7, or 9
French and German	2 or 4
Modern history lectures	2
Looking over composition at odd times and composition at desk.	2
Preparation	2
Total (in any case)	30

N.B. Three exercises have usually been done at home, with books of reference, and one in school without such help, the chief place being given to Latin prose.

* In First and Second Form, divisions A and B, though reading nearly the same subjects, are nevertheless consecutive divisions.

†3 hours, if Greek Testament be included.

SECOND FORM, A AND B DIVISIONS, 40 BOYS.*

Lessons and Compositions, Midsummer 1861 to Midsummer 1862.

	Lessons.	Compositions.
Sunday	Prepare Divinity and Greek Testament.	
Monday	9 to 10. Mathematics. 10 to 11. Greek Testament (construe, &c.) 11 to 12. Prepare Greek play. 2 to 3. Construe Greek play and say Greek lines by heart. 3 to 4. Composition given out; corrected, and marks assigned, and remarks made. 4 to 5. Prepare French.	A set of elegiacs (16) varied every alternate Monday by (16) hexameters given up every Wednesday morning.
Tuesday	9 to 10. Mathematics. 10 to 11. Prepare Greek author (prose). 11 to 12. Construe the above, and say some lesson (either from a Latin or Greek author or grammar) by heart. 2 to 3. French (with French Master). 3 to 4. History (either Grecian or Roman). 4 to 5. Composition given out corrected (as above).	A piece of English of (16) lines selected from Holden's Foliorum Centuriæ, translated into Latin prose given up every Friday morning.
Wednesday	9 to 10. Mathematics. 10 to 11. Prepare Latin prose author. 11 to 12. Construe the above (with some lesson by heart). Half Holiday.	
Thursday	9 to 10. Mathematics. 10 to 11. Divinity Lesson. 11 to 12. Prepare Greek author (play). 2 to 3. Construe the same with some Latin lines by heart. 3 to 4. Prepare Latin author (verse). 4 to 5. Construe the above.	Greek iambics (8) or English prose translated in Greek prose every alternate week, given up every Monday morning. Forming three compositions every week.

TABLE D.—*continued.*

CHELTENHAM COLLEGE. Classical School.

	Lessons.	Compositions.
Friday	9 to 10. Mathematics.	
	10 to 11. Prepare Greek (prose) author.	
	11 to 12. Construe the same with a lesson by heart.	
	2 to 3. German (with German master).	
	3 to 4. Composition given out, &c. (as above).	
	4 to 5. Prepare Latin prose author.	
Saturday	9 to 10. Mathematics.	
	10 to 11. Construe Latin prose author.	
	11 to 12. History or Grammar lesson.	
	Half Holiday.	

SUMMARY OF LESSONS.

	Hours.
Religious	2
Greek	4
Latin	3
Mathematics	6
History and grammar	2
French or German	2
Composition	3
Preparation in school	8
	30

* A and B are under different masters.

CLASS SECOND.

Lessons and Compositions Midsummer 1861 to Midsummer 1862.

	Lessons.	Compositions.
Sunday	Prepare divinity and Greek Testament.	
Monday	9 to 10. Mathematics.	
	10 to 11. Greek Testament (construing, &c.)	
	11 to 12. Prepare Greek play.	A set of elegiacs (16) varied every alternate Monday by (16) hexameters given up every Wednesday morning.
	2 to 3. Construe Greek play and say Greek lines by heart.	
	3 to 4. Composition given out, corrected, and marks assigned, and remarks made.	
	4 to 5. Prepare French.	
Tuesday	9 to 10. Mathematics.	
	10 to 11. Prepare Greek author (prose).	
	11 to 12. Construe the above, and say some lesson (either from a Latin or Greek author or grammar) by heart.	A piece of English of (16) lines, selected from Holden's Foliorum Centuriæ translated into Latin prose, given up every Friday morning.
	2 to 3. French (with French master).	
	3 to 4. History (either Grecian or Roman).	
	4 to 5. Composition given out corrected (as above).	
Wednesday	9 to 10. Mathematics.	
	10 to 11. Prepare Latin prose author.	Greek iambics (8) or English prose translated in Greek prose every alternate week, given up every Monday morning.
	11 to 12. Construe the above (with some lesson by heart).	
	Half Holiday.	
Thursday	9 to 10. Mathematics.	
	10 to 11. Divinity lesson.	
	11 to 12. Prepare Greek author (play).	
	2 to 3. Construe the same, with some Latin lines by heart.	Forming three compositions every week.
	3 to 4. Prepare Latin author (verse).	
	4 to 5. Construe the above.	
Friday	9 to 10. Mathematics.	
	10 to 11. Prepare Greek (prose) author.	
	11 to 12. Construe the above (with a lesson by heart).	
	2 to 3. German (with German master).	
	3 to 4. Composition given out, &c. (as above).	
	4 to 5. Prepare (Latin) prose author.	
Saturday	9 to 10. Mathematics.	
	10 to 11. Construe Latin prose author.	
	11 to 12. History or grammar lesson	
	Half Holiday.	

SUMMARY OF LESSONS.

	Hours.
Religious	2
Greek	4
Latin	3
Mathematics	6
History, grammar	2
French or German	2
Composition	3
Preparation in school	8
	30

THIRD CLASS, PARALLEL DIVISIONS, 30 BOYS.

Lessons and Compositions Midsummer 1861 to Midsummer 1862.

	Lessons.	Compositions.
Sunday	Voluntary attendance from 9.30 to 10.30 at the Principal's communicant class.	
Monday	9 to 10. Greek Testament.	
	10 to 11. Mathematics.	
	11 to 12. History.	Latin verse.
	2 to 4. Prepare and say Euripides.	
	4 to 5. Prepare French.	
Tuesday	9 to 10. Divinity.	
	10 to 11. Mathematics.	
	11 to 12. French.	
	2 to 4. Prepare and say Livy.	
	4 to 5. Prepare Euripides.	
Wednesday	9 to 10. Prepare mathematics.	
	10 to 11. Mathematics.	
	11 to 12. Ovid.	
	Half Holiday.	
Thursday	9 to 10. Euripides.	
	10 to 11. Mathematics.	
	11 to 12. Livy.	Latin prose.
	2 to 4. Prepare and say Euripides.	
	4 to 5. Prepare German.	
Friday	9 to 10. Prepare Livy.	
	10 to 11. Mathematics.	
	11 to 12. German.	
	2 to 3. Prepare Euripides and repetition.	Greek prose or Greek verse.
	3 to 4. Say Livy.	
	4 to 5. Prepare mathematics.	
Saturday	9 to 10. Euripides.	
	10 to 11. Mathematics.	Three exercises per week.
	11 to 12. Prepare history.	
	Half Holiday.	

SUMMARY OF LESSONS.

	Hours.
Theology	1
Greek, including Greek Testament	5
Latin	4
History	1
Mathematics	6
French and German	2
Preparation time in school	11
	30

FOURTH CLASS, PARALLEL DIVISIONS, 30 BOYS.

Lessons and Compositions, Midsummer 1861 to Midsummer 1862.

	Lessons.	Compositions.
Sunday	Voluntary attendance from 9.30. 10.30 at Communion class.	
Monday	9 to 10. French.	
	10 to 11. Greek Testament.	
	11 to 12. Prepare Cicero.	Latin verse.
	2 to 3. Say Cicero.	
	3 to 4. Mathematics.	
	4 to 5. Prepare Homer.	
Tuesday	9 to 10. Say Homer.	
	10 to 11. Prepare French.	
	11 to 12. Prepare Cicero.	
	2 to 3. Say Cicero.	
	3 to 4. Mathematics.	
	4 to 5. History.	
Wednesday	9 to 10. Prepare Homer.	
	10 to 11. Say Horace.	
	11 to 12. Prepare Euclid.	Latin prose.
	Half Holiday.	
Thursday	9 to 10. German.	
	10 to 11. Say Homer.	
	11 to 12. Prepare Cicero.	
	2 to 3. Say Cicero.	
	3 to 4. Mathematics.	
	4 to 5. Prepare German.	
Friday	9 to 10. Divinity.	
	10 to 11. Say Horace.	
	11 to 12. Prepare Homer.	Greek prose.
	2 to 3. Say Homer.	
	3 to 4. Mathematics.	
	4 to 5. History.	
Saturday	9 to 10. Prepare Cicero.	
	10 to 11. Say Cicero.	
	11 to 12. Greek grammar.	
	Half Holiday.	

SUMMARY OF LESSONS.

	Hours.
Religious instruction	2
Greek, including Greek Testament	5
Latin	5
Mathematics	4
History and grammar	2
French and German	2
Preparation in school	10
	30

CHELTENHAM COLLEGE.
Classical School.

TABLE D.—*continued.*

FIFTH CLASS, 16 BOYS.

Lessons and Compositions from Midsummer 1861 to Midsummer 1862.

	Lessons.	Compositions.
Sunday	Prepare Greek Testament for Monday.	
Monday	9 to 10. Greek Testament. 10 to 11. Prepare Virgil. 11 to 12. French. 2 to 3. Mathematics. 3 to 4. Say Virgil. 4 to 5. Say English poetry.	
Tuesday	9 to 10. Say Ovid. 10 to 11. Prepare Virgil. 11 to 12. Prepare geography. 2 to 3. Mathematics. 3 to 4. Say geography. 4 to 5. Prepare Herodotus.	Latin prose.
Wednesday	9 to 10. Say Herodotus. 10 to 11. Prepare Virgil. 11 to 12. Drawing and French preparation. Half Holiday.	Latin verse.
Thursday	9 to 10. Say Virgil. 10 to 11. Prepare Herodotus. 11 to 12. French. 2 to 3. Mathematics. 3 to 4. Say Herodotus. 4 to 5. Prepare Ovid.	Greek prose.
Friday	9 to 10. Say Ovid. 10 to 11. Divinity. 11 to 12. Prepare Herodotus. 2 to 3. Mathematics. 3 to 4. Say Herodotus. 4 to 5. Grammar.	
Saturday	9 to 10. Prepare mathematics. 10 to 11. History. 11 to 12. Prepare Ovid. Half Holiday.	

SUMMARY OF LESSONS.

	Hours.
Divinity, including Greek Testament	2
Greek, including Greek Testament	4
Latin	4
French	2
Mathematics	4
History and geography, English lesson	3
Grammar	1
Preparation in school	11
	31

SIXTH CLASS, 16 BOYS.

Lessons and Compositions from Midsummer 1861 to Midsummer 1862.

	Lessons.	Compositions.
Sunday	Prepare Greek Testament for Monday.	
Monday	9 to 10. Prepare mathematics. 10 to 11. Say Greek Testament. 11 to 12. Prepare Cæsar. 2 to 3. Say Cæsar. 3 to 4. Mathematics. 4 to 5. Say English poetry.	
Tuesday	9 to 10. French. 10 to 11. Say Xenophon. 11 to 12. Prepare geography. 2 to 3. Geography. 3 to 4. Mathematics. 4 to 5. Prepare Ovid.	Latin prose.
Wednesday	9 to 10. Greek exercise. 10 to 11. Divinity. 11 to 12. Say Ovid. Half Holiday.	Latin verse.
Thursday	9 to 10. Prepare Xenophon. 10 to 11. Say Xenophon. 11 to 12. Prepare Cæsar. 3 to 3. Say Cæsar. 3 to 4. Mathematics. 4 to 5. Grammar.	Greek prose.
Friday	9 to 10. French. 10 to 11. Drawing and French preparation. 11 to 12. Prepare Xenophon. 2 to 3. Xenophon. 3 to 4. Mathematics. 4 to 5. Grammar.	
Saturday	9 to 10. Say Cæsar. 10 to 11. Prepare history. 11 to 12. Say history. Half Holiday.	

SUMMARY OF LESSONS.

	Hours.
Divinity, including Greek Testament	2
Greek, including Greek Testament	4
Latin	4
French	2
Mathematics	4
History, English lesson, geography	3
Grammar	2
Preparation in school	11
	32

SEVENTH CLASS, 15 BOYS.

Lessons and Compositions, Midsummer 1861 to Midsummer 1862.

	Lessons.	Compositions.
Sunday	7½ p.m. to 8½. Greek Testament, and Scripture History prepared.	
Monday	9 to 10. Greek Testament. 10 to 11. French. 11 to 12. Prepare Latin construing. 2 to 3. Latin construing. 3 to 4. Prepare Euclid. 4 to 5. Mathematics.	
Tuesday	9 to 10. Latin construing and grammar. 10 to 11. Drawing. 11 to 12. Prepare Greek construing. 2 to 3. Greek construing. 3 to 4. Prepare Euclid. 4 to 5. Mathematics.	
Wednesday	9 to 10. Scripture History and Bible. 10 to 11. Greek construing. 11 to 12. Prepare French. Half Holiday.	
Thursday	9 to 10. History and geography. 10 to 10½. Learn by heart and say lines (Ovid). 10½ to 12. Learn and say Greek grammar. 2 to 3. French. 3 to 4. Learn and say prosody or Bradley's exercises. 4 to 5. Mathematics.	Latin prose. Latin verses.
Friday	9 to 10. Prepare Greek construing. 10 to 11. Greek construing. 11 to 12. Prepare Latin construing. 2 to 3. Latin construing. 3 to 4. Prepare French. 4 to 5. Mathematics.	Latin verses.
Saturday	9 to 10. Correct Latin verses. 10 to 11. Prepare Latin construing. 11 to 12. Latin construing. Half Holiday.	Greek prose.

SUMMARY OF LESSONS.

	Hours.
Religious instruction	2
History and geography	1
Mathematics	4
Latin	6
Greek	4
French	2
Drawing	1
Preparation in school	10
	30

EIGHTH CLASS, 15 BOYS.

Lessons and Compositions, Midsummer 1861 to Midsummer 1862.

	Lessons.	Compositions.
Sunday	7½ p.m. to 8½. Greek Testament, and Scripture History.	
Monday	9 to 10. Prepare Greek Testament. 10 to 11. Greek Testament. 11 to 12. Prepare French. 2 to 3. French. 3 to 4. Prepare Latin construing. 4 to 5. Latin construing.	
Tuesday	9 to 10. Mathematics. 10 to 11. Latin construing and grammar. 11 to 12. Drawing. 2 to 3. Write Latin exercise. 3 to 4. Prepare Greek construing. 4 to 5. Greek construing.	Latin prose. Latin verses.
Wednesday	9 to 10. Correct verses. 10 to 11. Prepare Greek construing. 11 to 12. Greek construing. Half Holiday.	
Thursday	9 to 10. Mathematics. 10 to 11. French. 11 to 11½. History and geography. 11½ to 12. Learn lines (Ovid). 2 to 3. Scripture History. 3 to 3½. Lines. 3½ to 4. Learn Greek grammar. 4 to 5. Greek grammar and read prosody.	Latin verses.

TABLE D.—*continued.*

CHELTENHAM COLLEGE. Classical School.

Lessons.			Compositions.
Friday	9 to 10.	Correct verses.	
	10 to 11.	Prepare Greek construing.	
	11 to 12.	Greek construing.	
	2 to 3.	Translate last lesson on paper.	
	3 to 4.	Prepare Latin construing.	
	4 to 5.	Latin construing.	
Saturday	9 to 10.	Mathematics.	
	10 to 11.	Latin construing.	Greek exercises.
	11 to 12.	Prepare Euclid.	
		Half Holiday.	

SUMMARY OF LESSONS.

Religious instruction	2
History and geography	1
Mathematics	3
Latin	7
Greek	4½
French	2
Drawing	1
Preparation in school	9½
	30

NINTH CLASS, PARALLEL DIVISIONS, 30 BOYS.

Lessons and Compositions from Midsummer 1861 to Midsummer 1862.

Lessons.			Compositions.
Sunday	Preparation of Scripture lessons.		
Monday	9 to 10.	Bible.	
	10 to 11.	Prepare Greek.	
	11 to 12.	Arithmetic.	Greek, Latin, and French exercises twice a week.
	2 to 3.	Divinity.	
	3 to 4.	Verses, or drawing (written in school).	
	4 to 5.	Say Greek.	
Tuesday	9 to 10.	Prepare Latin.	
	10 to 11.	Say French.	
	11 to 12.	Say Greek.	Penrose's verses twice a week.
	2 to 3.	Say Latin.	
	3 to 4.	Writing (½), verses (½).	
	4 to 5.	History and geography.	
Wednesday	9 to 10.	Prepare Greek.	
	10 to 11.	Say Latin.	
	11 to 12.	Arithmetic.	
		Half Holiday.	
Thursday	9 to 10.	Prepare Latin.	
	10 to 11.	Say Greek.	
	11 to 12.	Prepare history and geography.	
	2 to 3.	Say Latin.	
	3 to 4.	Grammar exercise (½), history and geography (½).	
	4 to 5.	Writing (½), verses (½).	
Friday	9 to 10.	Say Latin.	
	10 to 11.	Say French.	
	11 to 12.	Arithmetic.	
	2 to 3.	Prepare history and geography.	
	3 to 4.	Say Greek.	
	4 to 5.	Prosody (½), say history and geography (½).	
Saturday	9 to 10.	Say Greek repetition (of week's work).	
	10 to 11.	Prepare Latin repetition.	
	11 to 12.	Say Latin.	
		Half Holiday.	

SUMMARY OF LESSONS.

	Hours.
Religious	2
Greek	5
Latin	5
Arithmetic	3
French	2
History and geography	2
Writing	1
Exercises in school	2½
Preparation in school	7½
	30

TENTH CLASS, PARALLEL DIVISION, 30 BOYS.

Lessons and Compositions from Midsummer 1861 to Midsummer 1862.

Lessons.			Compositions.
Sunday	Preparation of Scripture lessons.		
Monday	9 to 10.	Prepare Ovid.	
	10 to 11.	Prepare history and geography, say Scripture history.	
	11 to 12.	Arithmetic.	Greek exercises.
	2 to 3.	Say Ovid.	
	3 to 4.	French.	
	4 to 5.	Say history and geography, prepare French.	
Tuesday	9 to 10.	Say Greek.	
	10 to 11.	Answer grammar questions on paper.	
	11 to 12.	Prepare Ovid.	Latin exercise.
	2 to 3.	Say Ovid.	
	3 to 4.	Write Greek exercise.	
	4 to 5.	Drawing.	
Wednesday	9 to 10.	Write Latin exercise.	
	10 to 11.	Say Ovid.	Greek exercise.
	11 to 12.	Arithmetic.	
		Half Holiday.	
Thursday	9 to 10.	Say Greek.	
	10 to 11.	Drawing.	
	11 to 12.	Prepare and say Greek grammar.	
	2 to 3.	Prepare Ovid.	Latin exercise.
	3 to 4.	French.	
	4 to 5.	Say Ovid.	
Friday	9 to 10.	Say Ovid.	
	10 to 11.	Prepare Greek.	
	11 to 12.	Arithmetic.	
	2 to 3.	Say Greek.	
	3 to 4.	Prepare and say history and geography.	
	4 to 5.	Writing.	
Saturday	9 to 10.	Prepare and say Greek grammar.	Verses.
	10 to 11.	Divinity.	
	11 to 12.	Say Greek repetition.	
		Half Holiday.	

SUMMARY OF LESSONS.

	Hours.
Latin	8
Greek	5
Arithmetic	3
Divinity	1½
Drawing	2
French	2½
History and geography	2
Writing	1
Grammar	3
Exercise done in school	2
	30

ELEVENTH CLASS, FIRST DIVISION, 15 BOYS.

Lessons and Compositions, Midsummer 1861 to Midsummer 1862.

Lessons.			Compositions.
Sunday	Three Chapters of Old Testament 7 or 8 questions of Watts, and a Chapter of the New Testament to be prepared.		
Monday	9 to 10.	Bible.	
	10 to 11.	Arithmetic.	
	11 to 12.	Say Greek.	Bradley's Latin exercises.
	2 to 3.	Say Latin grammar.	
	3 to 4.	French.	
	4 to 5.	Write Greek.	
Tuesday	9 to 10.	Write Latin.	
	10 to 11.	Say Latin, construing, &c.	
	11 to 12.	Learn Latin grammar.	Howard's Greek exercises.
	2 to 3.	Divinity.	
	3 to 4.	Say Greek.	
	4 to 5.	Write Greek.	
Wednesday	9 to 10.	Say Latin, construing, &c.	
	10 to 11.	Arithmetic.	
	11 to 12.	Say English.	
		Half Holiday.	
Thursday	9 to 10.	Write Latin.	
	10 to 11.	Say Greek.	
	11 to 12.	Write Greek.	
	2 to 3.	Say Latin and geography.	
	3 to 4.	French.	
	4 to 5.	Drawing.	
Friday	9 to 10.	Say Greek.	
	10 to 11.	Arithmetic.	
	11 to 12.	Say English.	
	2 to 3.	Prepare Greek.	
	3 to 4.	Writing.	
	4 to 5.	Say Latin.	
Saturday	9 to 10.	Write Latin (repetition).	
	10 to 11.	Say Latin.	
	11 to 12.	Say English.	
		Half Holiday.	

SUMMARY OF LESSONS.

	Hours.
Religious	2
Latin grammar	6
Latin construing	5
Greek grammar and construing	6
English history	2
Geography	2
Arithmetic	3
Writing	1
Drawing	1
French	2
	30

CHELTENHAM COLLEGE.
Classical School.

TABLE D.—*continued.*

ELEVENTH CLASS, SECOND DIVISION, 17 BOYS.

Lessons and Compositions, Midsummer 1861 to Midsummer 1862.

	Lessons.	Compositions.
Sunday	Three Chapters of Old Testament, 7 or 8 questions of Watts, and a Chapter of the New Testament.	
Monday	9 to 10. Learn Latin. 10 to 11. Bible. 11 to 12. Write Latin rules. 2 to 3. Writing. 3 to 4. Write Latin, French. 4 to 5. Say Greek.	Bradley's Latin exercises.
Tuesday	9 to 10. Say Latin. 10 to 11. Arithmetic. 11 to 12. Say Latin grammar. 2 to 3. Prepare Greek. 3 to 4. Write Latin construing. 4 to 5. Say English.	Howard's Greek exercises.
Wednesday	9 to 10. Write Greek. 10 to 11. Say Greek. 11 to 12. Say English. Half Holiday.	
Thursday	9 to 10. Say Latin. 10 to 11. Arithmetic. 11 to 12. Say Latin grammar. 2 to 3. Prepare Greek. 3 to 4. Say Greek, French. 4 to 5. Drawing.	
Friday	9 to 10. Write Greek. 10 to 11. Say Greek. 11 to 12. Prepare Latin. 2 to 3. Say Latin. 3 to 4. Divinity. 4 to 5. Write Latin rules.	
Saturday	9 to 10. Say Latin repetition. 10 to 11. Arithmetic. 11 to 12. Say Latin. Half Holiday.	

SUMMARY OF LESSONS.

	Hours.
Religious	2
Latin grammar	6
Latin construing	6
Greek grammar and construing	8
English history	2
Geography	2
Drawing	1
French	2
	29

TWELFTH CLASS, FIRST AND SECOND DIVISION, 27 BOYS.

Lessons and Compositions during

	Lessons.	Compositions.
Sunday	Six verses of the New Testament (committed to memory), one or two chapters (according to the length) of the Bible (Old Testament), Watts' Scripture History.	
Monday	9 to 10. Bible. 10 to 11. Repetition grammar (Latin). 11 to 12. Geography. 2 to 3. Latin grammar. 3 to 4. Geography.	Henry's First Latin Book. 1st D. Four exercises. (An exercise being one half of the "exercise" so called).
Tuesday	9 to 10. Latin construing. 10 to 11. Divinity. 11 to 12. History. 2 to 3. Arithmetic. 3 to 4. Latin grammar.	
Wednesday	9 to 10. Latin construing, 10 to 11. Latin exercise. 11 to 12. History. Half Holiday.	
Thursday	9 to 10. French (and Latin construing). 10 to 11. Geography. 11 to 12. Portion of construing (committed to memory) 2 to 3. History. 3 to 4. Dictation.	2nd D. Howard's Latin Exercises. Four exercises.
Friday	9 to 10. Repetition construing. 10 to 11. Drawing (and Latin grammar). 11 to 12. Latin grammar. 2 to 3. Repetition construing. 3 to 4. French and writing.	
Saturday	9 to 10. Arithmetic. 10 to 11. Writing. 11 to 12. Latin grammar. (The verbs). Half Holiday.	

SUMMARY OF LESSONS.

	Hours.
Religious	2
Latin grammar	4
Latin construing	6
English history	3
Geography	3
Arithmetic	2
Writing	2
Drawing	1
French	2
Dictation	1
	26

TABLE C.

CHELTENHAM COLLEGE.
CIVIL AND MILITARY DEPARTMENT.

TABLE C.

RETURN of the Work done by the several Forms or Divisions

	1. Authors or Books used (not being mere Books of Reference), with the Editions.	2. Authors or Books used, being merely Books of Reference, including Maps and Illustrations.	3. Authors construed or translated *vivâ voce*, and the Quantity of each in the Year ending with the Summer Holidays 1862.	4. Method of hearing the Form.	5. Authors whose Language has been committed to Memory, and the Quantity of each in the same Year.	6. Authors whose Substance and Matter have been committed to Memory, and the Quantity of each in the same Year.
FIRST CLASS, 17 BOYS.	*Mathematical.* Todhunter's Algebra, Trigonometry, Theory of Equations, Co-ord. Geometry and Conic Sections, Statics, Differential and integral Calculus; Parkinson's Mechanics; Twisden's Mechanics; Pratt's Mechanics; Potter's Hydrostatics; Wrigley's Examples in Mathematics. *Classical.* The *Oxford editions* of Thucydides, Xenophon, Æschylus, Aristophanes, Homer, Tacitus, Horace, Virgil, &c., and *Long's Edition* of Cicero. *English.* The Student's Hume; Adams' English Language; Latham's English Grammar; Guyot's Earth and Man; Trench, English Past and Present; Trench on Words. *French.* Delille's Grammar; Contanseau's Prosateurs, Mariette's Half Hours of Translation. *German.* Tiarks' Grammar; Schiller's Don Carlos and Thirty Years War. *Hindustani.** Monier Williams' Introduction to Hindustani Grammar and Hindustani Primer; Forbes' Grammar, Bagh ó Bahar, and Hindustani Manual. Macaulay's Fortification; Straith's Fortification; Col. Jackson's Surveying; Hall's Descriptive Geometry; Burchett's Practical Geometry. *Physical Science.* Wilson's Chemistry; Sir W. Snow Harris on Electricity, Magnetism, and Galvanism; Lardner on Heat.	Hutton's Tables of Logarithms; Liddell and Scott's Greek Lexicon; Riddle's Latin Dictionary; Spier's French Dictionary; Black's Edition of Thienne's German Dictionary.	N.B.—In this department of the College, and especially in the two upper classes, the work consists chiefly of mathematics, theoretical and practical, physical science, fortification, and surveying. Classics are studied only by a few boys who, having made considerable progress before joining the upper special classes, are enabled to continue Latin and Greek by the omission of such subjects as fortification, surveying, and physical science. In mathematics the boys of the first class are in different stages of proficiency, but during the school year they are generally enabled to read co-ordinate Geometry and Conic Sections, Statics and Dynamics, Hydrostatics, and some few boys who have greater mathematical talent are enabled to read the Differential and Integral Calculus. The subjects taught in the lower classes are revised in the first class. *Classics.* There have been three boys reading Latin and Greek; they have read Thucydides, Books II. and III., Xenophon, Scrip. Min. (Hiero) and Agisilaus, Æschylus Agam., Aristophanes (Nubes); Homer's Odyssey, Book XXI.; Tacitus, Agricola; Juvenal, Satires 1, 2, 3, 5, 10, 13; Horace, Odes, Books III., IV., and Epistles; Virgil, Georgics; Cicero, de Senectute and de Amicitiâ. Macaulay's Field Fortification; Jackson's Surveying.	*Mathematics.*—The boys' knowledge of Euclid is tested by *vivâ voce* examinations, the figure being drawn progressively as the proposition is said, and drawn sometimes by the pupil, sometimes by the master, and varied from that in the text book when it can be done. Sometimes the propositions are written out, *in full* generally, at times by means of the margin references, which is equivalent to a mental repetition of the proposition, and enables the pupil to write out a great many propositions in a very short time. Mathematical subjects of an analytical character are tested chiefly by papers, partly by *vivâ voce* questioning. Problems are worked before the master, and various modes of solution are compared and discussed. *Fortification.*—*Vivâ voce* and by paper; also constructions of plans, profiles, and other sections, with the calculations of dimensions. *Surveying.*—Some two or three boys selected in rotation set up and adjust the surveying instruments, the theodolite, prismatic compass, or other instrument employed on the survey; these make the observations and announce the readings, which the others enter in their field book; sometimes the readings are plotted at the time on blocks previously prepared, and in this case the survey and the plotting proceed simultaneously; but generally the entries made in the field books are plotted on the return to the school, where the finished plan of the survey is made. *History* and such like subjects are tested by oral questioning and answers, in addition to written papers; also by an analysis of the lesson. *Geometrical Drawing and Descriptive Geometry* by constructions on one, two, or three co-ordinate planes, according to the nature of the problem. *English Language and Literature*, by written papers and essays.	None.	Robertson's Church History; Blunt's History of the Reformation; Adams' English Language (about three fourths); Latham's English Grammar; Guyot's Earth and Man (about a half); Macaulay's Field Fortification; Jackson's Military Surveying.
SECOND CLASS, A. and B. DIVISIONS, 26 BOYS.	Euclid's Elements; Colenso's Arithmetic; Todhunter's Algebra (*2nd edition*), Todhunter's Trigonometry; Todhunter's Theory of Equations; Cape's Course (Vol. I., *5th edition*); Wrigley's Examples (*6th edition*); Chambers' Tables of Logarithms. The *small Oxford editions* of Tacitus, Homer, Horace, Aristophanes, Virgil; Cicero (*Long's edition*); Holden's Foliorum Centuriæ for composition; Student's Hume; Adams' English Language; Trench, English Past and Present, On Words; Milton's Works, verse. Modern Languages, &c. The same books as are used in the First Form.	Liddell and Scott's Greek Lexicon; Smith's Latin Dictionary; Contanseau's French Dictionary; Black's German Dictionary.	*Mathematics.* Arithmetic, Euclid, Books I.–VI., Algebra, Plane Trigonometry, Spherical Trigonometry; Theory of Equations; Application of Algebra to Geometry. *Classics.* Tacitus, Agricola; Horace, Epistles; Virgil, Georgics; Cicero, De Senectute; Homer, Odyssey, Books XII.–XXI.; Aristophanes, Nubes. *English Language, Literature, &c.* English, Past and Present, by Trench; English Language, by Adams; Milton, Comus, Lycidas, L'Allegro, Il Penseroso; History from the Conqueror to the present Time.	The second class consists of two divisions (A) and (B); while one division is engaged in mathematics with the class master, the other division is with the vice master in classics or English, or with some of the extra masters in French, science, drawing, &c. The instruction in mathematics is conducted orally and by paper. In Euclid and the more elementary subjects the class is arranged before the master's desk, and questions are successively addressed in order to each boy. If any boy fail to answer his question, the next boy attempts it, and if he fail, the next, and so on, till some boy answers it, and then he takes the place of the boy to whom the question was originally proposed, all the others going down one place. This plan, with obvious modifications, is adopted when the class enters on a new subject. In the solution of problems and examples, and in the writing out of book-work, marks are assigned to each problem, or each piece of book-work, and the boy who attains the greatest number of marks, is, at the end of the hour of lesson, placed at the head of the form, the others occupying places according to their marks.	None.	The Student's Hume, from William the Conqueror to the end; Adams' English Language, the whole work; Trench's English Past and Present, the whole work; Milton's minor works; Macaulay's Fortification, chaps. i.–xi. inclusive; Euclid, Books V. & VI.; Algebra, Todhunter's, c. xliii. to the end of the work; Todhunter's Plane Trigonometry, chap. vi. to end of Book; Todhunter's Spherical Trigonometry; Todhunter's Theory of Equations, various portions; Cape's Mensuration.

* Throughout the Modern Department two Modern Languages are learnt, one of which is French; the other is either German or Hindustani.

TABLE C.

CHELTENHAM COLLEGE.
CIVIL AND MILITARY DEPARTMENT.

during the Year which ended with the Summer Holidays, 1862.

	7. The Kinds and Quantities (so far as they can be given) of Composition done in the Form in the same Year.				8. Other Subjects of Instruction forming part of the regular Work of the Form, and taught either by Lecture, Demonstration, Experiment, or Observation, with the Amount of Time devoted to them, or of Ground gone over in the same Year.	9. Methods employed to test individual Proficiency in such "other Subjects."
ORIGINAL.					Some boys of the class study Chemistry, Electricity, Magnetism, and Heat; others Geology and Mineralogy; civil drawing. Three hours weekly are given to Physical Science in School, and two hours to preparation of an evening. Drawing of all kinds; Free-hand Landscape, Models, Perspective and Projections.	*Vivâ voce* and by papers in portions of the text books in use, in lectures and experiments previously given, also by manipulation by the pupils themselves. By drawing before the drawing master subjects chosen by him, and by executing drawings in perspective, from models and from nature.
	English.	Latin.	Greek.	Modern Foreign.		
Verse.						
Prose.	Thirty-six essays.					
TRANSLATION.						
Verse.						
Prose.				Mariette's Half Hours of French Translation. Lord Dover's Lives into German.		
ORIGINAL.					*French Language and Literature*—the books being, Delille's Grammar, Contanseau's Prosateurs, Mariette's Half Hours of Translation. *German Language and Literature.*—Tiarks' Grammar and Exercises; Schiller's "Don Carlos." *Hindustani Language and Literature.*—Forbes' Grammar, Bagh ó Bahar, Hindustani Manual; Williams (Monier) Hindustani Primer, Introduction to Hindustani Grammar. *Physical and Natural Science.*—Heat, Electricity, and Magnetism; Lardner's Natural Philosophy, and Private Notes. Two hours weekly are given to Physical Science in School, and two hours to preparation in the evening. Drawing of all kinds as on the First Form.	Examination papers weekly, dictation, and exercises. Examination papers and exercises. *Vivâ voce*, and written examinations. Written and *vivâ voce* questions. By drawing before the master subjects chosen by him, and by executing drawings in perspective, from models and from nature.
	English.	Latin.	Greek.	Modern Foreign.		
Verse.						
Prose.	One essay every week.					
TRANSLATION.						
Verse.						
Prose.		A piece of English taken from Holden's Fol. Cent. is translated into Latin every week by those boys who study Classics.	One piece every week, selected from Holden's Fol. Cent.	French.—One piece every week from Mariette's Half Hours of Translation. German.—One exercise every week from Tiark's exercises.		

CHELTENHAM COLLEGE.
Civil and Military Department.

TABLE C.—*continued.*

1. Authors or Books used (not being mere Books of Reference), with the Editions.	2. Authors or Books used, being merely Books of Reference, including Maps and Illustrations.	3. Authors construed or translated *vivâ voce*, and the Quantity of each in the Year ending with the Summer Holidays, 1862.	4. Method of hearing the Form.	5. Authors whose Language has been committed to Memory, and the Quantity of each in the same Year.	6. Authors whose Substance and Matter have been committed to to Memory, and the Quantity of each in the same Year.
CIVIL CLASS. 16 BOYS.					
Potts' Euclid; Colenso's Arithmetic; Barnard Smith's Arithmetic; Colenso's Algebra; Wrigley's Examples; Chepmell's History; Edwards' English Composition; Jobister's Bookkeeping; Pinnock's Scripture History (analysis); Cornwell's Geography; Tiarks' German Grammar and Exercises; Ahn's do.; Heimann's Translation into German; Goethe's Götz von Berlichingen; Black's German Dictionary; Contanseau's Prosateurs; Delille's Grammar; Mariette's Half Hours of Translation; Contanseau's Dictionary.	Dower's Atlas.	Composition in English;* translation only in French and German, or Hindustani; Forbes' Manual and Grammar (Hindustani); Monier Williams' Rudiments and Hindustani Primer.	Each boy is put on successively until *every* boy in the class has had an opportunity of showing whether he can construe the lesson, as far as can be ascertained from the style and manner in which he construes the passage that *accidentally* falls to him, beginning with a different boy every lesson. *Every* boy has likewise some questions in parsing, as far as the time will allow, and the lesson is usually finished by the chief portion being construed again by the master to the class. Two pages of the Charterhouse grammar are usually said by the class, each boy successively saying a small portion. When a boy does not answer correctly, the question is passed on until answered by another boy; a fresh question is then put to the same boy who made the mistake, and the same plan is followed until the boy who made the mistake has answered some question correctly, to ascertain whether the first mistake was a solitary fault, or whether he knows but little about the lesson at all. A similar plan is adopted in hearing a proposition of Euclid. Places are not taken during the lesson, but the faults are reckoned by marks, and fresh places are taken at the beginning of the next lesson, according to the marks of the last lesson. The first division have said the 4th Book of Euclid, and as far as prop. 13 in Book VI. The second division have said the 2nd Book of Euclid, and as far as prop. 15, Book III. The third division only as far as prop. 27, Book I.		Chepmell's History of England, from William the Conqueror to Queen Anne; Cornwell's Geography of Europe, including the notes and observations; Pinnock's Analysis of Scripture History, from 2nd Book of Kings to Book of Esther, inclusive. This would be the work of the class, supposing no change or absence of pupils during the half-year. Various portions of Euclid, according to the ability and attainments of each individual.
DIRECT LINE AND SANDHURST CLASSES. 26 BOYS.					
Euclid's Elements; Colenso's Arithmetic: Colenso's Algebra; Todhunter's Trigonometry; Wrigley's Examples; Chambers' Tables of Logarithms; Pix's Examples in Arithmetic; small *Oxford editions* or Anthon's, of Horace, Virgil, Cæsar; Chepmell's Course of History; Lennie's English Grammar; Edwards' Composition. For other books see column 8.		Horace, Odes; Cæsar, Commentaries; Virgil, Æneid; about two books of Cæsar, and two books of the Æneid or of the Odes. *In Algebra, Arithmetic, and Logarithms*, each boy works examples on paper, and comes to his master for assistance, as required. *In Trigonometry*, a portion of the book-work (previously prepared), is given to be written out. Examples worked as in Algebra and arithmetic. *English Grammar*, written or *vivâ voce* answers to *vivâ voce* questions, and written exercises. Another, in Euclid, Books I., II., 2 to proposition 17 of III. *Arithmetic*, vulgar and decimal fractions, practice, proportion, interest, simple and compound, discount, insurance, stocks, profit and loss, and proportional parts, and several of the miscellaneous in Colenso. *Algebra.*—Elementary rules, fractions, square root, and simple equations of 1, 2, and 3 unknowns.	The classes consist of boys drafted from other classes when preparing for the military examinations, and of suitable age. Being of different capabilities and attainments, they require individual attention in mathematics. History and geography, generally written answers to *vivâ voce* questions given to the class on the portion prepared. *In Euclid*, out of the number of propositions prepared by each boy for each lesson, one is selected to be said *vivâ voce* or written out by him. At times, more are so selected, according to circumstances, as in case of failure, or when receiving the last finish for examination.	In History the year's work will be Chepmell's Course, from the beginning to end of English History. In geography, Cornwell, from beginning to end of British Isles. In English Grammar, Lennie's, almost through, with some of the examples for correction.	As the capabilities and attainments of those who compose these classes are so utterly different, some, when admitted, being almost ignorant of the elements of mathematics, others well advanced and of considerable attainments, the quantity of work done must necessarily vary largely for different individuals. This, and the fact that each boy is taught distinctly from others in his particular work, render it very difficult to assign an estimate of the amount of work done. For instance, one boy has been several times through the 1st, 4th, and 6th Books of Euclid, Todhunter's Trigonometry, to end of chapter xvi., omitting chapters ix., xi., xii., and several other Articles. In algebra, most of the miscellaneous examples at the end of Colenso, and a few examples in almost everything from the beginning to the end, and other examples from Wrigley. In arithmetic, stocks, profit and loss, proportional parts, several miscellaneous at the end of Colenso, and several of Pix's Examples. In logarithms, several of the examples in Wrigley.

* Boys who have been in the class previous to this half-year have been through Edwards' Exercises from the formation of simple sentences to the composition of essays. Those who have only come into the class this half-year have written the same exercises, as far as Ex. 26, being the great body of the class. The last who joined the class have written only to chapter xii. The elder ones, who are intended for the Government offices, have practised précis-making, and forming abstracts of correspondence from the official Civil Service Reports.

TABLE C.—*continued.*

CHELTENHAM COLLEGE, Civil and Military Department.

7. The Kinds and Quantities (so far as they can be given) of Composition done in the Form in the same Year.					8. Other Subjects of Instruction forming Part of the regular Work of the Form, and taught either by Lecture, Demonstration, Experiment, or Observation, with the Amount of Time devoted to them, or of Ground gone over in the same year.	9. Methods employed to test individual Proficiency in such "other Subjects."
ORIGINAL.					The subjects of instruction in this class would vary with the requirements of the office the pupil was intended for. If a boy were intended for an office where book-keeping was an important feature of his future examination, he would devote more hours a week than specified above, while others, who might require more advanced mathematics or Latin, would be employed in the latter subjects. In book-keeping some boys have gone almost through the system of double entry, others have only finished single entry, and some have only practised commercial forms, with the beginning of single entry. In arithmetic the more advanced are continually practised in arithmetical problems connected with all the rules of arithmetic, while some are still learning the single rule of three and practice.	A great portion of the work of this class being done on paper at their seats, and each individual in arithmetic, composition, précis, or abstract making, studying by himself, owing to their different degrees of attainment and ability, the individual proficiency is ascertained by observation of individual progress. The same method is adopted in arithmetic and book-keeping.
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	None.	None.	None.		
Prose.	Exercises and short narrations and descriptions, with an occasional essay, according to the power of each individual. The quantities are given on page 1, column 3.	None.	None.	French and German, or Hindustani, according to the requirements of each individual.		
TRANSLATION.						
Verse.						
Prose.						

ORIGINAL.					BOOKS USED.	
	English.	Latin.	Greek.	Modern Foreign.		
Verse.					*French Language.*—Delille's Grammar; Contansau's Prosateurs; Marriette's Half Hours of Translation, and Burnet's Idioms.	*Vivâ voce* and written exercises.
					German Language.—Tiarks' German Grammar; Ahn's First German Course.	*Vivâ voce* and written exercises.
					Hindustani.—Forbes' Bagh ó-Bahar; Grammar and Manual; Williams' Grammar and Primer.	*Vivâ voce* and written exercises.
					Science.—Page's Geology; Lardner's Heat, and private notes.	Written answers.
Prose.	An occasional piece of composition, or a letter.				*Fortification.*—Macaulay.	*Vivâ voce.*
					Geometrical Drawing.—Winter's Practical Geometry.	
					Divinity.—Bible; Prayer-Book; Riddle's Scripture History; Robertson's Church History.	*Vivâ voce.*
TRANSLATION.					AMOUNT OF WORK.	
Verse.					*In French.*—Delille's Grammar, accidence and syntax; Prosateurs, translation of about 200 pages (different pieces); Half Hours of Translation, about 100 pages of different pieces; Brunet's Idioms, three exercises written a week, lessons of grammar, idioms, and construing in class.	
					German.—Translation, 5 fables in Tiarks' Grammar; grammar, irregular reflective verbs, exercises.	
					Science.—Parts of geology and the whole of heat.	
					Fortification.—Ch. v. to xi. (incl.), and ch. i., Macaulay.	
					Practical Geometry.—Part I., Winter's.	
Prose.					*Hindustani.*—By various members of the class; Williams' Primer, words learned and transposed into Hindustani characters; introduction to grammar nearly gone through; Forbes' Manual, exercises done; grammar, a few stories; Bagh ó Bahar, about 10 pages as the maximum.	
					Divinity.—50 pages of the Church History.	

CHELTENHAM COLLEGE.
Civil and Military Department.

TABLE C.—*continued.*

	1. Authors or Books used (not being mere Books of Reference), with the Editions.	2. Authors, or Books used, being merely Books of Reference, including Maps and Illustrations.	3. Authors construed or translated *vivâ voce*, and the Quantity of each in the Year ending with the Summer Holidays 1862.	4. Method of hearing the Form in such Lessons.	5. Authors whose Language has been committed to Memory, and the Quantity of each in the same Year.	6. Authors whose Substance and Matter have been committed to Memory, and the Quantity of each in the same Year.
THIRD CLASS, A. AND B. DIVISIONS, 28 BOYS.	Potts' Euclid; Colenso's Arithmetic; Barnard Smith's Arithmetic; Pix's Examples in Arithmetic; Colenso's Algebra, Part I.; Todhunter's Algebra; Wrigley's Examples; Todhunter's Trigonometry; Student's Hume; Cornwell's Geography; Riddle's Scripture History; Contanseau's Prosateurs; Mariette's Half Hours of French Translation. Delille's French Grammar; Brunet's French Idioms. Tiarks' German Grammar; Ahn's Exercises; Chambers' First Reading Book; Schiller's Don Carlos, or Forbes' Hindustani Grammar; Forbes' Manual; Monier Williams' Grammar; Ditto Primer. Page's Treatise on Geology; Heather on the Use of Instruments; Winter's Practical Geometry, Part I. Robertson's Church History, Morell's Grammar, and Analysis of Sentences.	Tables of Logarithms (Chambers'); Dower's School Atlas; Contanseau's French Dictionary.	Mathematics being the basis of education in this Department, the mathematical work is given in this column. Euclid, Definitions of, Book V., and Books I., II., III., IV., VI., revised with deductions; Arithmetic (revised); Todhunter's Algebra, Chapters xxxiv.–xliii. inclusive (omitting chapter xl.), with book work proofs. Solution of Triangles, with Heights and Distances and Geometrical Proofs of Rules; Todhunter's Plane Trigonometry, Chapters i.–vii. inclusive. Those who study classics read Horace, Juvenal, or some other Latin author, three or four times a week with the Classical Master of the Department. Portions of the French and German Reading Books are translated by the class with the French and German masters.	This class is divided into two sections, A. and B. The work given in paper C. is that of the section A., but the work of section B. is in every respect analogous to it, only so arranged that while one division is with the class master the other is either with an extra master or is preparing work at their desks. The pupils ordinarily remain in each section for one half year, and each is under absolute tuition for 26 hours in each week. At this point in the department, classics are entirely discontinued, except as a voluntary study; and no construing or translating lessons are therefore done by the class, excepting by those few boys who carry on the study with the Classical Master. In history, geography, and Euclid lessons, mistakes are passed round the class for correction, and the boys take places at the time, and the order is entered in a book at the end of the hour. In history and geography lessons each boy is asked about five or six questions. In Euclid *every boy* is required to say the whole or part of a proposition, and to answer questions arising out of the lesson. In the other subjects of mathematical instruction, the rule, both as regards its proof and its practice, is explained by the master with the aid of a black board, and this lesson is then made the subject of question and answer, and of general examination, until the master believes that it is adequately understood. Examples are then worked by boys both at home and at their seats, which are brought up to class. The master discusses the several examples, and attaches a value in marks to each. The boys reckon these for themselves, and at the close of the hour the master looks over each individual's exercise, makes any observations on them he thinks requisite, and then enters in his book the order of the class as determined by the number of marks obtained from these examples.	None.	The Student's Hume, from 1066 A.D. to 1485 A.D. Cornwell's Geography, as far as relates to Africa, America, and Oceania, including both the physical and political geography of the several countries. Robertson's Church History. Morell's Grammar and Analysis of Sentences. Riddle's Scripture History, from the History of David in Chapter xxix. to the end of the Gospel History in Chapter xlvii.
THIRD CLASS, C. AND D. DIVISIONS, 25 BOYS.	Potts' Euclid; Colenso's Arithmetic; Colenso's Algebra; Riddle's Scripture History; Anthon's Cæsar; Student's Hume; Cornwell's Geography; Wrigley's Examples. French, German, Hindustani, and Physical Science; the same books as in the III. A and B.	Dower's Atlas; Cornwell's Atlas; Riddle's Latin Dictionary.	Cæsar, V., 1–30; Do. VI., 1–30; Euclid, Books I.–VI.; Colenso's Arithmetic (to end); Colenso's Algebra, chap. i.–xiii.; Student's Hume, chap. v.–ix.; Cornwell's Geography (Asia); French Grammar, Accidence and part of Syntax; Contanseau's Prosateurs, about 200 pages; Half Hours of Translation, 80 pages; Brunet's Idioms, 30 pages; Tiarks' German Grammar to end of irregular verbs; Ahn's German Reader, 6 pages. Science: Pneumatics; Electricity, voltaic and frictional.	Each boy is put on successively, beginning at the top of the class. If the boy who is on makes a mistake, or cannot answer the question proposed, such question is passed down the class till it is answered, and the boy who answers it correctly takes the place of the one to whom it was first put. The above method is adopted both in hearing *Euclid*, and also in *Latin*, *History*, and *Geography*. The lessons in arithmetic and algebra are done on paper.	None.	None.

TABLE C.—*continued.* CHELTENHAM COLLEGE. Civil and Military Department.

7. The Kinds and Quantities (so far as they can be given) of Composition done in the Form in the same Year.					8. Other Subjects of Instruction forming part of the regular Work of the Form, and taught either by Lecture, Demonstration, Experiment, or Observation, with the Amount of Time devoted to them, or of Ground gone over in the same Year.	9. Methods employed to test individual Proficiency in such "other Subjects."
ORIGINAL.					Geology and Mineralogy; two hours in each week. In this class the instruction in these subjects is completed, so that the boys may commence the study of experimental sciences on their promotion.	In one lesson certain subject matter is dictated to the class; this they are expected to prepare, and in this they are examined the following lesson. They are also examined in a portion of Page's Text Book of Geology.
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	None.	None.	None.		
Prose.	None.	None.	None.	None.	Drawing Lessons (two hours per week).	One of these hours is devoted to perspective drawing and instruction in perspective; the other to drawing in pencil, chalk, or water colours, from copies or models, as each particular case suggests.
TRANSLATION.						
Verse.	None.	Those who study classics write Latin or Greek exercises, or both, for the classical master of the Department, varying in each case with the qualifications of the particular boy.		None	Plan Drawing (two hours per week).	For one of these lessons a portion of Winter's Practical Geometry is prepared, and the boys are examined in that portion. The second hour is devoted entirely to the practice of plan drawing.
Prose.	None.	None.	None.	Mariette's Half Hours of French Translation; Ahn's German Exercises.		
ORIGINAL.					Winter's Practical Geometry (two hours a week). Drawing Lessons (two hours per week).	Examination papers. The methods employed in testing individual proficiency, the same as in the III. A and B.
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	None.	None.	None.	Plan Drawing (two hours per week). Pneumatics and Electricity (two hours per week).	
Prose.	None.	None.	None.	None.		
TRANSLATION.						
Verse.	None.	None.	None.	None.		
Prose.	None.	None.	None.	Mariette's Half Hours of French Translation; Ahn's German Exercises.		

CHELTENHAM COLLEGE.
Civil and Military Department.

TABLE C.—*continued.*

	1. Authors or Books used (not being mere Books of Reference), with the Editions.	2. Authors or Books used, being merely Books of Reference, including Maps and Illustrations.	3. Authors construed or translated *viva voce*, and the Quantity of each in the Year ending with the Summer Holidays 1862.	4. Method of hearing the Form in such Lessons.	5. Authors whose Language has been committed to Memory, and the Quantity of each in the same Year.	6. Authors whose Substance and Matter have been committed to Memory, and the Quantity of each in the same Year.
FOURTH CLASS, A. AND B. DIVISIONS, 28 BOYS.	Potts' Euclid (six books); Colenso's Algebra; Colenso's Arithmetic; Wrigley's Examples; Sinclair's Questions on the Church Catechism; Riddle's Scripture History; Chepmell's Course of History; Cornwell's Geography; Anthon's Cæsar (notes at the end); Charterhouse Latin Grammar; Contanseau's Prosateurs et Poëtes Français; Delille's French Grammar; Ahn's First German Course; Tiarks' German Grammar; Dr. Ahn's First German Reading Book; Forbes' Hindustani Grammar and Manual; Monier Williams' Grammar (Hindustani), and Hindustani Primer; Heather's Treatise on Mathematical Instruments.	Ainsworth's Latin Dictionary; Cornwell's Atlas; Contanseau's French Dictionary; Black's German Dictionary.	Cæsar, Bell. Gall., one Book. Mathematics is given in this column as being the principal subject of the Department. *Euclid*, Books I.–IV., with deductions. *Algebra*, Surds and Quadratic Equations. *Arithmetic*, Square and cube root, stocks, discount, simple and compound interest. Portions of the French and German Reading Books.	In *Latin* the lesson is construed by about five or six boys chosen at random; and if necessary a second time by others. The remainder of the hour is occupied with parsing or grammar, the boys taking places whenever a mistake is made which the master passes on. The places are entered in a mark book at the end of the hour. A similar method of taking places is followed in *Euclid*. Two to five propositions are prepared out of school generally chosen from two different books. The enunciations are to be known word for word, the demonstrations step for step. The figures are drawn by the Master on the black board as the construction is given, generally with different letters and shape from those in the text book. In *Algebra* and *Arithmetic* the first half of the "up" hour is generally devoted to teaching new work, or to working examples on the board which the class has failed to master, the remainder to the working by the class of examples upon the subject taught in the first half. The "down" hours are spent in working examples generally about equally chosen from books to which the boys have answers, and other sources. These are corrected out of school, and returned to the boys at the next "up" hour of the subject; the marks being entered in the mark book.	None.	Chepmell's History of England; A. Henry VIII. to the end; B. William I. to James I. Riddle's Scripture History; A. Second half of Part I.; B. first half ditto. Sinclair's Questions, about 30 pages, notes and references. First 20 pages of Heather on Mathematical Instruments. Cornwell's Geography; A. Italy, Hindustan; B. France to end of Europe.
FIFTH AND SIXTH CLASSES, 32 BOYS.	Potts' Euclid, edit. 1860; Colenso's Arithmetic, edit. last; Colenso's Algebra edit. 1860; Cæsar (*Oxford* and *Anthon's edit.*); Chepmell's English History; (edit. last); Cornwell's Geography (edit. last); Riddle's Scripture History (edit. 10th) Charterhouse Latin Grammar (edit. 1857); Ahn's German Method, (edit. 1861); Dr. Tiarks' Introductory Grammar (edit. 1861); Delille's French Grammar, (edit. 1860); Prosateurs et Poetes Français by Contanseau, edit. 1862; Hindustani Primer by Monier Williams; Forbes' Hindustani Grammar; Forbes' Hindustani Manual; Rudiments of Hindustani by Monier Williams, M.A.	Cornwell's School Atlas (Black's); Theime's German Dictionary, edit. 1860; Riddle's English-Latin and Latin-English Dictionary, new edition; Contanseau's French Dictionary; Spier's French Dictionary, new edit.	V. Cæsar, Book IV., ch. xxv. to the end, and ch. i. to vi. inclusive. VI. Cæsar, Book IV., ch. i. to xvii. inclusive.	*Cæsar*. Each boy has a portion to translate, and after or during translation questions in grammar are asked. *Euclid* is heard in class, but each boy has a proposition, or part, if the proposition is too long for the whole class to repeat during the hour. *History and Geography.* By questions given on a lesson previously prepared. In geography each boy has his atlas open during the lesson. *Arithmetic and Algebra.* By each boy in the class working every example. When any difficulty occurs, it is explained either individually, or to the class on the black-board as the case may be. In each lesson the number of mistakes are marked, (except in arithmetic and algebra, and then the number of sums done) and added up at the end of such lesson, and the places marked accordingly.	None.	V. Euclid, Books I., II., III., with deductions. Arithmetic to the Appendix in Colenso. Colenso's Algebra, Part I. to the end of chapter viii. English History, from Henry VIII. about 100 pages. Geography, England, Scotland, and Ireland. VI. Euclid, Books I. and II. with deductions. Colenso's Arithmetic to Ex. 64. Colenso's Algebra, Part I. to the end of chapter vi. English History from Edward III., about 100 pages. Geography, from the beginning about 60 pages. Divinity:— Bible (various parts). Prayer Book, do. Sinclair on Catechism, say 50 pages. same for both classes. Delille's French Grammar, about 200 pages. Contanseau's Prosateurs, about 60 pages. German, 5th and 6th classes. Grammar as far as the regular verbs. (Tiarks'); translation 6 pages "Tiarks' Introductory Reader." Williams' Introduction to Hindustani Grammar, gone through almost; transposition from English into Hindustani. Also exercises in Forbes' Manual, and 18 stories from the reading lessons in Forbes' Hindustani Grammar, and words learnt and written in character from Williams' Primer.

TABLE C.—*continued.*

CHELTENHAM COLLEGE.
Civil and Military Department.

7. The Kinds and Quantities (so far as they can be given) of Composition done in the Form in the same Year.					8. Other Subjects of Instruction forming Part of the regular Work of the Form, and taught either by Lecture, Demonstration, Experiment, or Observation, with the Amount of Time devoted to them, or of Ground gone over in the same Year.	9. Methods employed to test individual Proficiency in such "other Subjects."
ORIGINAL.					*Drawing*, 2 hours per week. *Geometrical Drawing*, one hour. *French*, three hours. *German or Hindustani*, (at the choice of the parent) two hours. *Divinity*. One hour with the class master, and one with the theological tuto	
	English.	Latin.	Greek.	Modern Foreign.		
Verse.						
Prose.						
TRANSLATION.						
Verse.						
Prose.				Exercises from Delille's French Grammar, and Tiarks' German Grammar. Forbes's Manual of Hindustani.		
ORIGINAL.					Drawing 2 hours a week.	By drawing in the presence of drawing master, from copies, or from models selected by him.
	English.	Latin.	Greek.	Modern Foreign.		
Verse.						
Prose.						
TRANSLATION.						
Verse.						
Prose.				Exercises from Delille's French Grammar, and Tiarks' German Grammar.		

CHELTENHAM COLLEGE.
Civil and Military Department.

TABLE C.—*continued.*

1. Authors or Books used (not being mere Books of Reference), with the Editions.	2. Authors or Books used, being merely Books of Reference, including Maps and Illustrations.	3. Authors read in the Year ending with the Summer Holidays 1862.	4. Method of hearing the Form in such Lessons.	5. Authors whose Language has been committed to Memory, and the Quantity of each in the same Year.	6. Authors whose Substance and Matter have been committed to Memory, and the Quantity of each in the same Year.
SEVENTH AND EIGHTH CLASSES, 32 BOYS.					
Cæsar (*Oxford edition*); Henry's 1st Latin Book; Colenso's Arithmetic; Oram's Examples in Arithmetic; Colenso's Algebra, Part I.; Foster's Examples in Algebra; Chepmell's History; Darton's Geography; Potts' Euclid; Watts' Scripture History; Contanseau's Prosateurs; Forbes' Hindustani Grammar; Forbes' Hindu Manual.	Charterhouse Latin Grammar; Chambers' Latin Dictionary; Cornwell's Atlas; Contanseau's French Dictionary; Delille's French Grammar; Ahn's German Method; Tiarks' German Grammar; Rudiments of Hindustani Grammar (M. Williams).	Cæsar II., 1–20; Colenso's Arithmetic, from commencement to end of Chap. V.; Foster's Algebra to end of Simultaneous Equations; Potts' Euclid, Book I.	Each boy translates a small portion of the lesson, errors being corrected by the boys below him, and marks given for each error. The boy at the head of the class always begins, but not always at the first portion of the chapter. Questions in parsing, &c. are afterwards asked of the class in order, and the lesson translated by the master. Any peculiar difficulty in the lesson which has to be prepared for next time is then noticed and explained. In Euclid, a portion is said by each boy, viz., either the whole of a short proposition, or the construction or demonstration of a longer one. Errors are corrected as a rule by the boys in turn, but any boy is liable to be asked to correct, irrespective of his position in the class, should he seem inattentive. History and Geography are heard *vivâ voce*, errrors being corrected in the same manner as in Euclid. In Arithmetic and Algebra a sum is worked on the black board by the master; a similar sum is then worked by the boys. If the majority perform the work correctly, the errors of the rest are pointed out; if most of the sums are wrong, it is worked on the board and explained by the master. A series of sums are then dictated to be worked in the ensuing hours by the boys at their desks. The work of the 7th and 8th classes is nearly the same, one class occupying the time of the master while the other is at work at the desks.		Chepmell's History of England from commencement to Edward III.; Darton's Geography from beginning to end of the British Isles; Watts' Scripture History, chap. vii. to xix.; Potts' Euclid, Book I.
NINTH AND TENTH CLASSES, * 16 BOYS IN EACH.					
Pinnock's History of England; Hogarth's Outlines of Geography; New Latin Reading Book; Henry's 1st Latin Book (*Arnold*); Charterhouse Latin Grammar; Colenso's Arithmetic; Hopkins' Orthographical Exercises; Watts' Scripture History; Potts' Euclid; Foster's Algebra; Delille's Beginner's Own French Book.	Hall's Elementary Atlas; a Dictionary of the words used is added at the end of the Books for translation and composition respectively.	New Latin Reading Book, about 180 lines each half year. The quantity of work in other more important subjects taught in this class is as follows:— Colenso's Arithmetic, about 60 pages each half year; Foster's Algebra, about 19 pages each half year.	*Latin Construing.*—The class being placed as marked at the end of the previous lesson, each boy in his turn is called to read over, then to translate a very short passage. After every possible justice is done to the construing, the parsing is asked in the same order. All questions of construing and parsing are passed regularly down the class, and places are taken according to the answers given and corrections made. *Euclid.*—An hour in the evening and half an hour in school is given to the study and preparation of the new lesson, which in these classes of beginners is usually not more than one of the easiest propositions. Each boy is called to say the whole or about an equal portion of the proposition, following as nearly as possible the words and arrangement of the text. Frequent repetitions are of course necessary, and special care is taken that the definitions, postulates, and axioms are constantly revised. *Arithmetic and Algebra.*—A lesson consists, first, in examining the hour's work prescribed at the close of the previous lesson, pointing out errors, and giving each boy credit in marks for the number of sums he has done. Each boy is required to show a fair amount of work. When qualified to proceed to a new rule, it is explained and illustrated as fully as possible by working out *with* the boys an example of every variety. The operation is compared with the rule, and explained in every step while any difficulty seems to remain. The class is then exercised on this and the preceding rules, and marks given for correct work. The above is a sketch of the method of teaching our more important subjects.	Church of England Catechism and the Collect and Gospel for the week.	Watts' Scripture History, about 50 pages each half year; Pinnock's History of England, about 125 pages each half year; Hogarth's Outlines of Geography, first 64 pages (repeated each half year); Potts' Euclid, first 20 proportions each half year; Charterhouse Latin Grammar to the end of Part I. repeated; Bible and Prayer Book (various parts).

* Taught by the same master.

TABLE C.—*continued.*

CHELTENHAM COLLEGE.
Civil and Military Department.

7. The Kinds and Quantities (so far as they can be given) of Composition done in the Form in the same Year.					8. Other Subjects of Instruction forming Part of the regular Work of the Form, and taught either by Lecture, Demonstration, Experiment, or Observation, with the Amount of Time devoted to them, or of Ground gone over in the same Year.	9. Methods employed to test individual Proficiency in such "other Subjects."
ORIGINAL.					French and German are taught for two hours a week each by distinct masters. One or two boys on the average learn Hindustani. In the half year about 20 pages of Contanseau's Prosateurs are translated, and Delille's Grammar is read up to about p. 130. In German from 30 to 40 of Ahn's Exercises are written during the half year, and Tiark's Grammar is read to the end of pronouns. Drawing, 2 hours a week for each class.	
	English.	Latin.	Greek.	Modern Foreign.		
Verse.	None.	None.	None.	None.		
Prose.	None.	None.	None.	None.		
TRANSLATION.						
Verse.	None.	None.	None.	None.		
Prose.	None.	Henry's 1st Latin Book, Ex. 1–80.	None.	Ahn's German and Delille's French Exercises.		
ORIGINAL.					Drawing, 2 hours a week for each division.	By drawing from copies in presence of the drawing master.
	English.	Latin.	Greek.	Modern Foreign.		
Verse.						
Prose.						
TRANSLATION.						
Verse.						
Prose.		Henry's 1st Latin Book, about 35 exercises each half year.		Delille's Beginner's French Book, about 70 exercises each half year.		

CHELTENHAM COLLEGE. TABLE D.

CIVIL AND MILITARY DEPARTMENT.

RETURN showing the EMPLOYMENT of TIME in LESSONS by the several Forms or Divisions, and the COMPOSITIONS done during the Year ended at the Summer Holidays 1862.

THE HEAD CLASS, 17 BOYS.

Lessons and Compositions during the Year ending Mid-summer 1862.

Lessons.		Compositions.
Sunday	Voluntary attendance from 9.30 to 10.30 in communicants' class.	One English essay per week.
Monday	9 to 10. Prayer book lecture (Principal). 10 to 11. Mathematics. 11 to 12. English. 2 to 3. French. 3 to 4. Church history. 4 to 5. English literature.	One piece of Latin prose, and one piece of Greek prose each week by those who read Latin and Greek.
Tuesday	9 to 11. Mathematics. 11 to 12. *Classics (part of class), French (other part). 2 to 5. Military surveying or fortification. (Classics for part of the class).	An analysis of the Prayer Book lecture required each week by the Principal.
Wednesday	9 to 10. Blunt's History of the Reformation. 10 to 11. Mathematics. 11 to 12. Civil drawing. 2 to 5. Half Holiday.	
Thursday	9 to 12. Mathematics. 2 to 3. French. 3 to 4. Civil drawing. 4 to 5. English literature.	
Friday	9 to 11. Mathematics. 11 to 12. Classics (part of class), German (other part). Hindustani (a part). 2 to 4. Classics (part of class), science (a part). 4 to 5. Geometrical drawing.	
Saturday	9 to 10. Descriptive geometry. 10 to 11. Science. 11 to 12. Classics (part of class), German (a part). Hindustani (a part). 2 to 5. Half Holiday.	

SUMMARY OF LESSONS.

	Hours.
Religious	3
Mathematics	9
English	3
Science	3
Military surveying, or fortification	3
Descriptive geometry, or geometrical drawing	2
Civil drawing	2
French	3
German, or Hindustani	2
	30

* Those who study Latin and Greek have eight hours set apart for those subjects, and for this purpose they omit surveying, fortification, physical science, and one modern foreign language.

SECOND CLASS, A AND B DIVISIONS, 26 BOYS.

Lessons and Compositions during the Year.

Lessons.		Compositions.
Sunday	Voluntary attendance from 9.30 to 10.30 a.m.	One English essay a week.
Monday	9 to 10. Religious instruction from the Principal. 10 to 11. Geometrical drawing. (Prayer book lecture). 11 to 12. Mathematics. 2 to 3. Scripture History. 3 to 4. Mathematics. 4 to 5. French.	One piece of Latin prose and one of Greek prose each week by those who study classics.
Tuesday	9 to 12. Mathematics. 2 to 3. Physical science. 3 to 4. Geometrical drawing. 4 to 5. French.	An analysis of the Prayer Book lecture required by the Principal every week.
Wednesday	9 to 10. English language, literature, &c. 10 to 11. German, or Hindustani. 11 to 12. Mathematics.	
Thursday	9 to 11. Mathematics. 11 to 12. Divinity. 2 to 3. Drawing. 3 to 4. English. 4 to 5. Science.	
Friday	9 to 10. German, or Hindustani. 10 to 12. Mathematics. 2 to 3. Ditto. 3 to 4. English. 4 to 5. French.	
Saturday	9 to 10. Mathematics. 10 to 11. Drawing. 11 to 12. Geometrical drawing.	

SUMMARY OF LESSONS.

	Hours.
Mathematics	12
French 3, German or Hindustani 2	5
Drawing 2, geometrical drawing 3	5
English language, etc. 3, science 2	5
Religious instruction	3
	30

PREPARATION OUT OF SCHOOL.

	Hours.
Mathematics	3
French, German, or Hindustani	4
Drawing, geometrical drawing	1
English language, science	4
Religious instruction	2
	14

N.B.—Several of the boys study Latin and Greek; for these boys five or six hours are set apart, which hours are taken from other subjects, as mathematics, geometry, drawing, science, &c.

CIVIL CLASS, 16 BOYS.

Lessons and Compositions during Half-year from August to December 1862.

Lessons.		Compositions.
Sunday	Only voluntary attendance from 9.30 to 10.30.	—
Monday	9 to 10. Euclid. 10 to 11. Arithmetic. 11 to 12. Geography. 2 to 3. English Grammar exercises. 3 to 4. Scripture History. 4 to 5. Book-keeping.	Descriptions, narrations, and essays in English only, for the more advanced pupils.
Tuesday	9 to 10. History. 10 to 11. Euclid. 11 to 12. Prep. Grammar. 2 to 3. German. 3 to 4. French. 4 to 5. English composition.	
Wednesday	9 to 10. Civil Drawing. 10 to 11. Geography. 11 to 12. Arithmetic. 2 to 5. Half Holiday.	One each week.
Thursday	9 to 10. Euclid. 10 to 11. History. 11 to 12. Précis making. 2 to 3. General Mental Arithmetic. 3 to 4. Dictation. 4 to 5. English composition.	—
Friday	9 to 10. Civil drawing. 10 to 11. French. 11 to 12. History. 2 to 3. Bookkeeping. 3 to 4. Divinity. 4 to 5. German.	—
Saturday	9 to 10. Arithmetic. 10 to 11. French. 11 to 12. Abstracts of correspondence. 2 to 5. Half Holiday.	—

SUMMARY OF LESSONS IN SCHOOL.

Religious	2 hours
Geography	2 ,,
Bookkeeping	2 ,,
German	3 ,,
French	3 ,,
History	3 ,,
Drawing	2 ,,
Dictation	1 ,,
English composition	2 ,,
Euclid	3 ,,
Arithmetic	3 ,,
English (abstract of correspondence), &c.	3 ,,
Mental arithmetic	1 ,,
	30*

PREPARATION IN THE EVENING.

Religious	1½ hours
Geography	1½ ,,
German	¾ ,,
French	2¼ ,,
History	2½ ,,
English composition	¾ ,,
Arithmetic	1½ ,,
	10½

* 26 hours' teaching; 4 preparing or writing exercises.

TABLE D.—*continued.* CHELTENHAM COLLEGE. Civil and Military Department.

DIRECT LINE AND SANDHURST CLASSES, 26 BOYS.

Lessons and Compositions, Midsummer 1861 to Midsummer 1862.

	Lessons.	Compositions.
Sunday	Voluntary attendance from 9.30 to 10.30 a.m.	Some English subject occasionally.
Monday	9 to 10. Algebra or mathematics. 10 to 11. French. 11 to 12. Geology (preparation). 2 to 3. Scripture history. 3 to 4. Science. 4 to 5. History.	N.B. The few boys who study Latin have three hours taken from other subjects.
Tuesday	9 to 10. Arithmetic, or higher mathematics. 10 to 11. Geography, preparation. 11 to 12. Geography lesson. 2 to 3. Euclid, or trigonometry. 3 to 4. Divinity. 4 to 5. German, or Hindustani.	—
Wednesday	9 to 10. French. 10 to 11. Fortification. 11 to 12. Algebra, or higher mathematics. Half Holiday.	—
Thursday	9 to 10. Euclid, or trigonometry. 10 to 11. French. 11 to 12. Drawing. 2 to 3. English grammar and composition, preparation. 3 to 4. English grammar and composition, repetition. 4 to 5. Plan drawing, or geometrical drawing.	—
Friday	9 to 10. Science. 10 to 11. Drawing. 11 to 12. Arithmetic, or mathematics. 2 to 3. Dictation. 3 to 4. German, or Hindustani. 4 to 5. Arithmetic, or mathematics.	—
Saturday	9 to 10. Geometrical drawing. 10 to 11. Euclid, or trigonometry. 11 to 12. Algebra and history. Half Holiday.	—

SUMMARY OF LESSONS.

Mathematics	9
French, 3; German or Hindustani, 2	5
Drawing, 2; geometrical drawing, 2; fortification, 1	5
English, 2; history, 2; geography, 2; science, 3	9
Religious instruction	2
	30

EVENING WORK PREPARATION.

Mathematics	4 hours
French	2½ „
Fortification	1 „
German	1½ „
Science	1 „
History	½ „
	10½

THIRD CLASS, A AND B DIVISIONS, 28 BOYS.

Lessons and Compositions during the Year.

	Lessons.	Compositions.
Sunday	None, except voluntary attendance from 9½ to 10½ in Communicants' class.	
Monday	9 to 10. Mathematics, 10 to 11. Geometry. 11 to 12. Mathematics, 2 to 3. Scripture History. 3 to 4. French. 4 to 5. Mathematics.	
Tuesday	9 to 10. Mathematics. 10 to 11. Divinity, Church History. 11 to 12. English Grammar and Analysis of Sentences. 2 to 3. Mathematics. 3 to 4. Drawing. 4 to 5. Arithmetic.	
Wednesday	9 to 10. Geometry. 10 to 11. National Science. 11 to 12. French. Half Holiday.	
Thursday	9 to 10. Arithmetic. 10 to 11. Plan Drawing. 11 to 12. German (part of Class), or Hindustani. 2 to 3. History of England. 3 to 4. French. 4 to 5. Mathematics.	
Friday	9 to 10. Plan Drawing. 10 to 11. Geometry. 11 to 12. Natural Science. 2 to 3. Drawing. 3 to 4. Geography. 4 to 5. Mathematics.	
Saturday	9 to 10. Mathematics. 10 to 11. German or Hindustani. 11 to 12. Arithmetic. Half Holiday.	

SUMMARY OF LESSONS.

	Hours.
Divinity	2
Mathematics	8
Arithmetic	3
Geometry	3
English Grammar, History, and Geography.	3
French	3
German or Hindu	2
Natural Science	2
Civil Drawing	2
Plan Drawing	2
	30

THIRD CLASS, C AND D DIVISIONS, 25 BOYS.

Lessons and Compositions, Midsummer 1861 to Midsummer 1862.

	Lessons.	Compositions.
Sunday	Voluntary attendance from 9½ to 10½ a.m.	
Monday	9 to 10. Euclid. 10 to 11. French. 11 to 12. German or Hindustani. 2 to 3. Algebra. 3 to 4. Scripture History. 4 to 5. Drawing.	
Tuesday	9 to 10. Natural Science. 10 to 11. Latin. 11 to 12. Algebra. 2 to 3. Latin. 3 to 4. Dictation. 4 to 5. Arithmetic.	
Wednesday	9 to 10. Euclid. 10 to 11. Arithmetic. 11 to 12. Plan Drawing. Half Holiday.	
Thursday	9 to 10. Algebra. 10 to 11. German or Hindustani. 11 to 12. French. 2 to 3. Natural Science. 3 to 4. Drawing. 4 to 5. History.	
Friday	9 to 10. Euclid. 10 to 11. Latin. 11 to 12. French. 2 to 3. Latin. 3 to 4. Algebra. 4 to 5. Divinity.	
Saturday	9 to 10. Geography. 10 to 11. Plan Drawing. 11 to 12. German or Hindustani. Half Holiday.	

SUMMARY OF LESSONS.

Mathematics	9
Drawing	2
Latin	4
German or Hindustani	3
Science	2
Dictation	1
French	3
History and Geography	1
Religious	2
Plan Drawing	2
Geography	1
	30

FOURTH CLASS, A AND B DIVISIONS, 28 BOYS.

Lessons and Compositions during the Half Year ending December 1862.

	Lessons.	
	A.	B.
Sunday	None, except voluntary attendance from 9½ to 10½ in Communicants' class.	
Monday	9 to 10. French.	Euclid.
	10 to 11. Divinity.	German or Hindustani.
	11 to 12. Euclid.	Algebra (down).
	2 to 3. Algebra.	Drawing.
	3 to 4. Drawing.	Scripture History.
	4 to 5. Scripture History,	French.
Tuesday	9 to 10. Drawing.	Algebra.
	10 to 11. German or Hindustani.	Latin.
	11 to 12. Algebra.	Divinity.
	2 to 3. Geography.	German or Hindustani.
	3 to 4. Latin (down).	Arithmetic.
	4 to 5. Latin.	Drawing.
Wednesday	9 to 10. Euclid.	Algebra (down).
	10 to 11. Algebra (down).	Euclid.
	11 to 12. History,	Arithmetic (down).
	Half Holiday.	
Thursday	9 to 10. Algebra.	Geometrical Drawing.
	10 to 11. Arithmetic.	French.
	11 to 12. Geometrical Drawing.	Algebra.
	2 to 3. French.	Latin.
	3 to 4. Latin (down).	History.
	4 to 5. Latin.	Algebra (down).
Friday	9 to 10. Mathematics.	
	10 to 11. German or Hindustani.	
	11 to 12. Arithmetic.	
	Half Holiday.	

SUMMARY OF LESSONS.

	Hours.
Divinity	2
Mathematics	8
Arithmetic	3
Geometry	3
English Grammar, History, and Geography.	3
French	3
German or Hindu	2
Natural Science	2
Civil Drawing	2
Plan Drawing	2
	30

CHELTENHAM COLLEGE.
Civil and Military Department.

TABLE D.—*continued.*

Lessons.			
Friday	9 to 10.	Euclid.	French.
	10 to 11.	Arithmetic (down).	Euclid.
	11 to 12.	Arithmetic.	Deductions.
	2 to 3.	Algebra (down).	Dictation.
	3 to 4.	French.	Arithmetic.
	4 to 5.	Dictation.	Arithmetic (down).
Saturday	9 to 10.	German or Hindustani.	Algebra.
	10 to 11.	Arithmetic (down).	Geography.
	11 to 12.	Algebra.	Algebra (down).
		Half Holiday.	

SUMMARY OF LESSONS.

A.

		Hours.
Mathematics	Euclid - 3, Algebra - 4, Arithmetic - 2	9
Divinity		2
History and Geography		2
Latin		2
German or Hindustani		2
Drawing, &c.		3
French		3
Dictation		1
Preparation in school	Algebra - 2, Arithmetic - 2, Latin - 2	6
		30

B.

		Hours.
Mathematics	Euclid - 3, Algebra - 3, Arithmetic - 2	8
Divinity		2
History and Geography		2
Latin		2
German or Hindustani		2
Drawing, &c.		3
French		3
Dictation		1
Preparation in school	Algebra - 4, Arithmetic - 2, Deductions - 1	7
		30

FIFTH AND SIXTH CLASS, 32 BOYS.

Lessons and Compositions during Half Year, August to December 1862.

Lessons.			
		V.	VI.
Sunday		Voluntary attendance from 9½ to 10½ in Communicants' class.	
Monday	9 to 10.	Scripture History.	Algebra.
	10 to 11.	Algebra (in class).	French.
	11 to 12.	Latin (preparation).	Scripture History.
	2 to 3.	Latin (*vivâ voce*).	Arithmetic.
	3 to 4.	Drawing.	Algebra (in class).
	4 to 5.	Arithmetic.	Arithmetic (in class).
Tuesday	9 to 10.	German.	Algebra (in class).
	10 to 11.	Euclid (in class).	German.
	11 to 12.	Latin (preparation).	Euclid (in class).
	2 to 3.	Latin (in class).	Drawing.
	3 to 4.	Algebra.	Algebra (in class).
	4 to 5.	Algebra (in class).	French.
Wednesday	9 to 10.	Geography and dictation.	Latin (preparation).
	10 to 11.	Arithmetic.	Latin (in class).
	11 to 12.	Arithmetic (in class).	Arithmetic.
		Half Holiday.	
Thursday	9 to 10.	French.	Arithmetic (in class).
	10 to 11.	Euclid (in class).	Algebra.
	11 to 12.	Euclid.	Algebra (in class).
	2 to 3.	Drawing.	History (in class).
	3 to 4.	German.	Latin (in class).
	4 to 5.	Euclid (in class).	German.
Friday	9 to 10.	Arithmetic.	Euclid (in class).
	10 to 11.	Divinity.	Geography (in class).
	11 to 12.	Arithmetic (in class).	Algebra.
	2 to 3.	Algebra.	Dictation.
	3 to 4.	History (in class).	Arithmetic.
	4 to 5.	Algebra (in class).	Drawing.
Saturday	9 to 10.	French.	Euclid (in class).
	10 to 11.	Algebra (in class).	Divinity.
	11 to 12.	Euclid (in class).	Arithmetic.
		Half Holiday.	

SUMMARY OF LESSONS.

	V. Hours.	VI. Hours.
Religious	2	2
Mathematics	11	13
English	2	3
French	2	2
Civil Drawing and perspective	2	2
German or Hindustani	2	2
Geometry	5	3
Latin	4	3
		30

SEVENTH AND EIGHTH CLASS, 32 BOYS.

Lessons and Compositions during the Year ending Midsummer

Lessons.			Compositions.
Sunday		None, except voluntary attendance from 9.30 to 10.30.	None original.
Monday	9 to 10.	Scripture history.	One Latin exercise weekly from Henry's First Latin Book.
	10 to 12.	Arithmetic.	
	2 to 3.	French.	
	3 to 4.	Latin.	
	4 to 5.	Algebra.	
Tuesday	9 to 10.	Algebra.	
	10 to 12.	Arithmetic.	
	2 to 3.	Euclid.	
	3 to 4.	German.	
	4 to 5.	Divinity.	
Wednesday	9 to 10.	Algebra.	
	10 to 11.	Drawing.	
	11 to 12.	History and geography.	
		Half Holiday.	
Thursday	9 to 10.	Algebra.	
	10 to 11.	Drawing.	
	11 to 12.	Latin.	
	2 to 3.	Writing.	
	3 to 4.	Euclid.	
	4 to 5.	Dictation.	
Friday	9 to 10.	Preparation of French lesson.	
	10 to 11.	Latin.	
	11 to 12.	French.	
	2 to 3.	Euclid.	
	3 to 5.	Algebra.	
Saturday	9 to 10.	Euclid.	
	10 to 11.	German.	
	11 to 12.	Latin.	

SUMMARY OF LESSONS.

	Hours.
Religious instruction	2
Arithmetic	4
Latin	4
Algebra	6
Euclid	4
History and geography	1
Writing and dictation	2
Modern languages	4
Drawing	2
Preparation in school	1
	30

NOTE.—The work of the two classes is similar, but the hours at which they are with the master are of course different, one class being engaged with work at their desks, or with extra masters, while the other is with the class master. The hours allotted to each subject are however the same in number.

CLASSES IX. AND X., 16 BOYS IN EACH.

Lessons and Compositions during each Half Year.

Lessons.			Compositions.
		IX.	
Sunday		None.	
Monday	9 to 10.	Latin exercise (at desk).	Two Latin exercises and two English orthographical exercises each week.
	10 to 11.	Divinity.	
	11 to 12.	Drawing.	
	2 to 3.	Euclid.	
	3 to 4.	Latin exercise.	
	4 to 5.	Latin translation (at desk).	
Tuesday	9 to 10.	Geography.	
	10 to 11.	Writing.	
	11 to 12.	Arithmetic (at desk).	
	2 to 3.	French.	
	3 to 4.	Arithmetic.	
	4 to 5.	Dictation.	
Wednesday	9 to 10.	Latin translation.	
	10 to 11.	Algebra (at desk).	
	11 to 12.	Algebra.	
		Half Holiday.	
Thursday	9 to 10.	English history.	
	10 to 11.	Arithmetic (at desk).	
	11 to 12.	Arithmetic.	
	2 to 3.	Orthography exercises.	
	3 to 4.	Writing.	
	4 to 5.	French.	
Friday	9 to 10.	Geography.	
	10 to 11.	Arithmetic (at desk).	
	11 to 12.	History.	
	2 to 3.	Algebra.	
	3 to 4.	Drawing.	
	4 to 5.	Latin grammar.	
Saturday	9 to 10.	Orthography and Euclid (preparation).	
	10 to 11.	Euclid.	
	11 to 12.	Divinity.	
		Half Holiday.	

SUMMARY OF LESSONS.

	Hours.
Religious	2
Arithmetic	5
Euclid	2½
Algebra	3
Latin	5
English (history, geography, dictation, and orthography)	6½
French, drawing, and writing	6
	30

EVENING WORK.

	Hours.
Religious	1 Sunday
Arithmetic	2
Euclid	2
Algebra	2
Latin	1
English (history, geography, dictation, and orthography)	4
French, drawing, and writing	2
	14

TABLE D.—*continued.* CHELTENHAM COLLEGE. Civil and Military Department.

Lessons.			Compositions.
	X.		
Sunday	- -	None.	
Monday	9 to 10.	Divinity.	Two Latin exercises and two English orthographical exercises each week.
	10 to 11.	Arithmetic (at desk).	
	11 to 12.	Arithmetic.	
	2 to 3.	History (at desk).	
	3 to 4.	Writing.	
	4 to 5.	Geography.	
Tuesday	9 to 10.	Writing.	
	10 to 11.	Latin translation.	
	11 to 12.	History.	
	2 to 3.	Euclid.	
	3 to 4.	French.	
	4 to 5.	Orthography examination	
Wednesday	9 to 10.	Algebra (at desk).	
	10 to 11.	Arithmetic.	
	11 to 12.	Latin grammar (at desk).	
		Half Holiday.	
Thursday	9 to 10.	Orthography and Euclid preparation.	
	10 to 11.	Latin grammar.	
	11 to 12.	Arithmetic (at desk).	
	2 to 3.	Arithmetic.	
	3 to 4.	Euclid.	
	4 to 5.	Divinity.	
Friday	9 to 10.	Drawing.	
	10 to 11.	Geography.	
	11 to 12.	Drawing.	
	2 to 3.	Latin grammar.	
	3 to 4.	Algebra.	
	4 to 5.	Latin exercise (at desk).	
Saturday	9 to 10.	Latin exercise.	
	10 to 11.	French.	
	11 to 12.	Dictation.	
		Half Holiday.	

SUMMARY OF LESSONS.

	Hours.
Religious	2
Arithmetic	5
Euclid	2½
Algebra	2
Latin	6
English history, geography, dictation, and orthography	6½
French, drawing, and writing	6
	30

EVENING WORK.

	Hours.
Religious	1 Sunday
Arithmetic	3
Euclid	2
Algebra	1
Latin	2
English history, geography, dictation, and orthography	3
French, drawing, and writing	2
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CITY OF LONDON SCHOOL.

LETTER from the REV. DR. MORTIMER, HEAD MASTER of the CITY OF LONDON SCHOOL, to the SECRETARY. CITY OF LONDON SCHOOL. STATEMENT.

City of London School,
October 23, 1862.

DEAR SIR,

YOU have requested me to put on paper the substance of a conversation, which, at your desire, I had with you on Thursday, the 16th inst., at the office of the Public Schools Commission. I think I shall best answer your object by giving you a brief sketch of the history, system, and working of the City of London School, over which I have now presided for nearly 23 years.

The City of London School has its origin in a bequest made by John Carpenter, Town Clerk (then called Secretary) of London, and a representative of the city in Parliament; who dying in the year 1442 left some closes of land, of the then value of about 18 marks per annum, for the education and maintenance of four boys. This land was let on building leases, about the commencement of the present century, by the Corporation of London, the Trustees of Carpenter's bequest; and the Charity Commissioners, on coming into the city, and having their attention directed to the subject, found that four boys were educated at a small expense, a considerable balance of the rent of the estate being otherwise appropriated. On the proposition of Mr. Warren Stormes Hale, now an alderman of London, and chairman of the School Committee from its commencement, it was resolved to found a school, and endow it with the rent of the Carpenter Estate; and a Bill for that purpose having, by the aid of Lord Brougham, passed through both Houses of Parliament and received the assent of the Crown, the Corporation of London gave for the purpose the site of Honey Lane Market, and erected the present building at a cost of about 20,000*l.*, and further bound themselves to maintain for ever upon the said ground * "a school for the religious and virtuous "education of boys, and for instructing them in the "higher branches of literature and all other useful learn-"ing." This school was opened on the 2nd of February, 1837. It is calculated to accommodate about 600 boys. The present number is 626, and the average number of the last few years has hardly varied at all from this total. The school consists of two great divisions, the lower or English school, and the upper or grammar school. To the lower school boys may be admitted as soon as they can read sufficiently to profit by the lessons given, say at the age of seven or eight years. This school is divided into four classes, each taught by its own master in a *separate* room. The assistance of a fifth master, a writing master specially engaged for this purpose, is given every morning to the three junior classes, and in the upper class of this school one of the two regular writing masters attends when needed. The average number of boys in the under school is about 250, of whom about 40 belong to the lowest class, about 60 to the one above it, about 70 to the next class, and about 80 to the highest class of this department of the school. The subjects of instruction are—reading, spelling, writing from dictation, writing, arithmetic up to fractional, English grammar, English history, geography, and the authorized version of the Holy Scriptures, a definite portion being prepared for the Head Master's examinations, and for the general examination of the school in July. But it is further my special instruction to the masters of the several classes, that they are to avoid rote lessons as much as possible, and to make it their object to call the mind into play and teach their pupils to think. Boys pass from the lower into the upper school twice a year according to their proficiency, but many do not enter the lower school at all. All applicants for admission are tested by their answers to a printed examination paper, and classified accordingly. The upper school, which includes all boys upon the books not belonging to the lower, may be set down as containing from 370 to 380 boys, divided into eight classes averaging respectively the lowest about 70 boys, the three next about 60 each, the next about 50, the next about 30, the next about 26, and the head class about 20. The instruction of these classes employs eight regular masters, besides the Head Master's assistant, called the composition master, a ninth, two French masters and two writing masters. The subjects of instruction are generally arithmetic including fractional—*to which great attention is paid*, as it is intended to form the training for a high mathematical standard to be reached in the upper classes,—Latin, Greek, French, physical geography, history, English, Latin and Greek composition, arithmetic, mathematics, writing and bookkeeping. Besides which natural philosophy and elementary chemistry, with a special reference to its use in arts and manufactures, are taught in every class both of the upper and under school by a professor who gives a weekly lecture illustrated by experiments to each of the four divisions in which the school is, for this purpose, arranged; the object aimed at being such an acquaintance with the ordinary phenomena of nature, that no pupil of the City of London School shall look upon the world around him and find it a sealed book; and such chemical knowledge as will enable those who go into the business life of London, to understand something of those processes which are in daily use amongst us. German, drawing, and choral singing are optional studies, taught out of the regular school hours. About 100 boys learn German, 100 drawing, and about 80 choral singing. The school payment for each boy is 9*l.* per annum; drawing is an extra charge, the only extra charge that exists in the school. The school is opened at nine in the morning with reading the Scriptures, and prayers (a short form taken from the liturgy of the Church of England), and is closed again at

* Quoted from the Act of Parliament.

City of London School.

Statement.

three with prayers, *by each master in his own class room.* A rest of half an hour is given in the middle of the day.

There are two half-holidays a week. The hours in school being taken at 29 hours per week; the average given in the upper school to the classics, including divinity and history, is 15½ hours per week; to mathematics, or, in the two lower classes, arithmetic, 9½ hours per week; to French, three hours per week; and to natural science, one hour. The time given to writing and book keeping being equally taken from the classical and mathematical hours, but becoming less in the higher classes, till in the head class these subjects cease to be taught at all. The moves are made on the two subjects of classics and arithmetic or mathematics, and for the fourth, fifth, and sixth classes a certain mathematical standard is absolutely required in order to enable a boy to go on at all with the work of the class. Immediately below the three head classes, and before Greek is commenced, there is a class which branches off, and a choice is given of entering it and not learning Greek; but the number of those thus diverted from the regular course of education is very small, certainly not more than 30 boys per annum, a large portion even of this class passing on in due time to the class above. This may probably be accounted for by the generally practical character of the studies of the school.

The following remarks may be appended to this general statement:—The City of London School is, strictly speaking, a middle class day school on a very large scale. It does not contemplate or superintend boarding arrangements, but leaves these entirely to the parents of pupils. It claims the services of the masters during school hours, but leaves them unfettered out of school hours, to take boarders, or to employ their time as they please. Under its system the boys are engaged with masters during school hours, and lessons must be prepared out of school hours; a diligent boy will occupy in this way from two to three hours per diem. The pupils of the school are received from all ranks of life. As stated in the prospectus, "the object of the school is to furnish a liberal and useful education for the sons of respectable persons, who are engaged in professional, commercial, or trading pursuits, without the necessity of removing them from the care and control of their parents." It is found that the variety of studies gives a great spur to industry, and induces many boys to work who certainly would not work to the same extent under any other system. Many who would never get beyond a moderate classical standard, become excellent mathematicians, or chemists, or natural philosophers. I quote the following extract from the report of the Rev. J. B. Mayor, fellow and tutor of St. John's College, Cambridge, and classical examiner of the school, read in the theatre of the school on the 25th day of July last. Mr. Mayor says, "I wish to notice the points in which it seems to me that your school contrasts favourably with any which I have examined. The first is the flexibility of the system, which opens a fair prospect to ability of every kind, without forcing it into one special channel; and the second, the spirit of hard work which seems to pervade this place, from one end of the school to the other."

It is my opinion, founded on very considerable experience, that the limited time given to classics, in comparison with other public schools, is fully made up by the increased mental power obtained by an acquaintance with many other subjects. At all events it is a fact that the university career of pupils of the City of London School is eminently successful, and the reason seems to be that from being early trained to take up several different subjects of study, they acquire the faculty of readily adapting themselves to the work set before them, and bring to it a large amount of collateral information. For instance, it may be said that an hour a week is but a short time for the study of chemistry and natural philosophy. Very short, I admit, for an untrained mind, but quite enough for a mind well disciplined by arithmetic and mathematics. With this training boys from the head class of the City of London School carried off the Queen's gold medals in the two subjects of mechanical physics and experimental physics, at the examination held in the Science and Art Department of the South Kensington Museum in the year 1861, the first year of their being given; and again this year the Queen's gold medals in the same subjects, two silver medals, and two out of the four Queen's scholarships awarded. I impute this result to a great extent to our excellent training in arithmetic, which in the City of London School is made a discipline of the mind, and is taught by properly qualified masters. I would further observe that in the two highest classes the place of each boy is fixed by the result of a written examination on the work of the term. A facility of writing out is thus obtained, and a guarantee is given that what is learnt is known accurately.

The suitableness of the system to the requirements of the time is shown by the progressive increase of the school, which twenty-three years ago numbered little more than 300 pupils. Now the number might be greater even than it is, but for the limited capabilities of the building.

The same conclusion seems to follow from the fact that during the same time not less than *twenty scholarships*, in addition to eight, forming the old foundation, and called the Carpenter Scholarships, have been given to the school by various benefactors, an amount of patronage that can only be accounted for by a general belief that it was deserved.

I will only add in conclusion that the religious instruction of this school is defined by Act of Parliament, and that in accordance with the requirements of the Act the authorized version of the Scriptures, the Evidences of Christianity, and the Greek Testament are regular subjects of careful study; but that by a liberal interpretation of the Act the school is open to persons of all denominations, and no difficulty of a religious character has ever occurred.

I am, &c.

G. F. W. Mortimer, D.D., Queen's College, Oxford,
Head Master of the City of London School.

Note.—In order to secure attention to the lectures on chemistry and natural philosophy, a small book of questions on the lectures given during the term, with blank pages for the answers, is issued to every boy in the junior classes, and must be by him filled up and submitted to the inspection of the Head Master, when his class is examined. One of these books is appended.

Mountague Bernard, Esq.
Secretary to the Public Schools Commission.

List of Pupils of the City of London School who have proceeded to the Universities of Oxford and Cambridge, commencing with those who took their Degrees in 1857.

1857.

John Robert Seeley, Scholar of Christ's College, Cambridge, 32nd Senior Optimist, bracketed Senior Classic, first Chancellor's Medallist, Fellow of Christ's College.

Thomas Skelton, Scholar of Queen's College, Cambridge, 6th Wrangler, Fellow of Queen's College.

James Henry Bridge, Scholar of Sidney Sussex College, Cambridge, 22nd Wrangler.

F. Lidgell, Pensioner of Trinity College, Cambridge, 35th Wrangler.

1858.

Fred. Charles Wace, Scholar of St. John's College, Cambridge, 3rd Wrangler, Fellow of St. John's College, Mathematical Lecturer of Clare College, Moderator for the January Examination, 1863.

Christian Mortimer, Pensioner of Clare College, Cambridge, 7th Junior Optimist.

1859.

Frederick Brown, Scholar of Trinity College, Cambridge, 2nd Wrangler, Fellow of Trinity College, and Assistant Tutor.

Henry Howard Heaton, Scholar of Corpus Christi College, Cambridge, Poll. Degree.

1860.

Howard Candler, Scholar of Trinity College, Cambridge, 16th Wrangler.

Alexander Mortimer, Scholar of Trinity Hall, Cambridge, 18th Senior Optimist.

Edgar Sanderson, Scholar of Clare College, Cambridge, 4th in 2nd Class of Classical Tripos.

1861.

Wm. Steadman Aldis, Scholar of Trinity College, Cambridge, Senior Wrangler.

1st Smith's Prizeman (being a dissenter, has declined competing for a Fellowship).

Edwin Abbott Abbott, Scholar of St John's College, Cambridge, Port Latin Scholar, Chancellor's Latin Verse Prize, 7th Senior Optimist, Senior Classic, first Chancellor's Medallist, first class in Theological Tripos, with Scholfield's Prize, Fellow of St. John's College.

1862.

Thomas Dale, Scholar of Trinity College, Cambridge, 3rd Wrangler.

Richard Warner, Scholar of Corpus Christi College, Cambridge, 18th Senior Optimist.

John Yates Paterson, Scholar of Clare College, Cambridge, 22nd Senior Optimist, 1st in 2nd class of Classical Tripos.

Under Graduates.

John George Chancellor, Scholar of Clare College, Cambridge.
Edmund Ledger, Scholar of Corpus Christi College, Cambridge.
Thos. Garrett, Scholar of Caius College, Cambridge (died on the 18th of this month).
Jas. Arthur Aldis, Scholar of Trinity College, Cambridge.
Henry John Purkiss, Scholar of Trinity College, Cambridge.
Albert Richard Vardy, Scholar of Trinity College, Cambridge.
David Lindo Alexander, Scholar of Trinity Hall, Cambridge.
John Langford Symes, Pensioner of Corpus Christi College, Cambridge.
Charles Wm. Shickle, Pensioner of Corpus Christi College, Cambridge.
George Saml. Brown, Scholar of Trinity College, Cambridge.
Wm. Henry Rowlandson, Sizar of Corpus Christi College, Cambridge.
Wm. Locke, Scholar of Corpus Christi College, Cambridge.
Thos. Steadman Aldis, Scholar of Trinity College, Cambridge.
Wm. Saml. Beaufoy, Sizar of Trinity College, Cambridge.
Chas. Moseley Nelson, Scholar of Queen's College, Cambridge.
Chas. T. Questel, Scholar of Sidney Sussex College, Cambridge.
Edward Powell, Demy of Magdalen College, Oxford.
Joseph Geo. Clarke, Natural Science Exhibition, Magdalen College, Oxford.

This list includes all who have gone to Oxford and Cambridge from the City of London school during the time specified.

It will be seen that the proportion of those who have not gained scholarships is very small; that only one pupil of the school has failed of going out in honours, and that during the last six years the City of London school has given to Cambridge two Senior Classics, two first Chancellor's Medallists, one Senior Wrangler and first Smith's Prizeman, one 2nd Wrangler, two 3rd Wranglers, one 6th Wrangler, besides many other Wranglers.

The education rather points to Cambridge than Oxford, besides which, one Beaufoy Scholarship every year is confined to Cambridge, and awarded by a Cambridge examiner. It is very common for boys of the head class to compete for the scholarships of the University of London, which the Head Master encourages, in order to keep a high standard and object before them. These scholarships are tenable at Oxford or Cambridge, and only involve the necessity of going on to a degree in the University of London either in Arts or Science. F. Brown, Trinity, Cambridge, T. Dale, do., H. J. Purkiss, do., and E. Ledger, Corpus Christi College, do., are all Mathematical Scholars of the University of London, having gained the scholarships by taking the first place in the mathematical honour list. Thos. Garrett and John George Chancellor, Classical Scholars of the University of London, having gained the scholarship by taking the first place in the classical honour list. H. J. Purkiss, A. R. Vardy, Geo. S. Brown, and Thos. S. Aldis, are, or were, Minor Scholars of Trinity (H. J. Purkis having been since elected to a better scholarship). These minor scholarships, instituted three years since, are the Balliol scholarships of Cambridge. The average number of competitors each year is about forty-five. Of eighteen men elected during the last three years four are from the City of London school. No other school has during these three years sent up more than one successful candidate. The case of W. S. Aldis, Senior Wrangler, and first Smith's Prizeman, and Edwin Abbott Abbott, Senior Classic and first Chancellor's Medallist, 1861, is singular. The four highest honours of the University of Cambridge were never before gained in the same year by men from the same school.

G. F. W. Mortimer, D.D.
Head Master of the City of London School.

October 29, 1862.

City of London Sch

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APPENDIX Q.

It has been deemed convenient to print the subjoined documents, as throwing light on the history and constitution of the schools to which they relate, and as not being readily accessible. With respect to other schools included in the Commission it is sufficient to refer to the following publications :—

Eton.—The Ancient Laws of King's College, Cambridge, and of the Public School of Eton College. Collected by James Heywood, Esq., F.R.S., and Thomas Wright, Esq., M.A., F.S.A. London, Pickering, 1844. The Statutes of Eton College are also printed in the Fourth Report of the Select Committee on the Education of the Lower Orders, H.C., 1818.

Winchester.—The Statutes of Winchester College. Printed by the desire of the Commissioners under the Act 17 & 18 Vict. c. 81. London, Eyre and Spottiswoode, 1855. Ordinances and Statutes framed or approved by the Oxford University Commissioners in pursuance of the Act 17 & 18 Vict. c. 81. Oxford, Clarendon Press, 1862.

Westminster.—Statutes of the Collegiate Church of St. Peter, Westminster. Printed in the Appendix to the First Report of the Cathedral Commission. London, Eyre and Spottiswoode, 1854.

Charterhouse.—Report of Mr. Skirrow to the Charity Commissioners, H.C. Parliamentary Paper 9, 1857. (The charter, statutes, and Acts of Parliament relating to the Hospital have been printed for the use of the Governors.)

Harrow.—Charter, Orders, and Rules to be observed and kept by the Governors of the Free Grammar School of Harrow-on-the-Hill, founded by John Lyon, in the year of our Lord 1590. London, printed for John Morris, Sudbury, Harrow, by J. C. Bridgewater, South Molton Street, Oxford Street, 1853.

ST. PAUL'S.

I.—Ordinances of Dean Colet relating to St. Paul's School.*

Prologus.

John Colet, the son of Henry Colet, Deane of Paules, desyryng nothing more than educacion and bryinging upe of children in good manners and literature, in the yeare of our Lord A.M. five hundrith twelff, buylded a scole in the east ende of Poules Churche Yode for cliij, to be taught free in the same, and ordeyned there a maister and a surmaister, and a chapelayn, with sufficient and perpetuall stipendis ever to endure; and sett patrons and defenders, gournors, and rulers of that same scole, the most honest and faithfull felowship of the Mercers of London, and for because nothyng can contynu long and endure in good ordre without lawes and statuts, I, the said John, have expressed and shewed my mynde what I wolde should be truely and diligently obsved and kept of the school-maister and surmaist and chapelayn, and of the Mercers gournors of the schole that in this boke may appere to what intent I founde this scole.

Capitulum primum de magistro primario.

In the gramer scole founded in the Churche Yerde of Poules, at the est ende, in the yere of our Lorde 1512, by John Colet, deane of the same churche, in the hono of Christ Ihu in puritia, and of His Blessed Mother Mary, in that school shall be, first, an high maister. This high maister, in doctrine, lernying, and techying shall direct all the scole. This maister shall be chosen by the wardens and assistence of the Mercery, a manne hoole in body, honest

* Printed, with the Amending Ordinances, from a copy furnished by the Mercers' Company. See the Answers of the Mercers' Company, Part II., 1—6.

and vertuose, and lerned in good and clene laten l'rature, and also in Greke, if such may be goten; a weddid main, a syngleman, or a preste that hath no benefice w^th^ cure nor benefice that may lett his due busynes in the scole.

The Mercers shall assemble togither in the scole-house, w^th^ such advise and counsell of well l'rature and lerned men as they can gete. They shall chose this maister, and gyve unto hym his charge, saying unto hym on this wyse,—

Sir, We have chosen you to be maister and techer of this scole, to teche the children of the same, not all only good l'rature, but also good maners, certyfying you that it is no rome of continuaunce and p'petuyte, but upon your deuty in the schole; and every year at Candlemas, whanne the Mercers be assembled in the scole-house, ye shall submitt you to oure examinaccion, and founde doying your duytie accordynge, ye shall continu; otherwise, reasonably warned, ye shall content you to departe. And you, of your part, not warned of us, but of yo^r^ mynde, in any season willying to departe, ye shall give us warnying 12 monethes before, w^th^oute we can be shortlyer well provided of another.

Also, beyng maister, ye shall not absent you but upon license of the surveyours for the tyme beyng.

Also, if any contro'usy and stryff shall be betwixt you and the surmaist or the chapelyn of the scole, ye shall stande at the direccion of the surveyors beyng for that yere.

And if the chosen maister will promyse this, thenne admytt hym and name hym to it, and stall hym in his sete in the scole, and shew him his lodgeyng, that is to say, all the cellers beneth, and the hall, the keychyn, and buttry, and over that all the holle story of chaumbers, and in the house roffe, and lytle myde chamber, and the galary in the south side. As touchyng all the story of chaumbers next underneath the galaryes, he shall no thyng meddell withall, and they shall give hym the implements of his housse by indenture.

All these lodgeyngs he shall have free, withoute any payment, and in this lodgying he shall dwell and kepe householde in his power. His wages shall be a marke a weke, and a lyne gowne of iiij nobles delyverd in clothe.

His absence shall be but onys in the yere, and not above xxx dayes, which he shall take connecting or dismission.

If the maister be syke of sykeness incurable, or falle into such age that he may not convenyently teche, and hath bene a man that long and laudably hath taught in the schole, thanne let another be chosen; and by the discrete charitie of the Mercery, let there be assigned to the olde maister a reasonable lyvyng of *xl.* or otherwise, as it shall conveynent, so that the olde maister, after his longe labour, in nowise be left destitute.

If the maister be syke of sykeness curable, yet nevertheless I will he shall have his wages; and in such sykeness, if he may not teche, let him reward the undermaster for his more labour somewhat according.

If the undermaister be in l'rature and in honest lyff according, thanne the high master's rome vacant, let hym be chosen before another.

The high maister shall have the tenement in Stebinheth, now in the handys of Christofer Middilton, to resorte unto, which tenement the Mercers shall mayntayne and repaire.

"There shall be a surmaist, also sum manne vertuose in levyng and well lettered that shall teche under the maister as the hye maister shall apoynte hym, som syngle man, or wedded, or a priest, that hath no benefice w^t^ cure nor su'yce that may let his due diligence in the scole. This surmaister the high maister shall chose as often as the rome shall be voyd, a manne hoole in body, and whan the high maister hath appointed him upon one, he shall call to the scole the surveyors of the scole, and before them he shall saye to the surmaister on this wyse,—

"Sir, Before theis, my maister here, the surveyours of this scole, I shew unto you that I have chosen you to be undermaister of this scole, and to teche alway from tyme to tyme as I shall appoint you, and supply my rome in my absence whannever it shall be graunted me by my maisters, the mercers, wardens, and surveyours, and for suche more lab' in my absence, I shall some what so to you as my maisters here shall thynke best."

Thanne the surveyors shall exorte the surmaister diligently to do his duty, and shall say unto hym in this wise:—

"Your rome is noo p'pretuyte, but accordynge to your labour and diligence ye shall contynue, otherwise, founde not accordynge, and reasonably warned of us, ye shall departe; yf it shall be soo that at any tyme ye will departe of y^r^ ouen mynde, ye shall give us halff a yere warnyng,

"If any controversy be betwixt you and the high maist' ye shall stande at our direccion on eny thyng.

"If he will p'myse this, thanne let the mercers approve the eleccion of the surmaister and assigne him his logeyng in the Olde Chaunge.

"His wages shall be *6s. 8d.* a weke, and lyvey gown of iiij nobles delyvered in clothe, he shall goo to comyns w^t^ the high maister, if he may convenyently.

"He shall be absent in all the yere not above xxx. dayes, and yet than for cause reasonable and with license of the high maist' and also of the surveyours.

"In sekeness curable as axis, or suche sekeness for a tyme, he shall be tolerated and have his full wages.

"If after his coming he fall syke into sekeness incurable, as lep'ry or French pox, or after his lenge lab^r^ in the scole fall into age impotent, thanne I comytt him to the charytie of the mercers, they of the cofur of the scole to p'vide hym in lynging as it may be possible, praying theym to be charitable in that behalf.

"Of both Masters at once.

"If bothe maisters be seke at onys, thanne let the scole seasse for that whyle.

"If there be such sykenesse in the city contagious that the scole cannot continue, yet nevthelesse both maisters shall have their wages, beyng alway redy for to teche.

"Neyther of these maisters shall take office of sec'to shipp on* proctorshipp, or any such other besyness which shall let theyre diligence and their necessary laber in the scole; yf they do, and warned lawfully, yf they will not sease from such besyness, thanne let them be warned to depart.

"Let the high maist' see that the scole be kept clene by the pore childe, and be swept ev'y set'day, and also the ledys, and from tyme to tyme to call upon the mercers for necessary repracons.

"The Chaplin.

"There shall be also in the scole a priest that dayly as he can be disposed shall syng masse in the chapell of the scole, and pray for the children to prosper in good lyff, and in good l'rature to the hono' of God and our Lorde Christe Jesu at his masse; whanne the bell in the scole shall knyll to sacrying, thanne all the children in the scole knelying in their settis shall w^t^ lift upp handis pray in the time of sacrying. After the sacrying whanne the bell knyllith agayn, they shall sitt downe agayn to their lernynge.

"This priest, som good, honest, and virtuouse manne, shall be chosen from tyme to tyme by the wardens and assistants of the mercery; he shall also lerne, or yf he be lerned, himself to teche in the scole yf it shall seme convenyent to the hye master, or ellis not.

"He shall have no benefice w^t^ cure, nor ser'vce, nor noo other office nor occupation, but attende all only upon the scole. He shall teche the chyldren the cathechysm and instruction of the articles of the faith and the x commandments in Inglysshe.

"His wages shall be viij li by yere, and a lyney gown of xxvj s. viij d., delyvered in clothe.

"His chaumber and lodgying shall be in the new house in the Old Chaunge, or in the maister's lodgyng, as shall be thought best.

"He shall not have his rome by wrytyng or seals, but at libertie accordyng to his desiryng.

"His absence may be onys in the yere, if it be nede, as it shall seme best to the surveyo's of the scole for that yere, and thanne with license asked and obteyned of the said surveyo's.

"In sykeness he shall be nothing abridged of his wagis, but let it be sene that he be hole in body whan he is chosen.

"If he fall to unthryftyness and mysbehaucys aft^r^ full warnyng let him be repelled and another chosen within 8 dayes, or as soon after as can be.

"The Children.

"There shall be taught in the scole chyldren of all nacionis and contreys indifferently to the number of cliij,* according to the number of the setys in the scole.

"The maist' shall admytt these children as they shall be offered from tyme to tyme, but first see they can their cathechysm, and also that he can rede and wryte competently, ellis let hym not be admytted in noo wise.

"A childe at the first admyssion onys for ever shall paye *4d.* for writing of his name. This money of the admyssions shall the pore scholer have that swepith the scole and kepith the scole clene.

"In eu'y forme one principall childe shall be placed in the cheyre p'sident of that fourme.

"The children shall come into the scole in the mornyng at vij of the clokke both wynter and somer, and tarry there unlott, and retourne again at oone of the clokke and dep'te at v, and thryse in the day prostrate they shall saye the prayers w^t^ due tract, and pausying as they be conteyned in

* "Privileged beggars especially for Hospitals." Carlisle's Endowed Grammar Schools, ii., 74. † 133.

a table in the scole, (that is to say) in the morning, at none, and at evenynge.

"In the scole in noo time in the yere they shall use talough candles in noo wise, but all only wex candell at the costs of their friends.

"Also, I will that they bring no mete, nor drynke, nor botells, nor use in the scole no breakfasts nor drynkyngs in the tyme of lernyng in no wyse; if they nede drynke let them be provided in some other place.

"I will they ose no cockfightyng nor ryding aboute of victory, no disputyng at Saint Bartlemew's, which is but folysshe babelying and losse of tyme.

"I will also they shall have no remedyes; yf the maister grannte any remedie he shall forfett xls. tociens quociens, except the Kynge, or an Archbishop, or a Bishop, present in his own person in the scole, desyre it.

"All theis children shall ev'y Childemas Daye come to Poule's Church and here the childe bishopp sermon, and aft be at high masse, and ech of theym offer 1*d.* to the childe bishopp, and w^t^ thym the maisters and surveyors of the scole.

"In gen'all processions, when they be warned they shall goo tweyne and tweyne together, soburly, and not syng out, but saye devotely, tweyne and tweyne, vij psalmys with the Latany.

"To theire vryn they shall go thereby to a place appoynted, and the pore childe of the scole shall see it conveyed away from tyme to tyme, and have the avayle of the uyn; ffor other causes, if nede be, they shall go to the watersyde.

"If any childe, after he is receyved and admytted into the scole, go to any other scole to lerne there after the manner of that scole, thanne I will that such childe for no manners such shall be hereaft' receyved into oure scole, but goo where hym lyst, where his frendes shall thynke shall be better lernyng; and this, I will, be shewed unto his ffrendes or other that offer hym at his first presentyng into the scole.

"*What shall be taught.*

"As towchyng in the scole, what shall be taught of the maisters and learned of the scolers it passeth my will to devise and determyn in particular, but in gen'al to speake and somewhat to say my mynde, I woulde they were taughte alway the good l'rature both Laten and Greke, and good aucto's, such as have the very Romayn eloquence joyned with wisdom, specially Christon aucto's that wrote theire wisdom w^t^ clene and chaste Latin, either in verse or in prose, for my intent is by this scole sp'ially to increase knowledge and worshipyng of God and our Lorde Christ Jesu and good Christian life and manners in the children, and for that intent I will the children lerne firste, above all, the cathechysm in Inglysshe, and aft' the accidence that I made, or some other, if any be better to the purpose, to induce children more speedily to Latin speche, and thanne institutum Christana Homines, which that learnede Erasmus made at my request, and the boke called Copia of the same Era's, and thanne other aut'ors Cristain as Laetancius prudencius, and proba, and seduluis, and Incuencus and Baptista Mantuamus, and suche other as shall be thought convenyent and most to purpose unto the true Laten speche; all barbary, all corruption, all Laten adulterate, which ignorant blinde folye brought into this worlde, and w^t^ that same hath disteyned and poyesend the olde Laten speche and the very Romayne tonge which in the time of Tully, and Salust, and Virgill, and Terence, was used, which also Saint Jerome, and Saint Ambrose, and Saint Justen, and many other holly docto's lerned in the tymes.

"I say that fillthyness and all suche abusyon whiche the latt blynde worlde brought yne, which more rather may be called blotterature thanne literature, I utterly abbanysshe and exclude out of this scole, and charge the maisters that they teche alway that is the best, and instructe the children in Greke and Laten, in redying unto theym such auctours that hath wysdom joyned with pure chast eloquence.

"*The Mercers Charge.*

"The honorable Company of Mercers of London, that is to say, the maister and all the wardens and all the assistence of the ffelysshipp, shall have all the cure and charge, rule and governance of the scole, and they shall ev'y yere chose of their company ij honest and substantial men, called the surveyors of the scole, which, in the name of the hoole felyshipp, shall take all the charge and busyness about the scole for that one yere.

"They shall ov'see and receyve all the landes of the scole, and see them repayred fro tyme to tyme by theire officers; and suche officer as they appoynte to be renter or to other busyness of the scole for his more labo' in the scole busynes, I will he have xx*s.* a yere and a gowne, price xiij*s.* iiij*d.*

"The surveyors of the scole shall come into the scole six dayes before Christennes, vj dayes before Ester, vj dayes before Saint John Baptist day, and vj days before old Meghelmas, and pay the high maister and the surmaister, the prest their quarter wages, and at the latter end of the yere their lyverys in cloth, and ooners in the yere, they shall give accompte to the maisters, wardens, and assistence of the ffelyshipp.

"Theire accompte shall be about Candlemas,* thre dayes afore or thre dayes after Candlemas daye In that daye appointed shall be assembly and a lytell dyner ordeyned by the surveyors, not exceeding the price of iiij nobles.

"In that day they shall be a reckonyng all the estate of the scole and see th' accompte, and discharge the olde surveyour, and to the younger chose an other; and in that day, after the accompte, they shall give—

"To the maister warden, a noble,† if he be p'sent, or ells not;

"To eche of the other wardens vs. [5*s.*], if they be present, or ellis not;

"To the surveyors, eche of theym, xls. [40*s.*] for their labours for that yere;

"For their rydying and visytyng of their lands, to ach of them, xls. [40*s.*] yf they ryde."

"The clerk of the Mercery shall inacte all thyngs that day, and have for his laboure iij*s.* iiij*d.* [3*s.* 4*d.*];

"See that the steward bryng yn his court rolles or he have his fee;

"See that the baylyffs renew their rentalls every v yere;

"Let not the landes of the scole but by the space of fiyve yeres;

"That is spared that day in rewardes and charges let it be put in the treasurye of the scole;

"They shall dyvers tymes in the quarter com to the scole and see how they do.

"Every yere at the foote of the accompte all ordynary chargis done, the overplus of money which at this day is externed, this—

"I holly give to the ffelyshipp of the Mercery to the mayntayning and suppertyng and repayng of all that longith to the scole fro tyme to time.

"And all be it, my mynde is that they shall have this surplusage for the'ntent abovesaid. Yet, neverthelesse, I will the said surplusage as muche as shall be spared of it above reparations and casualties at ev'y accompte be brought and put yn a coffur of iren geven of me to the Mercery stending in their hall. And these, from yere to yere remayne apart by itself that it may appere how the scole by the owen self mayntenyth itself, and at length over and above the owen lyvelod yf the said scole shall growe to any further charge to the Mercery that then also that may appeare to the laude and prayse and merit of the said ffellyshipp.

"*Liberty to declare the Statutes.*

"And notwithstanding these statutes and ordinances before written, in which I have declared my mynde and will, yet because in tyme to come many thyngs may and shall survyne and growe by many occasions and causes which at the makying of this boke was not possible to come to mynde,

"In consyderyng the assured truthe and circumspect wisdome and faithful goodness of the most honest and substantiall felyship of the Mercerye of London, to whom I have comytted alle the cure of the scole, and trusting in theire fidelitie and love that they have to God and man and to the scole, and also believyng verely that they shall alway drede the grete wrath of God,"

"Bothe alle this that is saide and all that yet is not saide which hereafter shall come into my mynde while I lyve, to be said, I leve it hooly to their discretion and charytte, I mean of the wardens and assistants of the fellowship w^t^ such other councill as they shall call unto theym, good lettered and lerned menne."

"They to add and dimynyshe vnto this boke, and to supply in it every defaulte, and also to declare in it every obscuritie and darkenes, as tyme and place and just occasion shall requyre, callyng the dreadfull God to loke upon them in all such busynes and exhorting them to fear the terrible judgment of God whiche sethe in darkness, and shall rendre to evy man according to his workes, and finally praying the grete Lorde of Mercy for theire faithful dealyng in this matter, now and always to sende unto theym in this worlde much welth and prosperyte and after this lyff much joye and glory."

* 2nd February. † 6*s.* 8*d.*

The Lands of the School.

	£	s.	d.
Fyrst of the old scole	0	20	0
Item, the four shops in the Holde of Berel	4	0	0
Item, the tenemt[s] in Bridge Street	8	6	8
Item, the tenemt[s] in Sop Lane	6	13	4
Item, the tenemt[s] in Puding Lane	6	13	4
Item, the Holdes without Aldgate	6	18	0
Sum	33	11	4
Item, the manors and lands and tenements in the county of Bucks	52	11	9
Item, the manor of Vache in Barton with the members	8	4	6¼
Item, the manor of Berwicke	8	0	0
Item, of lands in Colchester	3	13	4
Summa	72	9	7¼
Item, a tenem[t] and certain closes late in the holde of William Role by the year	2	10	0
Item, a tenem[t] and a close late in the holde of Clyfton	0	26	8
Item, a close late in the holde of Maister Willis	0	23	4
Item, another little close in the holde of the same Maister Willis	0	5	0
Item, a barn late in the holde of the same man	0	6	8
Item, of Edmonde Rolle for four acres of land of the backside of White Hart Street	0	5	0
Item, of Christopher Hall for certain land, late John Atfeux by the year	7	0	0
Item, of the same Hall for eight acres of land in London field	0	16	0
Item, of Mr. Christopher Myddleton for a certain tenement there	0	20	0
Item, of four little tenements there	0	13	4
Item, nine acres of pasture next the place there	0	30	0
Item, a place with garden there	0	40	0
Summa	18	16	0
Paid to the Bishop of London yearly, at four terms of landes and tenements before	0	52	4
Summa clara	16	3	8
Summa totalis	122	4	7¼
Whereof deducted for the shoppes in the holding of Burrell for a certain time	4	0	0
Remaineth clere	£118	4	7¼

Charges ordinare out paid yearly.

	£	s.	d.
To the hye maister	52 marks.		
To the under maister	26 marks.		
The preste	8	0	0
Their liverye	4	0	0
The supervisors	4	0	0
For the visitation of lands	4	0	0
The clarke	0	3	4
The master and wardens	0	21	8
The stewards	0	40	0
To bayliffe	0	40	0
The coste of the dyner	0	26	8
The officer of the mercery renter of the scole	0	20	0
For his gowne	0	13	4
Summa	79	8	4
So resteth to the reparations, suites, casualties and all other charges extraordinary	38	16	3¼

Johannes Colet fundator novæ scholæ manumea propria.

II. Amending Ordinances made by the Court of Assistants of the Mercers' Company.

Vicesimo quarto die Junii, A.D. 1602.

Whereas John Colet, dean of the Cathedral Church of St. Paul, in London, hath nominated and appointed us, the master, wardens, and assistants of the Company of the Mercers of the City of London, to be patrons and governors of Paul's school, by him erected and founded; and for the better ordering thereof hath made certain lawes and ordinances in a book under his own hand, and hath among other things thereby given authority unto us, the said wardens and assistants, with such other learned counsel as we shall call unto us, to add and diminish unto the said lawes and ordinances, and to supply in them every defect, and also to expound and declare such of the said ordinances which shall seem obscure and doubtful as time and place and just occasion shall require.

Now, forasmuch as of late scruple and doubt hath been made upon sundry the said ordinances about the right understanding thereof, whereby great suit and controversy hath arisen and been between us and the late high schoolmaster of Paul's school John Harrison, with the surmaster and usher, to our great charge, vexation, and trouble, and for that some of the said ordinances are thought fit to be altered and some defects therein likewise to be supplied.

Therefore, for avoiding further inconvenience hereafter, we, the said master, wardens, and assistants, with the advice and counsel of Thomas Flemyng, Esqre., serjeant at law and solicitor general to our sovereign lady the Queen's most excellent Majesty that now is, and Thomas Foster, Esqre., counsel at law, well lettered and learned men, being call thereunto, do now ordain and further make explanation of the said laws and ordinances as hereafter followeth, viz.:—

Imprimis, whereas, by an ordinance under this title, viz., Capitulum primum de magistro primario, it is ordained and provided that the master every year at Candlemas, when the Mercers be assembled in the school house, shall submit him to their examination, and found do his duty to continue, otherwise reasonably warned to depart. We do ordain and declare that the said ordinances shall from henceforth be expounded and understood that the Mercers (that is to say) the master, wardens, and assistants of the Mystery of Mercers in London, or the more part of them then assembled in the school house, shall then and there yearly have full power to examine the high master touching the profiting of the scholars in literature and good manners, his demeanor and conversation and the due observation of the founder's ordinances. And that the high master shall not only submit himself to such examination, but also yearly at the same time yield and resign up his place into their hands as was used in the lifetime of the founder to their predecessors. And if the master shall then by the approbation of the said master, wardens, and assistants of the said Mystery of Mercers or the most part of them be found to have done his duty he shall continue, otherwise in case he shall then by their judgments be found defective within six months next after warning to him given by the said master, wardens, and assistants or the most part of them, he shall quietly depart.

Item.—We do ordain that the surmaster and usher yearly about Candlemas, when the said master, wardens, and assistants of the Mercers or the most part of them be assembled in the school as aforesaid, shall resign their places into the hands of the said master, wardens, and assistants of the Mercery there assembled and being then found to have done their duties they shall continue, otherwise within six months after warning given, they shall quietly depart.

Further, whereas there are other statutes under these titles, viz., "Capitulum primum de magistro primario," the surmaster and the chaplin, that they shall have yearly livery gowns of four nobles delivered unto them in cloth. We do ordain that the said master, surmaster, and usher (instead of the chaplin) shall have the said liveries in cloth, or four nobles a piece yearly in money, in lieu of the said cloth, or such further allowance in money as the master, wardens, and assistants of the Mercers for the time being, or the most of them, shall think fit.

Further, whereas there are other statutes under these titles, viz., "Of both Masters at once," and "The Children," that a poor child to be appointed by the master shall sweep the school and the leads, and call upon the Mercers from time to time for necessary reparations, and that the said poor child shall have 4*d.* at the admission of every scholar, and the avails of the scholars' urine.

We do ordain that from henceforth some poor scholar or poor man (to be appointed from time to time by the high master) shall do the same business, and shall have such allowance and avails for his labour as are limited to the poor child by the founder.

Further, whereas there is a statute under this title, viz., "The Chaplain." That there shall be a priest or chaplain to sing mass daily in the chapel of the said school, and to pray that the children may prosper in good life and good literature, to the honor of God and our Lord Christ Jesu, and that the same priest shall teach in the school, if it shall seem good to the high master. We do ordain and establish that there shall be from henceforth an under usher instead of the said priest, who shall teach in the school by the direction of the high master, and shall be chosen from time to time by the master, wardens, and assistants of the Mercery, or the most part of them, for the time being, and continue there so long time as the said master, wardens, and assistants, or the most part of them, for the time being, shall think fit.

We do further ordain, that no other prayers or ceremonies shall be used in the school, but such only as the laws and statutes of the realm of England for the time being do or shall permit and allow.

Further, whereas in another ordinance, under the title, viz., "The Children," it is said that a child, at the first admission, once for ever, shall pay 4*d.* for writing of his name. This ordinance shall be expounded that every child that shall be admitted to be taught in the said school shall have his teaching free during all the time of his continuance there until his departure, without any further charge to be imposed upon him or his friends by the high master, surmaster and usher, or any of them, over and above 4*d.* at his first admission to the poor scholar or poor man of the school as aforesaid.

Further, whereas by another ordinance under the same title, viz., "The Children," it is provided that the children shall come into the school in the morning at 7 o'clock, both winter and summer, and tarry until 11, and return again at 1 of the clock, and depart at 5.

We do ordain, that the high master, surmaster, and usher shall be tied to the same hours, and in case any or either of them shall be absent from the school over and above 30 days in one whole year, to be taken continuation or division by the high master, and without the license of the surveyors and high master, by the surmaster, and without the consent and license of the surveyor for the time being by the usher, that then, for every such absence contrary to the limitations aforesaid, the said master, surmaster, and usher shall forfeit and pay so often as they or any of them shall offend contrary to the form aforesaid, the sum of 6*s.* 8*d.* for every whole day, and 12*d.* for every hour that they or any of them shall respectively be absent from the said school more than the said 30 days as aforesaid, the same penalties to be defaulked out of his or their wages respectively which shall offend.

Item. Whereas it is ordained in the title, viz., "The Mercers," that in the day of the giving up of the surveyor's account, shall be a little dinner not exceeding the price of four nobles, forasmuch as divers learned men are usually there at that time to appost the scholars for the better information of the said master, wardens, and assistants of the profitting of the scholars in learning, and for that the assistants are now many in number, and for that the rates and prices of victuals are now grown very great in respect the same were at the time of the making of the said ordinance, we therefore do ordain, that from henceforth so much shall be allowed towards the said dinner as the master, wardens, and assistants of the Mercery, or the more part of them, for the time being, shall in their discretion think fit, so as the same be expended in frugal manner without excess.

Further, whereas in the same title, viz., "The Mercers," there is this caveat that the lands of the school should not be let but by the space of five years. It is now found by experience very prejudicial and not for the benefit of the school to let out the lands thereof for so short a time, we do therefore ordain and establish that, from hencefort, it shall be lawful to the master, wardens, and assistants of the Mercery, or the more part of them and their successors, for or in respect of new buildings upon any of the lands to be leased respectively or repairing of the same, or for the better manurance and bettering of the same, and continuing the same together in one hand and in heart and strength, or any such like good or valuable consideration, to demise any of the lands or tenements appertaining to the same school heretofore usually demised by lease and not by copy of court roll, as they and their successors shall from time to time in their wisdoms and discretions think to be for the most benefit of the school, so as the same lease or leases be made with reasonable conditions and covenants on the lessee, his executors, administrators, and assigns, their part to be performed, and so as the same lease or leases do not exceed 21 years, and so as the same lease or leases be made in possession and not in reversion, and so as the same be not without impeachment of waste, and so as the yearly rents of the same be not thereby diminished but increased if conveniently and reasonably the same may be.

Further, whereas by the said ordinances the Founder doth limit and appoint salaries and fees to the high master, surmaster, and others, as followeth, viz.:—to the high master, 13*s.* 4*d.* a week; to the surmaster, 6*s.* 8*d.* a week; to the chaplain, 8*l.* a year; to the master and wardens of the Mercers, 21*s.* 8*d.*; to the surveyors, 4*l.* per annum; to the surveyors for visiting the lands, 4*l.* per annum, if they ride; to the steward, 40*s.* per annum; to the clerk of the Mercers, 3*s.* 4*d.*; to the renter of the school, 33*s.* 4*d.* per annum; to the bailiffs, 40*s.* per annnm.

Forasmuch as the lands and tenements belonging to the school do now yield double as much rent as they did in the Founder's lifetime, and for that all things necessary are now grown to a far dearer rate than they were at the first foundation of the school, we do therefore ordain and establish that as well the salaries and fees appointed to the schoolmaster, usher, and chaplain, as all other the fees beforementioned appointed to be paid by the Founder, shall from henceforth be doubled according to the improvement of the rents as aforesaid, the same increase of salaries and fees to continue until such time as the master, wardens, and assistants of the Mercery, or the more part of them assembled in the school-house, shall by reason of the fall of rents or other just consideration, be occasioned to abate the same.

Item.—Whereas there is an ordinance in the same title, viz., "The Mercers," that the surplusage of money which shall remain upon every account shall be put into an iron chest standing in the Mercers' Hall, and there remain from year to year apart from itself, that it might appear how the school by the ownself maintaineth itself. It is now ordained that the same surplusage or such part thereof as the master, wardens, and assistants of the Mercery and their successors shall think fit, shall from henceforth be employed either in exhibitions to poor scholars proceeding from Paul's school to the universities or in fellowship, or else lent out to poor young men of the said Company of Mercers upon good security at the will of the said Mercers for the repayment thereof as to the said master, wardens, and assistants, or the more part of them, shall from time to time be thought most necessary for the good of the school.

Finally, we ordain and establish that forasmuch as in the making of these ordinances and explanations the chief care of the parties called hereunto was and is to have the true intent and meaning of the Founder duly executed and performed in all things as time, place, and occasion doth or shall permit or require, that therefore all acts, ordinances, and explanations heretofore made (if any such be) other than by the said Founder himself, shall from henceforth be utterly void and of non effect.

THO: FLEMYNG.
TH: FOSTER.

III. DEED of CONVEYANCE of ESTATES in BUCKS from DEAN COLET to the MERCERS' COMPANY.*

To all faithful people of Christ to whom this present writing indented shall come, John Colet, Doctor of Laws, Dean of the Cathedral Church of Saint Paul's, London, greeting in the Lord, know ye that I, the aforesaid John Colet, have given, granted, and by this my present deed indented have confirmed unto the wardens and commonalty of the Mystery of Mercers of the City of London:

The manor of Vache, in the county of Buckingham, and also four messuages, 100 acres of land, 20 acres of meadow, 100 acres of pasture, 10 acres of wood, and 40*s.* yearly rent, with the appurtenances in Aston Clinton, Wendover, and Sherrington, 4 messuages, 4 tofts, 390 acres of land, 22½ acres of meadow, 15½ acres of pasture in Weston Turville, Bedgrove, Bierton, and Aylesbury; the manor of Wootton and Ham, with the appurtenances, 200 acres of land, 60 acres of meadow, 200 acres of pasture, 20 acres of wood, and 20*s.* rent, with the appurtenances in Wootton, Ham, and Waddesdon; and the manor of Bury, with the appurtenances, 2 messuages, 200 acres of land, 25 acres of meadow, 8 acres of pasture, 60*s.* rent, and 32 quarters of mixed corn in Wengrave, Rolsham, and Bourton, and the manor of Weston Turville, also called the manor of Hyde, 200 acres of land, 200 acres of meadow, 200 acres of pasture, and 20*s.* rent, with the appurtenances in Weston Turville, Halton, and Broughton, and 22 acres of land, 2 acres of meadow, called Wendover lands, lying in the parish of Weston Turville aforesaid; to have and to hold all the aforesaid manors, messuages, lands, tenements, and other premises, with the appurtenances aforesaid, to the wardens and commonalty of the Mystery aforesaid, and their successors for ever, for the continuatior of a certain school in the churchyard of the Church of Saint Paul's for boys in the same school in good manners and literature to be taught, and for the support of one master and one usher, or two ushers of the same, and other things necessary there to be done according to the ordinances of me, the aforesaid John Colet, my heirs or escheators, thenceforth thereafter to be done of the Chief Lords of the Fee by the services thenceforth due and of right accustomed; and I, the aforesaid John Colet, for myself and my heirs, will warrant and for ever defend the aforesaid manors, tofts, lands, and tenements, and other the premises, with the appurtenances, against the Abbot of the Monastery of the blessed Peter at Westminster, and their successors: And also know ye, that I, the aforesaid John Colet, have appointed, made, and ordained, and in my place by these presents have put

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my beloved in Christ Maurice Hawkbrook and William Newbold, my true and lawful attorneys, on this behalf jointly and severally to enter upon the manors, tofts, tenements, lands, meadows, pastures, woods, and rents, with their appurtenances, and all persons occupying the same manors, tofts, lands, tenements, and other the premises, from thence to put out and expel, and full and peaceable possession and seizen is from them taken and had, the aforesaid wardens and commonalty of the Mystery aforesaid, either for them on their part or their attorney or attornies, full and peaceable possessions and seizen of and in all and singular the aforesaid manors, tofts, tenements, lands, meadows, pastures, woods, rents, and appurtenances, for me and in my name to deliver seizen according to the form, tenor, and effect of this my present deed indented, ratifying and confirming firmly and absolutely all and whatsoever my aforesaid attorneys in my name shall do or otherwise cause to be done in the premises by these presents: In testimony of which I have placed my seal to one part of this my present deed indented. Given the 12th day of the month of July, A.D. 1511, and in the 3rd year of the reign of King Henry the 8th, after the Conquest.

IV. Will of Dean Colet.*

In the name of God, Amen.—On the 10th day of the month of June, A.D. one thousand five hundred and fourteen, and in the 6th year of the reign of King Henry the VIII., after the conquest, I, John Colet, Doctor of Holy Theology, Dean of the Cathedral Church of Saint Paul's, London, Citizen and Mercer of London, and Freeman of the same city, son and heir of Sir Henry Colet, Knight, Citizen whilst he lived, and Alderman of London, do compose, make, and ordain this my present testament as to the disposition of all and singular messuages, lands, and tenements, and other my hereditaments under written, with their appurtenances, within the city of London, after the manner which follows. Imprimus, I bequeath and recommend my soul to God Omnipotent, my Creator and Saviour, and to the Blessed Mary, His Mother. Item, I, the aforesaid John Colet, give and bequeath to the wardens and commonalty of the Mystery of the Mercery of the city of London, all my messuages, lands, tenements, and other hereditaments under written, viz., one messuage with shop, cellars, solars, and all other the appurtenances, situate, lying, and being in Soper Lane, in the parishes of Saint Anthony and Saint Pancras, in the ward of Cordwainer Street, London, between the lane called Soper's Lane on the east part, and the tenement of the prior and convent of the hospital of the Blessed Mary, of Elsyng, London, and the tenement appertaining to the parish church of St. Mary of Colechurch on the west part, and the tenement appertaining to the church of the Blessed Mary at London on the south part, and the hall or entry there leading from Soper Lane aforesaid unto the hinder gate of the messuage of the said prior and convent on the north part, and my said messuage contains in land lengthwise in the east part thereof, near Soper's Lane aforesaid, between the north and south, one hundred and seventeen feet and one inch, and in breadth in the north part near the said hall or entry, between the east and west, eighty-six feet and five inches of assize, and it contains in length, in the south part thereof, by three several frontispieces or three several corners ninety-three feet and four inches of assize within, without the back, which back of the said three fronts contains in length, by the south, twenty-nine and a half feet three inches of assize, and the middle frontispiece or corner thereof contains, in the south, twenty-five feet of assize, and the anterior frontispiece or corner thereof contains in length, by the south, thirty-nine and a half feet of assize, which make the said length of ninety-four feet three inches, and the interior or back of the frontispieces contains in breadth, at the west end thereof, forty-four feet three inches of assize, and the middle frontispiece thereof contains, in breadth, at the west end, towards the south, more than the said interior frontispiece by twenty-six feet seven and a half inches of assize, and the anterior frontispiece thereof contains, in breadth, at the west end thereof, towards the south, more than the middle frontispiece by fourteen feet and two inches of assize. And also all those my two messuages, with their appurtenances, situate and lying in the parish of Saint Magnus the Martyr, in the ward of Bridge, London, whereof one messuage thereof is situate and lies between the high street there, called Bridge Street, on the east part, and the tenement appertaining to the parish church of Saint Magnus aforesaid on the west and south parts, and the high street there, called Thames Street, on the north part, and contains in length, in the east part thereof near the said street called Bridge Street, between the south and north, ten feet and five inches of assize, and in length in the west part thereof, between the south and north, ten feet three inches and a half of assize, and in breadth, at the north end near Thames Street aforesaid, nine feet and eight inches of assize, and in breadth, at the south end thereof, between the east and west, nine feet seven inches and a half of assize; and the other messuage thereof is situated and lies in Bridge Street aforesaid, between the street of Bridge Street on the east part, and the tenement late of John Brunsop, and Agnes his wife, and the tenement late of Dame Tailliard on the west and south parts, and the tenement late of Richard Cokks, and Lettice his wife, on the north part, and it contains in length, in the north part thereof, between the east and west, sixteen feet and seven inches of assize, and in breadth, in the south part thereof, between the east and west, fifteen feet and eight inches of assize, and in breadth, at the east end thereof, near Bridge Street aforesaid, ten feet six inches and a half of assize, and in length, at the west end thereof, between the north and south, nine feet and six inches of assize, which messuages, lands, and tenements, and other the premises, with their appurtenances, were lately in the aforesaid Henry Colet's, my father, and which by and after the death of the same Henry Colet to me the aforesaid John Colet in hereditary right did lately descend, and into all and singular which messuages, lands, and tenements I, the aforesaid John Colet, by hereditary right, did lately enter, and took thereof full and peaceable possession and seizen, and in my like possession they have hitherto continued, and of the same messuages, lands, and tenements, and other the premises, with their appurtenances, at present I am solely seized in my demesne as of fee. I also, the aforesaid John, do give and bequeath to the aforesaid wardens and commonalty of of the Mystery aforesaid all that my grammar school and the chapel founded in the same, together with the house for the master and the other offices of the same school by me lately built and constructed upon my land lying near the wall of the churchyard of Saint Paul's, London, at the east part thereof, to wit, between the tenement of Alice Cruce, widow, on the south part, and the tenement late in the tenure of Andrew Renne on the north part, containing in length, from south to north, one hundred and twenty-two feet of assize, and in breadth, from east to west, thirty and three feet of assize; and moreover all that my grammar house a messuage lately called Paul's Scole, and four shops under the same house or messuage constructed, now in the tenure of William Berell, citizen and grocer of London, and Joan his wife, for a term of years, situate near Saint Austin's Gate, to wit, between the tenement appertaining to the masters or wardens of the Bridge, London, in which John Hychcock, citizen and merchant tailor of London, now dwells, on the east part, and a certain great gate whose entry leads from the highway there to the churchyard of the Cathedral Church aforesaid on the west part, containing in length, from the aforesaid tenement unto the great gate aforesaid, fifty-five feet of assize, and in breadth twenty feet of assize, which I lately had by gift, grant, and confirmation of John Osyer, Benjamin Digby, and Simon Rice, citizens and mercers of the aforesaid city, and in which at present I am solely seized in my demesne as of fee. And also I give those my two tenements or messuages newly built, with the appurtenances, now in the tenure of John Evers, citizen and haberdasher of London, situate in the Old Change, London, between the tenement now in the tenure of Reginald Jewe, citizen and haberdasher of London, on the south part, and the tenement now in the tenure of the said John Evers on the north part, and they contain in length, from south to north, twenty-eight feet and four inches of assize, and in breadth, from east to west, eleven feet of assize, which I lately purchased of the mayor and commonalty of the city of London, and in which at present I am solely seized in like manner in my demesne as of fee; and moreover, all those my six tenements, with their appurtenances, newly built, situate together in the parish of Saint George in Pudding Lane, near East Cheap, in the ward of Billingsgate, London, between the tenement of the said dean and chapter on the east part, and the lane called Pudding Lane on the west part, and the lane called Saint George's Lane on the south part, and the tenement of the Mystery of Salters, London, called the Scalding House, of old time called Tanner's Hall, on the north part; and the said six tenements contain by land in length, in the south part thereof, near the said lane called Saint George's Lane, between the east and west, fifty-eight feet and six inches of assize, and in length, in the north part thereof, near the said tenement called the Scalding House, between the east and west, seventy feet of assize, and in breadth, at the west end thereof, near Pudding Lane aforesaid, thirty-six feet and three inches of assize, and in breadth, at the east end thereof, between the north and

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south, twenty-six feet and eight inches, which six tenements, with their appurtenances, were late the aforesaid Henry Colet's, my father, and which by and after the death of him, Henry Colet, to me, the aforesaid John Colet, by hereditary right lately did descend, and into all and singular which six tenements, with their appurtenances, I, the aforesaid John Colet, by hereditary right, did lately enter, and took possession and seizen thereof, and in my like possession hitherto have continued, and of the same six tenements, with their appurtenances, at present I am solely seized in my demesne as of fee, to have and to hold all the aforesaid messuages, tenements, houses, and other the premises, with their appurtenances, to the aforesaid wardens and commonalty of the Mystery aforesaid, and to their successors for ever, of the chief lords of the fee, by the services thereon due, and of right accustomed, for the continuation of the aforesaid grammar school, lately, as aforesaid, by me in the churchyard of the said Cathedral Church of Saint Paul's constructed for boys, in the same school to be taught in good manners and literature, and for the sustentation of one master and one usher, or two ushers, of the same school, and to other works, uses, and intentions contained and specified, or to be contained and specified, in certain indentures between the aforesaid wardens and commonalty on one part, and me, the aforesaid John Colet, on the other part, of and upon the premises amongst other things made or to be made. In witness whereof, to this my present testament I have put my seal, the day and year above written, these being witnesses, Edward Shambroke, Nicholas Curlews, William Garrard Clerk, Nicholas Kyme, Benjamin Dygby, Simon Rice, citizens and mercers of London, Morgan Williams, notary public, William Gouldying, writer, William Boureman, Bartholomew Barham, Thomas Odell, William Newbold, William Warmyngton, Henry Digby, my servants, and others.

MERCHANT TAYLORS'.

Statutes of Merchant Taylors' School.*

"Whereas, the Maister, Wardens, and Assistants, in the names of all the whole body of this Company of The Marchaunt-Taylors, in London, have, for the better educacon bringing up of children in good manners and literature, erected a schoole within the parish of St. Laurence-Pountney, in London; And, also, meete and convenient lodgings for a Schoolmaster and three Ushers, to inhabite and dwell in: And, for, because, nothing can contynue long and endure in good order without Lawes and Statuts, in that behalf provided, therefore, they, the said Maister, Wardens, and Assistants, have fully concluded, agreed, and decreed, and, by these presents, doe conclude, agree, and decree, that the said schoole shall be directed and contynued, and to have contynuaunce, by God's grace, for ever, in such manner and forme, and according as hereafter is expressed, mencioned, and declared, viz.:—

Capitulum Primum *de* Magistro Primario.

1. In the Grammar School, founded in the parish of St. Laurence-Pountney, in London, in the yere of our Lord God one thowsand, fyve hundred, sixty-one, by this Worshipfull Company of the Marchaunt-Taylors, of the Citty of London, in the honor of Christ Jesu, shalbe first, an High Maister. This High Maister in doctrine, learning, and teaching, shall direct all the schoole. This maister shalbe chosen by the Right Worshipful the Maister, Wardens, and Assistants, of the said Company of Marchaunt-Taylors, with such advise and counsell of welle learned men as they can gett; a man in body whole, sober, discreete, honest, verteous, and learned, in good and cleane Latine literature, and, also, in Grecke, yf such may be gotten. A wedded man, a single man, or a priest, that hath noe benefice, with cure, office, nor service, that may lett his dew business in the schoole.

2. This high master so being chosen, as aforesaid, shall have his charge given to him by the maister and wardeins of the said Company, for the tyme being, then being present in the said schoole, saying to him on this wise, or such like in effect:

Sir, we have chosen you to be chief maister and teacher of this schoole, to teach the children of the same, not only good literature but also good manners, certyfying you that this is noe roome of contynuence and perpetuity, but upon the doing of your duty in the schoole. And every yere when as the maister, wardens, and assistaunts, shalbe assembled in the schoole howse, concerning the visitation thereof, you shall submytt you to their examinacon, and, found doing your duty accordingly, you shall contynewe, otherwise, reasonably warned, you shall content you to departe; and, ye, of your party, not warned of us, but of your owne mind in any season willing to departe, ye shall give us warning twelve monethes before, without we can shortlyer be well provided of an other to supply your roome.

Also being maister ye shall not be absent from the said school above twenty working days in the year, which also shalbe, (*conjunctim* or *divisim*), without some urgent cause, and good consideracons shall move the surveyors of the said schoole for the tyme being to graunt a further tyme of absence, and that the chief usher nor under ushers be not then absent from the schoole.

3. And yf the chosen maister will promise this, then admytt him and name hym to that office, and stall him in his seate in the schoole, and shew him his howse or lodging on the south side of the schoole. And they shall deliver him all the implements of that howse by indenture.

4. And that howse and lodgings he shall have free without payment of any rent, and in this lodging he shall dwell and keepe howshold to his power. Hee shall nor have, nor teach, at one tyme within the foresaid schoole, nor ells where, above the number of two hundred and ffyfty schollers. And he shall not refuse to take, receave, and teach in the said schoole freely one hundreth schollers, parcell of the said number of two hundreth and ffyfty schollers, being poore men's sonnes and coming thether to be taught, (yf such be meete and apt to learne), without any thing to be paid by the parints of the said one hundreth poore children for their instruction and learnyng.

5. And hee shall also receave and teach in the said schoole ffyfty schollers more, being an other parcell of the said number of two hundreth and ffyfty schollers comyng thether to be taught, and being found apte and meete to learne, as aforesaid, and being poore men's children, so that their poore parents, or other their friends, will pay and give to the high maister for their instruction and learning, after two shillings and two-pence by the quarter for a peece of them.

6. And hee shall also receave and teach in the said schoole, one other hundreth more of schollers being the residue of the said number of two hundreth and ffyfty schollers coming thether to be taught, and being also found apt and meete to learne, as aforesaid, being rich or meane men's children, so that their parents or other friends will give for every of these hundreth schollers fyve shillings by the quarter for their instruction and learning.

7. Yf the maister be sick of a sicknes curable, yet neverthelesse it is meete that the chief usher, for the tyme that the maister is so sick, shall doe his best endeavor to direct all the schoole, as the duty of the maister was to have done. The said usher to his power to doe his owne duty as he did before neverthelesse.

8. There shalbe also one chief usher, some sober, discreete man, verteous in lyving, and well learned, that shall teach under the schoole-maister as the schoole-maister shall appoint him, some single or wedded man, or a priest that hath noe benefice with cure, office, nor service, that may lett his due diligence in the schoole.

9. And yf the said chief ussher be in literature, discretion, and honest lief, according, then the high maister his roome being vacant, lett him be chosen before another.

10. This ussher shall the high maister choose as often as the roome shal be void, a man whole in body. And when the high maister hath appointed him upon one, the high maister shall call to the schoole the surveyors of the schoole, and before them he shall say to the ussher on this wise:

Sir, before these my maisters here, the surveyors of the schoole, I shew unto you that I have chosen you to be the chief ussher or under maister of this schoole, and to teach allwaies, from tyme to tyme, as I shall appoint you, and supply my roome in my absence when it shalbe graunted me by my maisters, the said maisters and wardens, and also at all such tymes as I shal be sick of any curable disease.

11. Then the said maister and wardens shall exhort the ussher dilligently to doe his duty, and shall say unto him on this wise:

Your roome is noe perpetuity, but, according to your labor and dilligence, you shall contynue: otherwise, fownd not doing your duty accordingly, and reasonably warned of us, ye shall departe.

Yf it shalbe so that at any tyme you will departe of your owne mynd, yee shall give us one yere's warning before your departure.

Yff any controversy be between you and the high maister, yee shall stand at our direction in every thing.

12. And yf he will promise this, then let the said maister and wardens approve the eleccion of the said ussher, and assigne him his lodging on the north side of the schoole next unto the gate there alowe.

13. Hee shal be absent in all the yere not above twenty

* Printed from Carlisle's Endowed Grammar Schools, vol. ii. p. 49–60.

working dayes, which shalbe, *conjunctim* or *divisim*, without that some urgent cause, or good consideracon, shall move the surveyors of the said schoole for the tyme being to graunt him a further tyme of absence, and that the high maister nor under usshers be not then also absent from the said schoole.

14. In sickness curable, or axes (*agues*), or such sicknes for a tyme he shal be tollerated and have his full wages, although that, during the tyme of such curable sicknes, the high maister, with that help of the under-usshers, shall to the uttermost of their powers, instruct and teach all the schollers within the said schoole withall dilligence, as the duty of the ussher was to have done, the high maister and the under-usshers to their power to doe their owne duty as they did before neverthelesse.

15. Yff both the maister and the usshers be sick at once, (as God defend), then let the schoole cease for that while.

16. Yff there be such sickness contagious in the Cytty, that the schoole cannot contynue, then both the maister and the usshers must have patience in such a case.

17. Neither the maister nor usshers shall take office of *proctorshipp*, or any such mynistery, service, or other business, which shall lett their dilligence and their necessary labor in the schoole. Yf they doe and be warned lawfully, yf they will not cease from such service, office, or business, then let them be warned to departe.

18. Let the schoolmaister see that the schoole, with the court and the streete, by all the length of the same, be kept cleane and sweete every Satterday, and also the leads, and, from tyme to tyme, to call upon the worshipful Marchaunt-Taylors for necessary reparacons, and lett none of the children, at any time, come up to the leads to the upper dore, of the which at the topp of the winding stayers of stone on high, there shalbe allwaies too keyes, to be kept by the high maister, and the other key by the chief ussher.

19. Ther shalbe also in the said schoole two under-usshers, some good, honest, and verteous learned young men. And they shal be chosen, from tyme to tyme, by the high maister, and they shall also help to teach in the schoole, as to the maister shall seeme convenient, and none otherwise.

20. They shall have noe benefice with cure, occupation, office, or service, nor any other faculty which may lett their dilligent teaching at the schoole, but they shall attend only upon the schoole, and they shall teache the children, yf neede be, the Catechisme, and instruccons of the Articles of the Faith, and the Tenn Commaundements in Latin; that is to say, such a Catechisme as shalbe approved by the Queenes Majesty that now is, and by the Honorable Court of Parliament of this Realme from tyme to tyme.

21. Their lodgings and chambers shalbe in the middle roomes where as the dore is made out under the schoole neere to the middest of the foresaid long court or greate yard.

22. They shall not have their roomes by writing or by seale in noe wise, but at liberty according to their deserving, and only so long as the high maister shall like their demeaner and teaching.

23. Their absence shalbe but once in the yere only, yf it be needefull and only as it shall seeme best to the maister and wardens, with the consent of the high maister, and high ussher being present, and not absent from the schoole.

24. Yf they fall to unthriftiness and behavior after lawfull warning let them be avoided, and other chosen within eight dayes after, or as soone after as can be by the said surveyors, but not without the consent of the high maister and ussher.

25. There shalbe taught in the said schoole children of all nations and countreyes indifferently, comyng thether to be taught, to the number of two hundreth and fyfty, in manner and forme as is afore devised and appointed. But first see, that they can the Catechisme in English or Latyn, and that every of the said two hundreth and fifty schollers can read perfectly, and write competently, or els lett them not be admytted in no wise.

26. And that every scholler at his first admyssion, once for ever, shall pay *twelve pence* for writing in of his name, and the same shalbe given to such one, as shalbe appointed by the said high maister and the surveyors to sweepe the schoole, and keepe the court of the schoole cleane, and see the streete nigh to the schoole gate clensed of all manner of ordure, caryon, or other fylthy or uncleane things, out of good order, or extraordynarily there thrown.

27. The children shall come to the schoole in the mornyng at *seaven* of the clock both winter and somer, and tarry there until *eleaven*, and returne againe at *one* of the clock, and departe at *five*. And thrice in the day, kneeling on their knees, they shall say the prayers appointed with due tract and pawsing, as they be, or shalbe hereafter conteyned in a table sett up in the schoole, that is to say, in the morning, at noone, and at evening.

28. In the schoole at noe tyme of the yere, they shall use tallow candle in noe wise, but wax candles only.

29. Also lett them bring no meate, nor drinck, nor bottles, nor use in the schoole no breakfasts, nor drincking in the tyme of learning in no wise. If they need drinck, then lett it be provided in some other place.

30. Nor lett them use noe cock-fighting, tennys-play, nor *riding about of victoring*, nor *disputing abroade*, which is but foolish babling, and losse of tyme.

31. Lett not the schoole-maister, head ussher, nor the under usshers, nor any of them, permytt nor lycence their schollers, to have *remedy* or *leave to play*, except only once in the weeke, when there fallith noe holiday. And those *remedies* to be had upon no other dayes only, but only upon the Twesdayes in the afternoone, or Thursdayes at afternoone.

32. And yf there shall happen to be kept one or more hollydayes in the weeke, that then in every such weeke there be noe *remedyes* nor leave to play graunted.

33. Unto their uryne the schollers shall goe to the places appointed them in the lane or streete without the court; and, for other causes, yf need be, they shall goe to the water-side.

34. Yf any child, after he is receaved and admytted into the said schoole, goe to any other schoole to learne theire, (after the manner of that schoole), or shalbe absent from the schoole, by the space of three weekes together, at any one tyme, without sickness or any other reasonable lett, shalbe the cause of the said lett, that then in such case it were best that such a childe, for no man's suit, shalbe thereafter receaved into our schoole, but goe where him list, and where his friends shall thincke there shalbe better learnyng. And this is good to be shewed to his friends, or other that offer him at his first presenting into the school.

35. The maister, wardens, and assistants of this Company, for the tyme being, shall yerely for ever make their assembly or apparaunce in the councell-howse, or late chappell, scituate on the south side of the long court or yard of the schoole, they being then and there accompanied with such well-learned men as they can gett conveniently. Which said maister, wardens, and assistints, with th' advice of the same learned men shall examyne and try whether the maister and usshers shall have taught and done their duties in the said schoole, according as is before devised and appointed, and alsoe to try and examyne howe the children have profited under them, and fynding them to have done their duties to be comended, and finding otherwise to be speedely reformed and amended according as to their wise discretions shalbe thought convenient.

36. And to that intent and effect that the same assembly of the said maister, wardens, and assistents, may be made yerely for ever at the schoole, for the good considerations afore mentioned, the comon clarck of the mistery now being, and his successors which for the tyme shalbe, shall once in the yere yerely for evermore, at a quarter-day, to be howlden within this our comon-hall, reade openly all and every such acts, decrees, and ordynaunces, or the more parte of them as is before made and devised, or shalbe hereafter made and devised by the said maister, wardens, and assistants, or their successors, for and concerning only the ordering and contynuance of the said schoole in good order, so that thereby they may have the same the better in remembrance for ever in tyme to come.

37. And that the maister and wardens of this Company for the tyme being, and also all such as shall have borne the roome of a maister of this mistery, (except such as shall have borne the room and place of an alderman and sherif of this mistery) shalbe for ever in tyme to come called, and be the surveyors of the said schoole, and they from tyme to tyme shall take upon them the charge and oversight of the said schoole, to see that in the said schoole be noe more taught then the number afore appointed, and after and according as is before devised and made, and alsoe see that the same be well and sufficiently repayred from tyme to tyme by the warden rentor of our lands lying in the east parte, which for the time shalbe. And for their labours in the schoole busynesses it is not to be doubted, but Our Saviour Jesus Christ shall reward them, as well here in this world as in the world to come: For godlynes, sayeth St. Paule, is profitable to all things, as a thing that hath both promises in this lief, and in that that is to come. 1 *Timotheus*, 4.

38. The surveyors of the schoole shall come into the schoole tenn or twelve daies before or after Christmas, tenn or twelve daies before or after Easter, tenn or twelve daies before or after the nativity of St. John Baptist, and tenn or twelve dayes before or after Michaelmas; besides such other tymes as is meete and necessary for them to be at the schoole, for to see that all things doe stand in such order as they ought to be in.

39. And that the yerely rent yssuing, coming, and growing, yerely, for the greate cellor under the schoole-howse shalbe, by the said surveyors, wholly ymployed and bestowed, yerely, betweene the feast of th'Annunciation of

Our Lady and the feast of St. Michael th'Archangell, upon woode, coales, billetts, and faggots, or other good fewell for such of the schollers as, in the extreme could tyme of winter, may have neede to warme them by at tymes very convenient and needfull in the monethes of November, December, January, February, and March, saving that thirteene shillings and foure pence of that rent, (yf the surveyors shall so thinck it good), shall be bestowed every winter upon wax-candles, or other lights of wax, for the poore children to read on their bookes by in the winter mornings and evenings.

40. Also lett it be declared unto him that shall hier the said long cellor that this Company will not suffer to be laid into yt any pitch, tarr, rape, oyle, trayne-oyle, flax, hempe, nor suche kynde of wares as be inclyned quickly to be kindled or fyred, nor any other thing or things of any fullsome or noysome savour.

41. Every of the said two hundreth and fyfty schollers that shalbe admytted or suffered to learne in the said schoole, from tyme to tyme, shall observe and be bound to keepe all such manner of orders or ordynaunces as, by the wisdome and good discretion of the said worshipfull maister and wardens, with the consent of the worshipfull the assistents of the said Company, or their successors for the tyme being, shall be devised, made, and ordayned, for the contynuance of the said schoole and good governaunce of the said schollers, with the consent of the high maister of the same schoole for the tyme being.

42. Also the maister and wardens of the said Company, for the tyme being, shall have full power and authority to admytt all those children that shall be from tyme to tyme taught in the said schoole; and, by writing made by the clarck of this Company, for the tyme being, they shall signify the admytting or allowing of them unto the schoolmaister, in his absence to the head ussher breifly in this wise:

Sir, this shalbe to signify unto you that wee have admytted N. the sonne of M. the bearer hereof, to be of the number of those hundreth of the poore men's children, which should be taught freely in the said schoole, upon condition that the said N., within one moneth next ensuing, shalbe by you thought apt and meete to learne, and, being found not apt and meete to learne, as aforesaid, that then this our admyssion of him to stand as void, and then every such scholler, that so shall be found not apt and meete to learne, to have repayed unto him that *twelve pence* that he paid on his first admytting into the schoole, or otherwise to be one of the other two numbers of schollers before appointed, which said bill to be made by the said clarck to be subscribed by our maister and wardens for the time being.

43. And none to be taught in the said schoole unless they be first admytted by the maister and wardens, and so certified as is aforesaid.

44. Also there shalbe yerely paid out of the common box of this mystery, for the stipend and sallary of the foresaid schoolemaister, and three usshers, fforty pownds quarterly by even porcons to be paid wholly to the hands of the said schoolemaister to the intent that he, the said schoolemaister, shall have to his own use tenn pounds parcell thereof, and the thirty pounds residue to be paid by him after tenn pounds a piece to every of the said three usshers, that shalbe admytted by him to teach in the said schoole as aforesaid.

45. And this payment by fforty pounds, by yere appointed to the said maister and three usshers, as aforesaid, to be contynued untill such tyme as the same shalbe otherwise dischardged by the guifts and legacies of good and well-disposed men, to the freeing either of the said whole number appointed to be taught in the said schoole, or els of the freeing and teaching free of one hundreth fyfty poore men's children, parcell of the said number that is appointed to be taught in the said schoole as is aforesaid."

RUGBY.

I.—Copy of the "Intent" of Lawrence Sheriff, Founder of Rugby School, referred to in the Answers received from the Trustees of Rugby School, Part II. Qu. 1.

"To all Christian people to whom this pr'sent writinge shall come to bee seene or read, Lawrence Sheriffe, citizen and grocer of London, George Harrison, of London, gent., & Bernard Ffield, citizen and grocer of London, send greetinge, in our Lord God Everlasting. Where' the said Lawrence Sheriffe, by Ind're beareinge date the day of the date hereof, for the considerac'on therein mentioned, hath bargained and sold to the said George and Bernard, and their heires for ever, all that his p'sonage of Brownesover, in the county of Warwicke, with all the rights, members, and appurten'ce of the same, and all and singular other the messu's, landes, tenem^{ts}, and hereditam^{ts} of the said Lawrence, sitt, lyinge, or beinge in Rugby, in the said county of Warw., and in Brownesover aforesaid, or in either of them, or elsewhere in the saide countye of Warw., as by the saide indenture more playnlye and att large it doth and may appeare; the confidence, trust, and intent of the said Lawrence Sheriffe neverthelesse, is, and att the makeinge of the said indenture was, that the said George and Bernard, and their heirs, should have, use, and ymploy, convey and assure, the same to such uses and in such manner and forme, as is hereafter declared, and to none other use, intent, and purpose, that is to say, the said George and Bernard, or the survivor of them, or their heires or assignes, should, with convenient speede after the decease of the said Lawrence Sheriffe, with the p'fitte of the p'mises, and with such other s'mes of money as the said Lawrence Sheriffe should therefore give or appoynt by his last will and testament, cause to be builded neare to the messuage or mansion-house of the said Lawrence in Rugby aforesaid, a fayre and convenyent schoole howse, in such sort as to theire discret'ons shal bee thought meete and convenyent, and should also provide or build neare to the said schoole house foure meete and distincte lodgeings for foure poore men, to bee and abyde in, accordinge to their good discret'ons, and should alsoe well and sufficiently repayre the said messuage or mansyon-howse, which things being effectually done, the will and the intent of the said Lawrence was and is, that the said George and Bernard, or their heires or assignes, or some of them, should cause an honest, discreete, and learned man, being a Master of Arts, to bee reteyned to teach a free grammar schoole in the said schoole howse: And further, that after that, for ever there should be a free grammar schoole kept within the said schoole house, to serve chiefly for the children of Rugby and Brownesover aforesaid, and next for such as bee of other places thereunto adjoyneing, and that for ever an honest, discreete, learned man should be chosen and appointed to teach grammar freely in the same schoole, and the same man, yf it may conveniently bee, to bee ever a m^{r} of arte: And further, the will and intent of the said Lawrence was and is, the same schoole shall bee for ever called the Free Schoole of Lawrence Sheriffe, of London, grocer, and that the schoolem^{r} thereof for the tyme beinge, for ever, shall be termed or called the schoolemaster of Lawrence Sheriffe, of London, grocer, and that the schoolmaster and his successors for ever shal have the said mansyon-house with the appurten'ce to dwell in without anything to be paid therefore: And further, that the said schoolm^{r} of the said schoole for ever should have yearly for his sallary or wages the some of twelve poundes; and over this, the will and intent of the said Lawrence was and is, that for ever, in the said foure lodgeings, foure poore men should freely have their lodgeinge, and should also each of them have towards their reliefe seaven by the week, to be weekly paid at Rugby aforesaid; and that of the said foure poore men twoe should ever bee such as had beene inhabitants of Rugby aforesaid, and none other, and the other twoe such as had beene inhabitants of Brownesoever aforesaid, and none other; and also, that the said foure poore men should bee for ever called the Almsmen of Lawrence Sheriffe, of London, grocer: And further, the will and intent of the said Lawrence was and is, that the mansyon-howse, schoole howse, and other lodgeinge should be sufficiently repayred & mayntayned for ever, all which the p'misses the said Lawrence Sheriffe willed & intended to bee borne, paide, and p'formed of the rente and p'fitte of the p'misses so as is aforesaid bargayned and solde: And over this, his will and desire was and ys, that John Howkins, of Rugby aforesaid, and Bridgett his wife, sister of the said Lawrence, during their lives should be the farmers of the said parsonage and other the p'misses in Brownesover aforesaid, for the yearly rent of sixteene pounds, thirteene shilling, fourpence, to bee by them therefore paide, so that the said John and Bridgett doe well and substantially, during their lives, repayre the buildings thereof, and well and truly pay the said rent, and that after their deceasse, before any other, some such p'son as shall be of the body of the said John Howkins and Bridgett, his wife, lawfully begotten or issuinge, and shall inhabitt in Rugby or Brownesover af's^{d}, should be farmer of the said parsonage for the said yearly rent of sixteen pounds, thirteen shilling, & fourpence, yf such bee, that will truly pay the said rent without deley, and well and sufficiently repayre the buildinge of the p'misses in Brownesoever af's^{d}: And whereas the said Lawrence Sheriffe intended, by God's grace, in his lyfetyme to erect and build the buildinge and schoole howse af's^{d}, and to make or secure some good and substantial devysse, whereby his goode intent aforesaid may have contynuance for ever, yf it please God to grant him life to p'forme the same, yet, nevertheless, the desyre, confydence, and trust of the said Lawrence Sheriffe is, that in default thereof the said George Harrison and Barnard Field

will, of the rent, revenuews, and somes of money aforesaid, in all respect substantially, truly, and effectually accomplish the same, in such wayes as by the lawes of this realme may most assuredly bee devysed, and convey and assure the lands, tenements, hereditam^s, and other the p'misses to that only intent and purpose. In witness whereof the said Lawrence Sheriffe, George Harrison, and Bernard Field have thereunto set theire seales, the xxv^th day of July, in the tenth yeare of the reigne of our most Excellent Sovereign Lady Queen Elizabeth, anno D'ni. 1567.

"The true Copy of the Intent of Lawrence Sheriffe concerning the Parsonage of Brownesover, which Intent was sealed, subscribed, and delivered by Lawrence Sheriffe, George Harrison, and Barnard Field, as by the same Intent appeareth. Copyed the 20th of December 1580. E. Harrison."

II.—Schedule containing "Rules, Orders, and "Observations for the good Government of "Rugby Schools and Charity," annexed to the Act 17 Geo. III., c. 71. (An Act to enable the Feoffees and Trustees of an Estate in the County of Middlesex, given by Lawrence Sheriff for the founding and maintaining a School and Almshouses at Rugby, in the County of Warwick, to sell part of the said Estate, or to grant Leases thereof, or of any part thereof, and to effectuate the other Purposes therein mentioned).

First.

Nomination of Masters and Ushers. Their Salaries.

The Reverend Stanley Burrough, Master of Arts, the present schoolmaster, to be continued so long as he shall behave well; and the house now inhabited by the said Stanley Burrough to be the place of his residence, and of the residence of all the masters of the grammar school who shall succeed the said Stanley Burrough; and the room now used as a school to be the place in which the boys resorting to the said schools shall be taught grammar, and the Latin and Greek languages; and one or more usher or ushers, properly qualified to teach grammar, and the Latin and Greek languages, to be appointed by the trustees, or a major part of them, at a publick meeting appointed for that purpose, to aid and assist the master, and to hear the boys under the age of twelve years say their catechism once every fortnight; also a master to be appointed to teach writing and arithmetick in all its branches: And that when and as soon as the monies owing from the said trust estate shall have been paid off and discharged, and the trust estate remaining unsold shall have been leased by the said trustees, or the major part of them, and the rents and profits thereof shall be sufficient to answer the payments herein-after directed, there shall be paid to the master of the said grammar school, for the time being, over and above the annual sum of sixty-three pounds six shillings and eightpence now paid, a sum not exceeding fifty pounds per annum by quarterly payments; and that then there shall be paid to the usher or ushers, to be respectively appointed as herein-before mentioned, such annual sum, not exceeding eighty pounds each, as the trustees or the major part of them, shall think proper; and such annual sum, not exceeding forty pounds, to the writing master, as the trustees, or the major part of them, shall think proper.

Second.

The Choice of succeeding Masters and Ushers. Their Qualifications. If removed for Age, etc. Trustees may make them an annual Allowance.

That all the masters of the grammar school, who shall succeed the said Stanley Burrough, the present master, the usher or ushers, and the writing masters who shall succeed those first to be nominated, as herein-before mentioned, shall be chosen within three calendar months next after any vacancy shall happen, by the trustees, or the major part of them present at a meeting to be held for that purpose, and be removeable at the will and pleasure of the trustees, or a major part of them present at their meeting, on the first Tuesday in the month of August; and that the masters, and usher or ushers, shall be Protestants of the Church of England, as by law established; and the master of the grammar school shall have taken the degree of a Master of Arts, in the University of Oxford or Cambridge: And in the choice of such master of the said grammar school, regard shall be had to the genius of such master for teaching and instructing the children; and a preference shall be given to such as are duly qualified, and have received their education at this school: And the said master, and usher or ushers, shall take care to instruct the boys resorting to the school in the principles of the Christian religion, morality, and good manners, and thereby qualify them to become useful members of the community. And in case such masters, or usher or ushers, shall be removed on account of old age, or infirmity of body or mind, it shall be lawful for the trustees, or the major part of them, present at such annual meeting, if they think proper, by and out of the rents and profits of the estate, to pay and allow the master or usher so removed an annual sum, not exceeding eighty pounds a year for the master of the grammar school; forty pounds a year apiece for the usher or ushers; twenty pounds a year for the writing master; determinable at the will and pleasure of the trustees, or the major part of them, present at any quarterly meeting.

Third.

Boys to be instructed without Fee; and to attend Divine Service. A yearly Sum to be paid by the Trustees, to the Master, for each Boy.

That the boys of Rugby, Brownsover, or in any towns, villages, or hamlets, lying within five measured miles of Rugby, or such other distance as the major part of the trustees, present at any publick meeting, shall ascertain, regard being had to the annual revenues of the said trust estate for the time being, shall be instructed by the said masters and ushers respectively, in grammar, and such other branches of learning as are herein-before mentioned, without taking from the said boys, or their parents, friends, or relations, any fee or reward for the same, directly or indirectly: And that such boys shall regularly attend divine service on a Sunday, unless prevented by sickness. And in order to proportion, in some degree, the profits of the master of the grammar school to the number of the boys under his care and tuition, such yearly sum as the major part of the trustees, at any publick meeting, shall approve of, not exceeding the yearly sum of three pounds, shall be paid yearly, by and out of the rents and profits of the said charity estates to the master of the grammar school, over and above the salary herein-before directed to be paid, for every boy of Rugby, Brownsover, or any town, village, or hamlet, lying within five measured miles of Rugby, or such other distance as aforesaid, who shall be instructed by the said master and usher in grammar, and the Latin and Greek languages, and so in proportion for any less time than a year.

Fourth.

Trustees to meet Quarterly.

The trustees to meet quarterly, on the first Tuesday in the months of February, May, August, and November in every year, in the school at Rugby aforesaid, at twelve in the forenoon, and hear the boys of Rugby, Brownsover, or within five measured miles of Rugby examined; and at their annual meeting in August to make such rules and orders for the better regulation of the said school, and the masters and ushers thereof, and of the said almsmen as the said trustees, or the major part of them, present at such meeting, shall think proper: all which rules and orders shall be observed by the masters and ushers of the said school, and almsmen respectively for the time being.

Fifth.

Almshouses to be built. Provision for Almsmen, who are constantly to reside therein.

That the trustees shall or may cause to be built such additional number of almshouses not exceeding four, as the trustees, or the major part of them, for the time being shall approve of, regard being had to the revenues of the said charity; to be for old men of Rugby or Brownsover, who shall be provided with a gown the value of thirty shillings, and a load of coals not less than forty hundredweight, nor exceeding forty-four hundredweight to each of them yearly, and shall be paid such weekly allowance, not less than three shillings and sixpence, nor more than four shillings and sixpence, as the trustees, or the major part of them present at any publick meeting, shall from time to time direct; provided that such persons do constantly reside within the said almshouses. The school-house, school-building, and almshouses to be kept in good repair, and all taxes, parish rates, and other rates and taxes, to be paid by the said trustees.

Sixth.

A Clerk to be chosen, his Duty. The Manner of electing a new Master or Usher.

A clerk to be chosen by the trustees with a reasonable salary, to keep accounts of all monies received and paid, and to examine the accounts of the receiver of the Middlesex estate, and prepare the same for the inspection of the trustees at their general meeting; to register all orders of the trustees, and names of all the boys on the foundation, and when they

came to the school, and when they left it, and the same of almsmen; and to make short abstracts of dates and parties names to all deeds, writings, &c., and to register the same in a book, with references to the places where they are kept, for the more easy finding them when wanted; and to execute all the orders and directions of the trustees in respect to the said charity. That the clerk for the time being shall attend all the meetings of the trustees, and upon the deaths of the masters or ushers, or any of them, give notice thereof to three of the trustees residing nearest to Rugby, who are to appoint a day within three calendar months of such death, for an extraordinary meeting of all the trustees to proceed to a new election, and fourteen days notice at the least to be previously given to each of the trustees of such day; and that notice of such vacancy and day of election shall be inserted in the Whitehall and General Evening Posts, six times in each paper before the day appointed for such election.

SEVENTH.

A Receiver of the Middlesex Estate to be appointed.

That a receiver of the rents of the Middlesex estate shall be appointed by the trustees, or the major part of them present at their annual meeting, with a reasonable salary, and to give sufficient security to be approved of by the trustees, to pass the accounts yearly, and to pay the balance as the trustees, or the major part of them, present at such annual meeting, shall direct.

EIGHTH.

A Fire Engine to be bought.

That a fire engine shall be bought when and so soon as the major part of the trustees present at any publick meeting shall direct; and the same shall be kept in repair for the use of the school, almshouses, and town of Rugby, at the expense of the said trust estate.

NINTH.

Eight Exhibitioners to be sent to some College, etc. for Seven Years.

The trustees, or the major part of them, to elect and send at such time or times as they shall think proper, eight boys to any of the colleges or halls in Oxford or Cambridge, the sum of forty pounds a year by half-yearly payments, to be paid out of the revenues of the said Charity estate to each boy for the term of seven years, and no longer; and to be called The Exhibitioners of Lawrence Sheriff; and the number of such exhibitioners to be from time to time filled up in manner aforesaid; which boys respectively shall not be entitled to receive the same annual sum of forty pounds, unless they shall actually reside eight months in the year in such colleges or halls, and shall, previous to such payment, obtain a certificate of such residence from the master or head of each college or hall.

SHREWSBURY.

I. CHARTER.

Edward the Sixth, by the Grace of God of England, France, and Ireland king, defender of the faith, and in earth of the Church of England and of Ireland supreme head, To all to whom these present letters shall come, greeting, Know ye, that we, at the humble petition as well of the bailiffs and burgesses and inhabitants of the town of Shrewsbury in the county of Salop as of very many other our subjects of our whole neighbouring country there, for a Grammar School to be erected and established there for the education and instruction of boys and youths, of our special grace, and of our certain knowledge and mere motion, do will, grant, and ordain that hereafter there be, and shall be, one grammar school in the said town of Shrewsbury, which shall be called "The Free Grammar School of King Edward the Sixth, for the educating, teaching, and instructing of boys and youths in grammar," to continue at all times hereafter for ever, and the same school to be continued for ever by one master or instructor and one under-master or usher, we do erect, create, ordain, and found by these presents. And further know ye, that we, being willing to carry our intention and purpose in this behalf into effect, of our special grace, certain knowledge, and mere motion, have given and granted, and by these presents do give and grant, to the bailiffs and burgesses of the said town of Shrewsbury, in the said county of Salop, all those our tithes of blade corn and grain and hay, yearly and from time to time growing, issuing, or renewing in the villages, fields, parishes, and hamlets of Asteley, Sensawe, Cliff, Letton, and Almon Park, in our said county of Salop, to the late college of the Blessed Mary in the town of Shrewsbury aforesaid, now dissolved, formerly belonging and appertaining, and lately being parcel of the possessions thereof; and all those our tithes of corn, blade and grain, and hay, yearly and from time to time growing, issuing, or renewing in the villages, fields, parishes, and hamlets of Frankewell, Betton, Woodcote, Horton, Bickton, Calcote, Shelton, Whiteley, and Welbach, in our said county of Salop, to the late college of Saint Cedde in the said town of Shrewsbury, now dissolved, formerly belonging and appertaining, and lately being parcel of the possessions thereof; and the reversion and reversions whatsoever of all and singular the premises and of every parcel thereof; and also the rents and yearly profits whatsoever, reserved upon any demises and grants whatsoever, in anywise made of the premises or any parcel thereof as fully, freely, and entirely, and in as ample manner and form as any masters, provosts, prebendaries, or any other ministers or governors of the said late colleges, or either of them, or any other person or persons heretofore having or possessing the said premises or any parcel thereof, or being seized thereof, ever had, held, or enjoyed, or ought to have, hold, or enjoy the same or any parcel thereof, and as fully, freely, and entirely, and in as ample manner and form as all and singular the same premises came or ought to come into and now are or ought to be in our hands by reason or pretext of a certain Act made and provided in our Parliament held at Westminster in the first year of our reign (amongst other things) for dissolving and determining of divers chantries, colleges, gilds, free chapels and fraternities, and of other things to us given and appointed, or by any other manner, right, or title whatsoever, and which tithes and all and singular other the premises are now extended to the clear yearly value of twenty pounds and eight shillings, to have, hold, and enjoy the aforesaid tithes, rents, reversions, and all other the premises with the appurtenances to the aforesaid bailiffs and burgesses of the said town of Shrewsbury and their successors for ever, to hold of us, our heirs and successors, as of our manor of East Greenwich in our county of Kent, by fealty only in free socage and not in chief, and yielding therefore yearly to us, our heirs and successors, eight shillings of lawful money of England at our court of augmentation of the revenues of our Crown, payable at the feast of Saint Michael the archangel in every year, for all rents, services, and demands whatsoever; and also we have given and granted, and by these presents do give and grant, to the aforesaid bailiffs and burgesses of the said town of Shrewsbury, all the issues, rents, revenues, and profits of the aforesaid tithes and other the premises from the feast of Saint Michael the archangel last past, hitherto arising or growing, to hold to the same bailiffs and burgesses of our gift without account or any other thing for the same to us, our heirs or successors, in any manner to be rendered, paid, or done. And further, of our mere abundant grace and of our certain knowledge and mere motion we have given and granted, and by these presents do give and grant, to the aforesaid bailiffs and burgesses and their successors, full power and authority of naming and appointing a master and under-master of the school aforesaid as often and when the same school shall be without a master or under-master, and that they, the said bailiffs and burgesses, with the advice of the Bishop of Lichfield and Coventry for the time being, may make, and may and shall be able to make, fit and salutary statutes and ordinances in writing, touching and concerning the order, government, and direction of the master and under-master and of the scholars of the school aforesaid for the time being, and of the stipend and salary of the said master and under-master, and of other things touching and concerning the same school, and the ordinary governing, preserving, and disposing of the rents and revenues appointed and to be appointed for the support of same school; and which statutes and ordinances so to be made we will grant, and by these presents command, to be inviolably observed from time to time for ever. And further, of our more abundant grace, we have given and granted, and by these presents do give and grant, to the aforesaid bailiffs and burgesses of the said town of Shrewsbury and their successors, special licence and free and lawful faculty, power, and authority to have, receive, and purchase, to them and their successors for ever, as well of us, our heirs or successors, as of any other persons and person whomsoever, any manors, messuages, lands, tenements, rectories, tithes, or other hereditaments whatsoever within the kingdom of England or elsewhere within our dominions, so that they do not exceed the clear yearly value of 20*l.* besides the said tithes and other the premises to the aforesaid bailiffs and burgesses and their successors as aforesaid by us granted in form aforesaid, the statute of "not putting lands and tenements to mortmain," or any

other statute, act, ordinance or provision, or any matter, cause, or thing whatsoever to the contrary thereof had, made, ordained, or provided in anywise notwithstanding. Nevertheless, we will that the profits, issues, and rents, as well of the aforesaid tithes and other the premises by us hereby granted, as of all and singular such lands, tenements, and hereditaments so to be purchased by them, the said bailiffs and burgesses as aforesaid, be wholly converted and disposed to the support and maintenance of the aforesaid school for ever. And we will and by these presents grant to the aforesaid bailiffs and burgesses that they may and shall have these our letters patent under our Great Seal of England in due made and sealed without fine or fee, great or small, to us, in our hanaper or elsewhere to our use for the same to be anywise rendered, paid, or made, although express mention of the true yearly value or of the certainty of the premises or any of them, or of other the gifts or grants by us or by any of our progenitors heretofore made to the aforesaid bailiffs and burgesses of the town aforesaid and their successors is not made in these presents, or any statute, act, ordinance, provision or restriction to the contrary thereof made, passed, ordained or provided, or any other matter, cause, or thing whatsoever in anywise notwithstanding.

In testimony whereof we have caused these our letters to be made patent. Witness ourself at Westminster, the tenth day of February, in the sixth year of our reign.

II. Mr. ASHTON'S ORDINANCES.

About the Revenue and Minister of St. Mary's.

ORDINANCES made by Thomas Ashton alias Aston, Clerk, late Head or Chief Schoolmaster of the Free Grammar School of King Edward the Sixth within the town of Salop, in the county of Salop, the 11th day of February in the 20th year of the reign of our Sovereign Lady Elizabeth, by the grace of God Queen of England, France, and Ireland, Defender of the Faith, &c., concerning as well the employing and bestowing the rents and revenues of the Rectory of Chirbury, in the county of Salop, and of all the lands, tenths, tithes and other the hereditaments given and assured to and for the maintaining of the said school, as also the placing and ordering of such as hereafter shall serve the ministry in the parish church of St. Mary within the said town, and for and concerning the stipend and salary of the said minister followeth, that is to say:—

To be Three Schoolmasters and their Salaries.

First, it is ordered that from and after* the expiration of the lease of the rectory or parsonage of Chirbury aforesaid, now in esse or being, there shall be and continue for ever for the teaching, instructing, and good education of youth in the free grammar school three schoolmasters or teachers, whereof the one shall be and be called the principal or chief schoolmaster of the said school, and shall yearly for his stipend or wages receive 40*l.*, without further increase; the other and second schoolmaster shall be and be called the second schoolmaster of the said school, and shall receive yearly for his stipend or wages 30*l.*, without [any] further increase,† and the third shall be and be called the third schoolmaster of the said school, and shall receive yearly for his stipend or wages 20*l.* without [any] further increase.

An Accidence or Fourth Master.

2. Item, there shall be an accidence schoolmaster for young beginners belonging to the said free grammar school, which accidence school shall be kept in such convenient place under or near the said free grammar school, as to the said bailiffs of the town and to the chief master of the said free grammar school for the time being shall be thought convenient; the teacher of which accidence school for the time being shall yearly receive for his stipend or wages 10*l.* without further increase; provided always, that if at any time the revenues will not reach for the allowance of these so large stipends, then the said stipends shall be diminished and abated proportionably according to the sum of their revenues.

A School Bailiff.

3. Item, that there shall be a bailiff for the collection of the rents and revenues of the said rectory and other the premises so given and (allowed) for the maintenance of the said school as is aforesaid, which bailiff shall have for the exercise of his said office the yearly fee of 4*l.*, without further increase; and it is ordained that David Longdon shall have and enjoy the said office of bailiwick, together with the said yearly fee of 4*l.* during his life if he behave himself honestly and well in the same office, and so that he first, before he enter into the said office of bailiwick, enter into bond by obligation and recognizance, with two sufficient sureties in the sum of 300*l.*, or more, to the said bailiffs and burgesses for the true levying and answering of the said charge in such sort as shall be thought expedient by the bailiffs of the said town of Salop and the chief schoolmaster of the said school for the time being, and that like order shall be taken with all others that shall hereafter succeed the said David Longdon in the said office.

The Audit November 16th.

4. Item, the 16th day of November yearly for ever in the morning of the same day the same bailiff which for the time being shall be so allowed to collect and gather up the school rents, shall make his accounts thereof and of all other things in his charge, upon his corporal oath, for all the year then next before unto that day in each point which he by these orders shall be charged before the said bailiffs and head schoolmaster for the time being in the exchequer of the said town, and the town clerk shall yearly register the same account in a book to be made for that purpose only, which shall for ever remain in the exchequer aforesaid; and also the said head schoolmaster for the time being shall likewise yearly for ever then and there yield and make his account before the said bailiffs, how he hath bestowed that year the money which he shall then have received for the scholars' admittance, and the same likewise to be registered in the aforesaid book of accounts by the said town clerk, and the same town clerk shall have yearly for his pains and travail for the registering of the same accounts, the fee of 20*s.*

And November 17th (which is 2nd Elizabeth Accession).

5. Item, the 17th day of the same months in the afternoon yearly for ever, all those orders and the same accounts so to be made as aforesaid, shall be read publicly by the said town clerk, before the bailiffs, aldermen, and common council of the said town, with the burgesses of the said town, after which so done the said bailiffs of the said town for the time present [being] shall have 20*s.* allowed them towards a banquet upon the school's (account and) charges, calling such unto them as they shall think good.

Of the Stock Remanent.

6. Item, all the residue and surplusage of the said rents and revenues which shall remain over and above all stipends, fees, and charges, upon the foot of every such account, shall be put into a sure and strong chest to be provided and placed for that purpose in the said exchequer house of the said town of Salop, under such sure and safe custody and in such manner and form as is hereafter in these ordinances expressed, which residue or surplusage shall be called the stock remanent for the said free grammar school.

Keys of the School Chest.

7. Item, that the said chest shall have upon it four strong and good locks, with keys for the same, one of which keys shall remain in the keeping of the bailiffs of the said town for the time being; another of the same keys shall be and remain in the keeping of the senior in office or room of the aldermen; another of the same keys shall remain in the keeping of the said chief schoolmaster for the time being; and the fourth of the same keys shall remain in the keeping of the senior in room or office of the 24 councillors of the said town for the time being.

What to be allowed for Repairs, Law, &c.

8. Item, the said stock remanent, if any be, [there shall be yearly paid and borne all charges of reparations of the said schoolhouse, and of the schoolmasters' lodgings, and of all other things belonging to the said school, and all expenses in riding and travelling about the necessary business of the said school; all charges to be sustained by reason of any suits in law which shall happen for and concerning any the possessions and other the premises given and assured to and for the maintenance of the said school, and all such other charges and expenses as at any such account or audit shall from time to time be thought necessary and convenient by the bailiffs of the said town and the chief schoolmaster for the time being, so that the sum of money so to be taken out or from the stock remanent, and to be employed to and for any the purposes in this article mentioned, do not amount above the sum of 10*l.* at any one time; but if any occasion shall happen to defray or bestow any sum of monies above the said sum of 10*l.* to and for the purposes in any of the ordinances hereafter specified, that then such greater sum shall not be taken out or from the said stock remanent to be employed without the consent of the Master and Fellows of the college of St. John the Evangelist, in the University of Cambridge, testified under their common seal of the same college.

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* *i.e.* from Michaelmas 1577. † Without increase.

First to finish Buildings.

9. Item, the stock remanent shall first go to make sufficient buildings for the use of the two first schoolmasters, within the court of the said school, as the surplusage yearly will extend unto, and the lodging under the school where Mr. Atkis now dwelleth shall be for ever for the third schoolmaster of the said school, and he that for the time being shall be master of the said accidence school shall have his lodgings in one of the chambers under the school, except he will provide himself otherwise; and that after such sufficient lodgings so made for the said two head schoolmasters, there shall be built in a convenient place a library and gallery for the said school, furnished with all manner of books, maps, spheres, instruments of astronomy, and all other things appertaining to learning, which may be either given to the school or procured with the school money.

What Money to be in the School Bailiff's Hand and how he is to account.

10. Item, such sum or sums of money as shall seem to be convenient to be bestowed upon the reparations of the said school, schoolmasters' lodgings, and other buildings to the said school, not extending above 5*l.* yearly, shall be delivered to the hands of the bailiff or collector of the said school rents for the time being yearly at the audit, as occasion shall serve, from time to time, at the discretion of the bailiffs of the said town and the chief schoolmaster of the said school for the time being, and the bailiff of the school revenues shall at the next audit following yield upon his oath a true account of the laying out and bestowing of the said sum so to him delivered.

A Country School-house.

11. Item, after the buildings aforesaid so made there shall be made or provided (of the stock remanent in some convenient place within the said county of Salop) a house for the said schoolmasters and scholars to resort unto and abide in the time of (any) common plague or other infection dangerous in Salop aforesaid, as to the said bailiffs and head schoolmaster for the time being shall be thought most convenient, and if any such time of (grievous) common plague or sickness any of the said schoolmasters shall refuse to come and remain in such house so to be provided, and there to teach and execute his or their office or offices to the said scholars thither resorting and there abiding during the time and times of such common plague or sickness, that then he or they so refusing shall be debarred of his or their wages due for all the time of his or their absence thence.

To found Two Scholarships and Two Fellowships.

12. Item, after the edifices and buildings aforesaid so made and provided, then, if it shall please God to increase the said stock remanent to the sum of 100*l.*, or above that, then there shall (with the said money in convenient time, and from time to time as the said stock remanent shall arise and increase) be purchased and bought so much lands, tenements, or hereditaments as will suffice for the founding, erecting, and maintenance of two scholarships and two fellowships in the aforesaid college of St. John's, or as the said college, with the bailiffs and burgesses of the said town of Salop, with the head schoolmaster of the said school, shall condescend upon for the better provision of the said two scholarships and fellowships for such scholars as have been or shall be brought up in the aforesaid free school, after the rate of 12*d.* the week for every scholarship, and 2*s.* the week for every fellowship, of which scholars and fellows so to be found and maintained in the said college, with the revenues so to be purchased as aforesaid, election shall be made of the scholars of the said free school in manner and form following, that is to say: first, of such scholars as have been or shall be born in the said town of Salop, and for default of such, then such as be or shall be born in the suburbs of the same or in the Abbey foregate adjoining thereunto, which be or shall be the legitimate sons of burgesses of the same town, if they be found meet and apt for such preferment; and for default of such, then choice to be made of such scholars of the said school as were born within the franchises of the said town; and for default of such, then the choice to be made of such of the said scholars as have been or shall be born within the parish of Chirbury, within the said county of Salop, and brought up in the said school; and for default of such, then choice to be made of such scholars as be or shall be born within the said county of Salop, and brought up in the said school; and that every such election shall be yearly and from time to time made by the masters and seniors of the said college for the time being of such scholars as be or shall be sent from the said school to the said University of Cambridge, concerning the which scholars the said bailiffs, with the said head schoolmaster for the time being, shall give notice of by their letters to the said master and seniors of the said college to be burgesses' sons, or the sons of some others in these orders before specified; and the said master and seniors shall elect of the same scholars, according to these orders, such as are godliest, poorest, and best learned.

More Scholarships and Fellowships.

13. Item, after the said two scholarships and followships so purchased as aforesaid, the said surplusage of the said stock remanent shall be from time to time bestowed and employed for ever for the purchasing of scholarships and fellowships for the scholars of the said free school, in such of the said two Universities of Cambridge and Oxford as the bailiffs of the town of Salop and the chief schoolmaster there for the time being shall think good.

How to Set and Let.

14. Item, when the aforesaid rectory, lands, tenements, tithes, hereditaments, or any part thereof, are to be set or let, the bailiffs of the said town, with the assent of the chief schoolmaster of the said school for the time being, shall set and demise the same to such person and persons as will give most yearly rent for the same, and if the same shall be set for any time certain, that then every such demise and grant shall be by deed indented, to the one counter-payne whereof shall be put the common seal of the said town, with the hand and seal of the said head schoolmaster for the time being, testifying his consent to the same; all which demises shall be made without fine, fraud, or coveyn, for that the best yearly rent shall be from time to time reserved upon every such lease and grant, and that no lease or grant shall be made of the premises or of any part thereof for any longer term than for 21 years only, to begin from the day of the same lease or grant, or from the end of the old lease then in esse or being; provided nevertheless that no lease or grant, leases or grants, of the premises, nor of any part thereof, shall be made to take effect after the end of any former lease or grant, unless such former lease or grant be to end and determine by the tenor thereof within one year next after every such new lease or grant, anything before-mentioned to the contrary in anywise notwithstanding.

A Clause of Re-entry and Security.

15. Item, that in every such lease and grant so to be made as aforesaid, therein shall be contained a clause of re-entry for non-payment of the rent and rents to be reserved upon every such lease and grant within 20 days next after the days and times appointed by such reservation for the payment thereof, and that every such lessee and grantee shall be bound with sufficient sureties for the payments of the rents so to be reserved, and performing of the covenants and agreements in the same writings contained, in such sort as to the bailiffs of the said town and chief schoolmaster of the said school for the time being, or any two of them, whereof the said schoolmaster to be one, shall be thought convenient, with the advice of learned counsel.

The Bailiffs to take an Oath.

16. Item, the bailiffs of the aforesaid town for the time being shall from time to time for ever yearly, at the taking of their oaths for and touching the execution of their office of bailiwick, take their corporal oath upon the Holy Evangelist for the true accomplishment and execution of such and so many of these ordinances as concern the demising, granting, setting, and letting of the said rectory, tithes, and other the premises, or any part thereof, and the employing and bestowing of the rents, issues, and profits, and of every part thereof, according to the true intent and meaning of these presents, at which time the said head schoolmaster shall be ever present, except sickness or other urgent causes to them known be let thereunto.

The Minister of St. Mary's.

17. Item, he that shall be curate or serve the ministry in the parish church of St. Mary's, in the aforesaid town of Salop, shall be such a fit man as hath been brought up in the said school, and a graduate, being a burgess's son of Shrewsbury, if any such can be found from time to time, and for default of such a burgess's son the election to be made of any other such fit man that is or shall be born within the parish of Chirbury; and for default of such, then of any of like sufficiency so often as the said cure shall be void, by the said bailiffs and chief schoolmaster for the time being; and the said curate shall have yearly for his stipend or wages 20*l.*, without diminishing, and he shall receive the aforesaid stipend or wages at the hands of the bailiffs of the rents of the said school for the time being, in

such sort and time as the said schoolmasters shall receive their stipend or wages; and in the choosing of the same curate the chief schoolmaster shall be sworn to grant his voice freely to him that he thinketh most worthy, without either reward, bribery, or other coveyn, fraud, or deceit whatever.

Shall be resident.

18. Item, the aforesaid minister or curate of St. Mary's shall from time to time be there resident personally, and shall not be allowed to be absent any longer than one month in the year, unless he be visited with sickness or else have some other urgent business, which to the bailiffs of the said town and head schoolmaster shall be thought cause sufficient of his absence; and that such curate in his absence shall have a sufficient and able deputy to supply his office in the time of such absence or sickness.

His Behaviour.

19. Item, the aforesaid curate or minister shall not be a common gamester, nor common haunter of taverns or ale-houses, or other suspected houses or places of evil rule; neither shall be of any other known vice at the time he is elected to serve in the ministry aforesaid, nor at any time after.

May be visited.

20. Item, if the aforesaid minister, being so elected and chosen as aforesaid, shall happen to be non-resident otherwise than is before mentioned, then he shall be expulsed forthwith from the said living and cure by the said bailiffs and head schoolmaster for the time being, and for any other vice, fault, or crime to be admonished thrice by the bailiffs and head schoolmaster aforesaid, and then, if no amendment follow, to be expulsed by the bailiffs and schoolmaster as is aforesaid; and the like order shall be observed in the electing, placing, and expulsing of him that shall serve in the cure or vicarage of Chirbury, so oft as the said cure shall be void, so that he which shall be chosen thereunto be first preferred, if he be or shall be born in the aforesaid parish of Chirbury.

21. Item, whensoever any ambiguity or doubt shall arise concerning the understanding and meaning of any of these ordinances, the recorder of the said town for the time being, together with the said Thomas Ashton during his life, with two learned men in the laws of the realm, such as the said bailiffs and head schoolmaster for the time being shall think convenient and nominate, shall be interpreters and expounders of the same, without delay.

III. BAILIFFS' ORDINANCES.

Ordinances made by the bailiffs and burgesses of the town of Salop, by the advice and consent of the Reverend Father in God, Thomas, Bishop of Coventry and Lichfield, and of Mr. Asthon alias Ashton, clerk, late head schoolmaster of the said school, for and concerning as well the honest qualities, manners, and learning, as also the election, admission, expulsion, displacing, manner of teaching, hours of teaching, authors to be taught, and all other things whatsoever concerning the rule and government of the schoolmasters and scholars of the aforesaid free grammar school, as followeth, that is to say:—

The Regularity of the Schoolmasters.

1. Imprimis, no schoolmaster shall keep any ale-houses or taverns, or houses of gaming or other unthriftiness or evil rule.

A Master's Widow.

2. Item, at the death or departure of any of the said schoolmasters, his or their wife or wives and family shall depart thence quietly, within the space of one-quarter of a year next ensuing such death.

The Chief Schoolmaster's Qualification.

3. Item, the head schoolmaster's degree of the said school for the time being shall be at the time of his election a Master of Arts of two years standing at the least, well able to make a Latin verse and learned in the Greek tongue.

The Second Master's.

4. Item, the second schoolmaster of the said school for the time being shall be, at the time of his election, a Master of Arts at the least, and well able to make a Latin verse and learned in the Greek tongue before he be admitted to teach in the said school.

The Third Master's.

5. Item, the third schoolmaster of the said school for the time being shall be a Bachelor of Arts at the least, and well able to make a Latin verse, and of such sufficient learning as that place requireth, before he be admitted.

A Schoolmaster not to take the Cure of Preaching.

6. Item, that the foresaid schoolmasters, nor any of them, shall not be common gamesters or common haunters of taverns, or ale-houses, or other suspected houses or places of evil rule, or of other known vice, at the time they be elected to serve in the place aforesaid, nor at any (other) time after; neither shall they or any of them, during the time they or any of them shall supply that place or places, take the charge or cure of preaching or ministry in the Church; neither practise physic or any other art or profession whereby his service in the (said) school may be hindered.

The Election of Schoolmasters.

7. Item, when any of the three rooms of the head schoolmasters of the said free grammar school shall be vacant, the other schoolmasters or schoolmaster then remaining shall forthwith give notice thereof to the bailiffs of the said town for the time being, which bailiffs shall from time to time have the nomination and appointment of the said schoolmasters, with the advice of the Bishop of Coventry and Lichfield for the time being, to the tenor, true meaning, and effect of the said Letters Patents of the said late King Edward the Sixth; nevertheless, to the intent that such schoolmasters may be from time to time elected of such as shall be best able to supply those functions or rooms, and that of such as have or shall be scholars in the said free schools, if any such then shall be, it is ordained that the said bailiffs of the said town of Shrewsbury for the time being shall, within 20 days next after such notice to them given, give advertisement and knowledge of such avoidance to the Master and Fellows of the College of St. John the Evangelist, in the University of Cambridge, with request to them to elect and send to the said bailiffs one able, meet, and apt man for that purpose, with the testimony of his conversation, under their letters ensealed with their seal of office, to be elected by the said Master and Fellows, or by the greatest part of them there present, for ever, in manner and form following, that is to say:—first, of such as were or shall be born within the said town of Salop, being the legitimate son of a burgess there, and having been a scholar in the said free school, if any such there be; and in default thereof, then of such as were or shall be born within the liberties or franchises of the said town, or in the Abbey Foregate adjoining to the said town, being the legitimate son of a burgess, and having been a scholar in the said school, if any such there shall be; and in default thereof, then of some sufficient man born in the county of Salop, and brought up in the said school, whereof it is meant first to prefer such as are or shall be born in the parish of Chirbury; and in default thereof, then of some sufficient man born in any other county or shire, so that they which have been scholars of the said school be evermore preferred, if any such be thought worthy of the place, by the Master and greatest part of the Fellows of the said college there present.

To go to the Bishop.

8. Item, the schoolmaster so to be appointed, at his coming from the said college, shall repair, first, to the Bishop of Coventry and Lichfield for the time being, to the end to be by him allowed and sworn to the statutes of the realm in that case provided, and then to bring with him from the said Bishop to the said bailiffs a testimony under the hand and seal of the said Bishop, and then to be also allowed by the said bailiffs, if they shall so think worthy of him; and if the bailiffs shall mislike of such person upon any cause reasonable, then they forthwith to certify such cause of their mislike to the said Master and Fellows of the said college, and thereupon they to make a new election in form aforesaid of another schoolmaster or schoolmasters to supply the rooms so void, and him to commend and send to the said bailiffs as aforesaid.

The Schoolmaster's Oath.

9. Item, every schoolmaster, at his admission and placing in the said rooms, place, or office of a schoolmaster there, shall, before his admission, take a corporal oath before the said bailiffs of the town for the time being, in the exchequer there, to the effect ensuing, that is to say:—the head master shall swear to keep a true register book of all the names of the scholars which shall be admitted into the school, and make a just account at the audit of all sums of money received for their entrance; also he shall swear that when any lease is to be let he shall grant his voice for the best advantage and maintenance of the said school, and to such as will give most yearly rent for the same, without favour, partiality, or other fraud, coveyn, or deceit.

Second and Third Master's Oath.

10. Item, the second and third schoolmasters shall swear at their admittance not to withhold or detain any part or parcel of the entering money, neither to admit or expulse any scholar without the consent of the head schoolmaster.

All.

11. Item, that all the said schoolmasters and teachers shall swear at their several admissions that they shall not purloin, steal, convey, carry away, give, lend, or by any means defraud or spoil the said school, or any the buildings belonging to the same, of anything whatsoever they there shall have found, or after was bought with the school money.

Each to make an Inventory.

12. Item, every of the same schoolmasters at his admittance shall take an inventory of all such things he there findeth in the lodging or room wherein he is placed, and deliver it to the exchequer of the said town; and also at his death or departure leave another inventory to the same exchequer of those things which have been bought in his time, and the town clerk shall write all those things in his register book for that purpose; and the implements and things contained in the aforesaid inventory shall be viewed and seen by the bailiffs for the time being at every such admission.

At Admittance.

13. Item, after such election, admission, and allowance of any schoolmaster as aforesaid, every such shall be placed in his room by the bailiffs of the said town for the time being, which schoolmaster so then to be placed shall forthwith in the said school, in the presence of the said bailiffs and scholars, then make such oration in Latin as he shall think good; then some one of the best scholars there shall welcome him with a congratulatory oration in Latin in the name of all his fellows, with promising of all obedience; then the same schoolmaster shall answer thereunto in English, that all the audience may understand. The which done, Mr. Bailiffs shall then in the school drink to the new schoolmaster, and the schoolmaster to the former schoolmasters and scholars, and this to be done upon the school charges, whereunto shall be allowed 20*s.*, to be defrayed by the bailiff and collector of the revenues and rents of the said school then being, at every such change to make a banquet, and the same to be allowed upon his account at the audit then next following out of the stock remanent.

Cause of Expulsion.

14. Item, the schoolmasters being chosen and allowed, shall enjoy their places so long as they will, and not be put out of the same upon (any) light surmise or malicious quarrelling, but upon some bad behaviour, some wicked and foul crime, as breach of some of these orders worthy of such displacing, namely, in the wilful breaking of the true meaning of these ordinances, which they are sworn unto at their admittance, or for often and wilful absence from school in time of teaching, or if they be common gamesters, common haunters of taverns or ale-houses, or other suspected houses or places of ill rule, wilful perjury, or other odious crime, and then to be displaced forthwith, as hereafter is specified; and for smaller faults worthy of admonishment to be admonished twice by the bailiffs of the said town for the time being, and once by the Bishop of Coventry and Lichfield, which shall be by his letter or otherwise; and if after these three admonitions no amendment follow, then to be displaced by the bailiffs of the said town for the time being, and another to be chosen in his room, according to the ordinances before specified.

In Case of a Contagious Disease.

15. Item, if any of the said schoolmasters be visited or infected with any loathsome, horrible, or contagious disease, then likewise to be removed by order of the said bailiffs and burgesses of the said town for the time being, with some charitable relief out of the revenues of the said school towards him, to be extended at the discretion of the said bailiffs and burgesses.

When to make a Deputy.

16. Item, if any of the said schoolmasters happen, by great age, sickness, or imbecility, to be unable to serve in that function, then, for that none of them shall be altogether destitute of living in that their necessity, neither the school altogether unprovided for, the schoolmaster or schoolmasters so defective, during such necessity shall give the half of his or their wages yearly to a substitute or substitutes, and the same substitute or substitutes so appointed to teach in the lowest room or lower rooms; provided always, that in such necessity the schoolmaster or schoolmasters that are in health shall bear and tolerate with such infirmity (being no loathsome, horrible, or contagious disease) for one twelvemonth next after, without defalcation of wages to the person or persons so visited with sickness, for that the same schoolmaster or schoolmasters with help of his or their scholars, may take so much the more pains.

How the Masters are to succeed each other.

17. Item, when the head schoolmaster giveth over his function or dieth in the same, if the second master hath served in that function two years at the least next before such death or giving over, and by trial hath proved his learning, zeal, conversation, and diligence, to be able to discharge the office, then he shall be admitted by the bailiffs for the time being, by the consent of the Bishop of Coventry and Lichfield, to that room being void. Likewise, if the second die or depart, the third then, if he be a Master of Arts, shall have that room so being void, if his continuance hath been two years, and hath showed such skill and diligence as that the head schoolmaster, with the consent of the bailiffs of the said town for the time being, shall think him worthy of that place; so that after all such removings of schoolmasters into higher rooms, the bailiffs shall then give notice to the Master of St. John's College of the room vacant.

Hours of coming to School.

18. Item, the scholars shall come to school in the morning from the feast of the Purification of our Lady to the feast of All Saints at 6 of the clock, and from the feast of All Saints until the feast of the Purification at 7 of the clock, at the ringing of the school bell, and no candle shall be used in the said school for breeding diseases, and danger and peril otherwise.

Hours of Departing.

19. Item, the going to dinner of the scholars shall ever be at 11 of the clock, which clock shall be prepared hereafter of the school money; and their coming to school after dinner shall be a quarter before 1 of the clock, at the ringing of the school bell, and their departure at night in winter shall be half an hour after 4 of the clock, if daylight will serve thereunto; and in summer they shall depart home half an hour after 5 of the clock at night.

Prayers in School.

20. Item, prayers now usually had in the said school shall be sung and said every morning devoutly, upon their knees, immediately after the school bell doth cease ringing, and likewise before they depart from school in the evening.

Thursday's Exercise.

21. Item, every Thursday the scholars of the highest form, before they go to play, shall for exercise declaim and play one act of a comedy, and every Saturday versify, and against Monday morning give up their themes or epistles; and all other exercises of writing or speaking shall be used in Latin.

When Play Days.

22. Item, the scholars shall play upon Thursday, unless there be a holy day in the week, and no day else but the Thursday, unless it be at the earnest request and great entreaty of some man of honour, or of great worship, credit, or authority, and that by the consent of the bailiffs for the time being first had and obtained.

What Plays.

23. Item, the scholars' play shall be shooting in the long bow and chess play, and no other games, unless it be running, wrestling, or leaping, and no game to be above 1*d.* or match above 4*d.*; and lastly, that they use no betting openly or covertly, but when it is found either the scholars so offending to be severely punished or else expulsed for ever.

Who to be admitted.

24. Item, no scholar shall be admitted into the free grammar school before he can write his own name, with his own hand, and before he can read English perfectly, and have his accidence without the book, and can give any case of any number of a noun substantive or adjective, and any person of any number of a verb active or passive, and can make a Latin by any of the concords, the Latin words being first given him.

Admission Fee.

25. Item, every scholar shall pay for his admission, viz., a lord's son, 10*s.*; a knight's son, 6*s.* 8*d.*; a son and

heir apparent of a gentleman, 3*s.* 4*d.*; and for every other of their sons, 2*s.* 6*d.*; and any under those degrees above-said and born without the county of Salop, 2*s.*; and any under those degrees above-said and born within the county of Salop, 12*d.*; every burgess's son inhabiting within the town or in the liberties thereof, or of the Abbey Foregate, if he be of ability, 4*d.*; the son of every other person there inhabiting, 8*d.* The head schoolmaster shall be sworn to see all and every parcel thereof bestowed upon the building belonging to the said school, and schoolmasters' lodgings belonging to the school, and give his account thereof yearly at the audit.

Scholars to go to Church.

26. Item, for the due order of all the said scholars, their coming to church and reverent serving of God, it is ordained that every parent or householder within the town or suburbs tabling any scholar or scholars, shall cause and see all such their children or tablers to resort to their parish church every Sunday and holy day to hear divine service at morning and evening prayer, and to the intent that they may the better quietly and reverently behave themselves there, the schoolmasters shall appoint several monitors for every church, to note as well their absence as misbehaviour in any thing; but where there is a sermon in any one church they shall all resort thither to the hearing thereof.

Shall not absent before breaking up.

27. Item, the scholars shall not absent themselves until such time (before the feast of Christmas, Easter, and Whitsuntide) as the school shall break-up without any urgent cause, and then licence also first obtained of every of the schoolmasters.

To be expelled for Absence.

28. Item, if any scholar after he hath liberty at the breaking-up of the said school before any of the said feasts of Christmas, Easter, or Whitsuntide, depart from school, or being licensed at any other time by every of the said schoolmasters, shall not return again within the space of one whole week after the times of teaching aforesaid, shall be gone again, or within the space of one whole week after his license expired, that then every such scholar to be rejected and received no more into the said school, unless it be proved before the head schoolmaster and second schoolmaster that sickness or [some] other urgent cause hath letted him, or else been further licensed by every of the said schoolmasters for a longer time, or else pay for his admission as at the first.

And for Contumacy.

29. Item, if any scholar, after he is admitted, be wilful or obstinate concerning any order touching the said school, then in such case every such scholar shall be expulsed, and not received again unless his friends will undertake to the chief and second schoolmasters for his obedience and good bearing in all things, and also then to pay for his admission again as he paid at his first entry, and if after he fall to his former unruliness or disorder, then to be expulsed for ever.

When Masters to come to School.

30. Item, the second schoolmaster shall come to the school every morning for the space of one week before the bell cease, to the intent to see the scholars sing and say the now usual prayers there reverently upon their knees, the which prayer being ended he shall orderly call the rolls for absence of the whole school, and punish them for negligence according to his discretion and their deserts; and likewise the third schoolmaster for the space of one other week next following shall, every morning before the bell cease, come to the school to the end aforesaid, and do everything which is prescribed as before to the second schoolmaster, and this successively week by week they two shall continue the whole year for ever, while they be schoolmasters or teachers in that school; and the like order shall they observe at the ringing of the bell in the afternoon for ever while they are schoolmasters there, unless he or they be visited with sickness, and then the head schoolmaster to supply that want; and he that ringeth the school bell shall have for his pains 20*s.* yearly, to ring it one quarter of an hour at the hours before appointed for the scholars coming to the school, the same 20*s.* to be allowed yearly at the audit or account of the stock remanent.

To call the Names.

31. Item, he of those two schoolmasters whose duty or turn it is that week to call the rolls and punish absence shall, within the space of one quarter of an hour after his coming, give notice to his fellow schoolmaster by the tolling of a bell provided for that purpose to come to school, at the which tolling the said schoolmaster shall always come to school in the morning and afternoon, unless he be visited with sickness, and then in such necessity the head schoolmaster shall supply that want.

The Head Master's Hour.

32. Item, the head schoolmaster shall ever come to school within the space of one hour after the ringing of the scholars' bell.

Books to be taught.

34. Item, there shall be read in the said school for prose in Latin, Tully, Cæsar's Commentaries, Salust, and Livy; also two little books of dialogues drawn out of Tully's Offices and Ludovicus Vives by Mr. Ashton, sometimes chief schoolmaster of the said school. For verse, Virgil, Horace, Ovid, and Terence. For Greek, the Greek Grammar of Cleonard, the Greek Testament, Isocrates and Demosthenes, or Xenophon's Cyrus, and these authors or some of them mentioned in the table for manner of teaching, to be read in the school according to the head master's discretion and choice as shall seem best for the children's capacity.

Times of Breaking-up.

35. Item, the schoolmasters shall break up school six days before the feast of Christmas, and three days before the feast of Easter and upon Whitsun eve, and not otherwise.

Of beginning School.

36. Item, the schoolmasters shall begin to teach after the feast of Christmas, upon the next week-day after the twelfth day, and after Easter upon the Monday next after Low Sunday, and after Whitsuntide upon the Monday after Trinity Sunday.

A Master allowed Thirty Days Absence.

37. Item, every schoolmaster, besides the feasts of Christmas, Easter, and Whitsuntide, shall have for their recreation or other business 30 days of absence in the year and no more, whether they will take the same 30 days together or at sundry times, making the bailiffs of the said town or their deputies privy thereunto; provided always, that there be but one fourth at a time, unless their urgent business be such as the bailiffs of the town for the time being shall allow and like well of.

38. Item, if any necessary ordinance for the further government of the said school be here omitted, that then the said bailiffs, burgesses, and head schoolmaster, and their successors for the time being, shall therein have due consideration to such advertisement as shall be therein hereafter to them prescribed in writing by the said Thomas Ashton.

Villa Salop.

Tempore Thomæ Sherrer and Thomæ Charlton, Gentlemen, Bailiffs, at an assembly of the Bailiffs, Aldermen, and Common Council, tent. quarto die Jan[i] anno regn. Regin. Elizab., &c., 20°.

They be agreed at this assembly that at the consideration of the book of orders concerning the free school, shall be referred to Mr. Bailiffs, and other the persons whose names are subscribed, or most part of them; and that upon finishing thereof the whole commons of the town shall be assembled for their consents therein at such time as Mr. Bailiffs shall appoint:—

Mr. Thomas Aston.	Mr. Beacoll.
Mr. Richard Prince.	Randle Russell.
Mr. Edward Davies.	David Lloyd.
Mr. Lawrence.	John Pearch.
Mr. Robert Ireland.	Edward Owen.
Mr. Thomas Burnell.	Wm. Wead.

At an assembly the 11th February anno præd. they are agreed and present by the mouth of Wm. Tench, Gentleman, their speaker, that the lease of the rectory of Chirbury granted to Richard Prince, Gentleman, and now at this time read unto the commons, and also the indenture tripartite concerning the ordering of the revenues of the free school, and of the setting and letting of all lands, rents, tithes, and other commodities due to the said school, and a bond of 1,000*l.* for performance of a certain covenant in the said indenture (the which were likewise read unto the said commons) shall be presently sealed with the common seal of the said town; whereupon the said seal is fetched out of the treasury in presence of the persons subscribed, and after the said writing sealed in open assembly the seal was again brought into the treasury in the presence of the said persons.

IV. An Act for the better Government and Regulation of the Free Grammar School of King Edward the Sixth, at Shrewsbury, in the County of Salop.—38 Geo. III., 1798.

Letters Patent of Edward VI.

Whereas his Majesty King Edward the Sixth, by letters patent under the Great Seal of England, bearing date at Westminster the 10th day of February, in the 6th year of his reign, did will, grant, and ordain, that there should be one grammar school in the town of Shrewsbury, which should be called the Free Grammar School of King Edward the Sixth, and did thereby create, found, and ordain, in the same school to be one master and one under master; and did, by the same letters patent, give and grant to the then bailiffs and burgesses, and their successors, of the same town of Shrewsbury, certain revenues and hereditaments arising out of certain districts near to the said town, for the support of the said school, and did by the same authorize and empower the said bailiffs and burgesses, and their successors, to make fit and wholesome laws, with the advice of the Bishop of Lichfield and Coventry, for the good order, government, and direction of the said school.

Indenture of Queen Elizabeth.

And whereas her Majesty Queen Elizabeth, by indenture bearing date the 22nd day of May, in the 13th year of her reign, did give and grant unto the said bailiffs and burgesses of the said town of Shrewsbury, the reversion of the rectory of Chirbury, in the said county, expectant upon the determination of certain estates long since expired; and also the reversion of certain tithes of corn and hay, arising from certain other districts near to the said town, belonging to the said rectory, also expectant upon certain estates long heretofore expired: and also the advowson and right of patronage to the vicarage of Chirbury; and also the reversion of certain tithes of corn, grain, and hay, arising from certain other districts near the said town, and belonging and appertaining to the college of St. Mary, lately dissolved, and expectant also as aforesaid; and which estates have also long since expired, together with certain other tithes, lands, tenements, hereditaments, and premises, in trust for the advancement and maintenance of the said school; and the said bailiffs and burgesses did, by the same indenture, for them and their successors, covenant on their part to and with the said Queen, that they would employ the residue of the revenues and profits of such revenues thereby granted, after certain payments therein directed to be made, according to such orders and constitutions as should be made in that behalf by Thomas Ashton, clerk, then head schoolmaster of the said school; and likewise that they would obey such rules and orders as he the said Thomas Ashton should make, touching the placing and ordering of such as should serve in the ministry of Saint Mary's, and concerning the stipend and salary as should be paid to him for that purpose.

Ashton's Ordinances.

And whereas the said Thomas Ashton did, in pursuance of such indenture, on the 11th day of February, in the 20th year of the reign of the said Queen Elizabeth, make such rules and ordinances as aforesaid, in writing, touching the revenues of the said school.

Bailiffs and Burgesses Ordinances.

And whereas the said bailiffs and burgesses did also, at the same time, make certain other rules and ordinances, in writing, by and with the advice of the lord bishop of Lichfield and Coventry, according to the direction of the said charter of King Edward the Sixth, touching the government of the said school, and the appointment of the masters thereof.

And whereas the said bailiffs and burgesses, by a certain charter of King Charles the First, are now called the mayor, aldermen, and burgesses of the town of Shrewsbury.

The Rules and Ordinances found to be detrimental to the School.
Rules and Ordinances repealed.

And whereas many of the above rules and ordinances are now found, from experience and usage, to be inexpedient and ineffectual; and it would tend essentially to the advancement and good of the said school that other rules and ordinances, better adapted to the present situation of the said school, and more calculated for the due management and application of the revenues belonging thereto, should be made and established: May it therefore please your Majesty that it may be enacted; and be it enacted by the King's most Excellent Majesty, by and with the advice and consent of the Lords spiritual and temporal, and Commons, in this present Parliament assembled, and by the authority of the same, that all the rules, byelaws, and ordinances before mentioned of the said Thomas Ashton, and also all the before-mentioned rules, byelaws, and ordinances of the said bailiffs and burgesses, shall be and are hereby repealed, annulled, and declared to be of no effect whatsoever, except such of them by or under which the scholarships and exhibitions which are at present at the college of Saint John in the University of Cambridge, from the said school, and herein-after mentioned, are founded and maintained.

New Governors and Trustees.

And be it enacted, that in future the mayor of the town of Shrewsbury aforesaid for the time being, Sir Charles Oakeley, baronet, Joseph Plymley, archdeacon of Salop, Henry Bevan, Edward Burton, William Cludde, Thomas Eyton, and Joseph Loxdale, esquires, Hugh Owen, clerk, Thomas Pemberton, esquire, John Rocke, Thomas Stedman, and Richard Wilding, clerks, shall be henceforth governors and trustees of the said school, and of the possessions, rents, revenues, monies, and goods belonging thereto; and that henceforth the said governors and trustees above-named, and their successors, shall from time to time and at all times for ever hereafter remain, continue, and be a body corporate and politic, and shall be called and styled by the name of "The Governors and Trustees of the Free Grammar School of King Edward the Sixth at Shrewsbury," and by that name shall have perpetual succession, and shall and may have a common seal, and implead and be impleaded, defend and be defended, answer and be answered, before all manner of judges and justices, in all courts and places, and in all actions and suits whatsoever.

Qualification of Governors and Trustees.

And be it further enacted, that no person, other than and except the said mayor for the time being, shall be nominated or elected as governor and trustee of the said school, or be capable of acting as such, unless he shall be in his own right, or in right of his wife, in the actual possession or enjoyment, and in the receipt of the rents and profits of lands, tenements, or hereditaments of the clear yearly value of 200*l.* above reprises, or of a clear income of the same amount arising from a personal estate, nor unless he shall be a member of the Church of England as by law established.

Governors to take an Oath.

And be it further enacted, that every governor and trustee, before he shall presume to act in the execution of any of the powers and authorities hereby given, shall take and subscribe, at a meeting of the said governors and trustees, the oath following; (that is to say,)

Oath.

"I, *A.B.*, do swear, That I will truly, faithfully, and "impartially, according to the best of my judgment, "execute and perform all and every the trusts, "powers, and authorities vested in me as a governor "and trustee, by virtue of an Act of Parliament, "passed in the 38th year of the reign of his Majesty "King George the Third, intituled [*set forth the "title of this Act.*]

"So help me God."

Which oath any two of the said governors and trustees are hereby empowered and required to administer to the others.

Election of Governors on Death or Removal.

And be it further enacted, that whenever any one or more of the governors and trustees of the said school shall die or resign, or shall leave, and with his family reside out of the said county of Salop for 12 calendar months successively, or for the space of 12 calendar months shall refuse or neglect to act as a governor and trustee of the said school (unless rendered incapable by sickness, or some other reasonable cause, to be allowed by the other governors and trustees, or any five of them,) that then some other person (residing within the county of Salop aforesaid) shall be appointed to fill the room or place of him or them so dying or resigning, or leaving the said county, or refusing or neglecting to act as a governor and trustee, or governors and trustees as aforesaid, in the manner following; that is to say, that the said remaining governors and trustees, or any five or more of them, present at a meeting duly convened as herein-after mentioned, shall within the space of one month after such vacancy, nominate three persons eligible to fill such place, and shall send the names of the persons so nominated immediately to the mayor, aldermen, and assistants of the said town, by transmitting the same, with a paper signifying such nomination, to the mayor of

the said town, or to the town clerk of the said town, at his or their usual place of abode; and the said mayor, aldermen, and assistants shall, within the space of two months after the receipt of such names, elect one person out of the said three to fill up such vacant place; and in case the said mayor, aldermen, and assistants shall neglect, within the space of two months, to make such election, then the said remaining governors and trustees, or any five of them, may make such election out of the said three persons so nominated as aforesaid.

Governors not to occupy School Premises.

And be it further enacted, that no governor and trustee of the said school shall, on any account or pretence whatsoever, either directly or indirectly, rent or occupy any part of the said estates, tithes, lands, tenements, or hereditaments, now or hereafter belonging thereto, neither shall any governor and trustee be elected a master or usher of the said school, nor shall any governor and trustee, either directly or indirectly, hold any place of profit under this Act, and no master or usher of the said school shall, on any account or pretence whatever, be nominated or elected a governor thereof, nor shall any master or usher, either directly or indirectly, rent any part of, or purchase any lease or leases of the estates now or hereafter belonging to the said school; and also that no person whatever, being a tenant of the said estates, shall at any time hereafter be nominated or elected a governor, master, or usher of the said school.

Governor becoming possessed of a Lease to relinquish his Office.

And be it further enacted, that in case any governor and trustee of the said school, in his own name or in the name of any person or persons whomsoever, shall purchase, or shall by descent, devise, bequest, or any other ways or means, become possessed of or entitled to any lease or leases of the said estates, or any part thereof, now or hereafter belonging to the said school, then and in such case he and they shall be incapable of acting as a governor and trustee of the said school: and also in such case it shall and may be lawful for the other governors and trustees thereof for the time being, or any five of them, and also for the said mayor, aldermen, and assistants, to proceed to a new election, and to nominate and elect another fit person to be a governor and trustee of the said school, in the manner and form prescribed as last aforesaid, in the room of such governor and trustee so rendered incapable of acting.

Lands, &c. to be vested in Governors.

And be it further enacted, that all and singular the messuages, lands, tenements, tithes, school and school-houses, mines, minerals, rents, revenues, hereditaments, and all monies, securities, books, goods, matters and things, and all real and personal estates whatsoever now belonging to the said school (whether originally granted by the said letters patent, or by the said indenture or otherwise), yielding at present an annual rent or income of 900*l.* or thereabouts, shall be and remain vested in and settled upon and in the said governors and trustees of the said school and their successors, in trust for the benefit, maintenance, and support thereof; and that the said governors and trustees and their successors shall and may hold the same, and also all other the messuages, lands, rectories, vicarages, tithes, and other hereditaments whatsoever hereafter to be granted, released, or conveyed to the said governors and trustees, and their successors, in like trust for the benefit and maintenance of the said school, except the right of presentation, nomination, and appointment to those ecclesiastical benefices which are herein-after mentioned and declared to be in the mayor, aldermen, and assistants of the said town of Shrewsbury.

Governors may demise Lands.

And be it further enacted, that it shall be lawful for the governors and trustees of the said school for the time being, or any five of them, present at a meeting as herein-after mentioned, by indenture or indentures under their common seal, to grant, demise, or lease any part or parts of the said trust estates unto any person or persons who shall from time to time be willing to take and rent the same, provided in every such lease there be reserved and made payable the best and most improved rent or rents that (at the time of granting thereof considering the nature of the case) can be reasonably had or got for the same, without taking anything by way of fine, premium, or foregift; and provided also that the said respective lessees to whom such leases shall be so made, do immediately (upon or after the execution of the original lease by the said governors and trustees) seal, deliver, and duly execute counterparts of such leases respectively, and thereby enter into covenants to keep the said trust estates in good and sufficient tenantable repair and condition, and to surrender and deliver up to the governors and trustees of the said school for the time being, or any five of them as aforesaid, peaceable and quiet possession of the premises to be comprised therein respectively, in such condition as aforesaid, at the expiration or upon the determination of the term or terms in or by such lease or leases to be so demised, and such other covenants as the said governors and trustees, or any five of them as aforesaid, shall judge fit and require; and provided also, that in every such lease there be contained a condition of re-entry for non-payment of the rent or rents thereby reserved; but it shall not be lawful to or for the said governors and trustees of the said school to make any demise or lease, and they are hereby restrained from making any demise or lease, of any part or parts of the said trust estates, which now or shall from time to time hereafter be vested in them by virtue of the said letters patent, indenture, or this Act, or otherwise howsoever, for any term or terms whatsoever exceeding 21 years, to take place in possession and not in reversion.

No business to be done but at Meetings; Quarterly Meetings; Special Meetings; Majority to bind Minority; Mayor to be Chairman, and have casting Vote.

And be it further enacted, that no business in anywise relating to the said school shall be transacted or done, except at a meeting at which five governors and trustees at the least shall be present, which meeting shall be held in the library of the said school, or other fit place to be fixed upon by the said governors and trustees; and that four general quarterly meetings of the governors and trustees shall be held in pursuance of this Act in every year, at the times following, (that is to say), on the 5th of January, the 5th of April, the 5th of July, and the 10th of October, at the hour of eleven in the forenoon of each of the said days respectively; and that the first meeting of the said governors and trustees shall be held within one month next after the commencement of this Act; and that the said governors and trustees, or any three or more of them, shall and may, and are hereby empowered at any time or times as to them shall seem proper, to summon a special meeting of the said governors and trustees, of which six days notice shall be given under the hands of the governors and trustees requiring such special meeting, specifying the time for holding the same, such notice to be given to or left at the house or place of abode of every governor or trustee; and that at all meetings the acts and assents of the major part of the governors and trustees present, not being less in number than five, shall bind the whole, and be as good and valid as if all the governors and trustees had joined therein; and that at all meetings the mayor of the said town of Shrewsbury for the time being, if present, shall be chairman, but if absent a chairman for the day shall be elected out of the governors and trustees present; and in case of an equality of votes the chairman shall, besides his vote as governor and trustee, have the casting or decisive vote.

Appointment of Masters on a Vacancy.

And be it further enacted, that when and as often as any vacancy or vacancies shall happen, either by death, resignation, forfeiture, or otherwise, in the place or places of the first or second master of the said Free Grammar School, that then the mayor of the said town of Shrewsbury for the time being, shall notify the same by letter or otherwise, within 14 days, to the master and fellows of Saint John's College, in the University of Cambridge, which said master and fellows shall, within the space of two calendar months after such vacancy being so notified to them, proceed to the election of one other fit and apt person, being a graduate of the degree of bachelor of arts at least in the Universities of Cambridge or Oxford, and a member of the Church of England, and the best qualified in respect of morals, learning, and discretion, to fill and occupy such place of first or second schoolmaster as aforesaid, and the said master and fellows shall, previous to such election, take each and severally an oath to vote for such person only to fill the said place of first or second master of the said school as in his judgment shall seem the best qualified for such station; which said first master shall be also catechist and reader to the said school.

Masters to be approved of by the Bishop.

Provided always, that no head master or second master of the said school shall enter upon the duties of such office of head master or second master, until he shall have been approved of and licensed by the Lord Bishop of Lichfield and Coventry for the time being, and shall have received such approbation and licence under the hand and seal of the said bishop, which said approbation and licence the said mayor is hereby authorized and empowered to demand of the said master for inspection, before he shall be permitted to enter into such office; and if upon examination

or inquiry the said Bishop shall disapprove of such person so elected as aforesaid, either for want of morals, learning, or discretion, then and in such case the said Bishop may reject such person so nominated, appointed, and elected by the said college as aforesaid, which rejection the said Bishop shall notify in writing to the master and fellows of the said college, who shall, upon such rejection, proceed again in the same manner and form as aforesaid to a new election, in the room and place of such person so rejected; and it is hereby declared that no person shall be capable of serving any such office of head master or second master without such approbation and licence of the said Bishop as aforesaid.

Place of Head Master and Second Master to vacate Fellowship, &c.—Appointment of Usher to be in the Head Master.

Provided also, and be it further enacted and declared, that every such person so admitted in manner and form aforesaid to the place of head master or second master of the said school shall, within 12 calendar months after his being so admitted to such place, vacate any fellowship which he or they may hold or possess in either of the said Universities, and also shall vacate any other office, place, or preferment which he or they shall hold or be possessed of in either of the said Universities, or elsewhere, which shall require celibacy in the person who holds any such place, office, or preferment; provided likewise, that the nomination and appointment of such ushers of the said Free Grammar School as may hereafter be thought necessary, shall be, and are hereby declared to be in the head master.

Allowance of Salaries.

And be it further enacted, that it shall be lawful for the governors and trustees of the said school for the time being, or any five of them, from time to time (by and out of the rents and revenues arising from the said trust estates and possessions of the said school) to pay and allow to such head master, second master, and ushers respectively, such annual salaries or stipends as the said governors and trustees, or any five of them, shall in their discretion think meet, and from time to time to augment or increase the same, as they shall judge necessary, the salary of the head master of the said school for the time being, not to be less than one hundred pounds per annum as master, and twenty pounds per annum as catechist and reader (clear of all deductions), over and besides the use and occupation of a school house for such head master to reside in, free of all taxes whatsoever which shall or may be payable to government and repairs, and the salary of the said second master not to be less than eighty pounds per annum (clear of all deductions), over and besides the use and occupation of a school house to reside in, free of such Government taxes and repairs as last aforesaid; provided that the said masters shall, and they are hereby required to teach and instruct in the said school, such boys as are the legitimate sons of burgesses of the said town of Shrewsbury, gratis, and without any fee or reward whatsoever: And provided also, that no increase of salaries or stipends, beyond those above specified, shall be made by the said governors and trustees to the said first or second master; and that no increase be made to the said ushers, or any or either of them, without the previous consent and approbation of the Lord Bishop of Lichfield and Coventry for the time being, signified under his hand.

Allowances to dismissed or disabled Masters.

And be it further enacted, that in case any of the present masters of the said school, or in case any of the masters and ushers to be appointed after the passing of this Act shall resign, or be removed or discharged for incapacity, or on account of age or infirmity of body or mind, or any other cause, then it shall be lawful for the governors and trustees of the said school for the time being, or any five of them, with the consent of the Lord Bishop of Lichfield and Coventry, and his successors, signified by writing under his or their hand or hands, from time to time at their discretion, to allow out of the said trust estates to such masters and ushers respectively, such yearly or other sums of money as to the said governors and trustees, or any five of them, and the said Lord Bishop, shall seem reasonable.

Head Master to have the Management of School.

And be it further enacted, that the second master and ushers of the said school for the time being shall, from time to time, be under the direction and control of the head master thereof, in the ways and methods of teaching, instructing, and ordering of all such children and youth as shall be from time to time put under the care, instruction, and management of the said second master or ushers respectively, for the time being, and such head master is hereby declared to have full power and authority to order, direct, and act in such matters as he may think fit.

Directing how the Masters and Ushers are to be discharged in case of Immorality, Neglect of Duty, or any other Cause of Complaint.

And be it further enacted, that when and as often as, in the judgment of the governors and trustees of the said school for the time being, it shall be thought proper and necessary to remove or discharge the head master or second master of the said school, by reason of immorality, neglect of duty, incapacity, or other reasonable cause of complaint, then the said governors and trustees, or the major part of them, shall exhibit a complaint in writing to the Lord Bishop of Lichfield and Coventry for the time being, who is hereby authorized and required to cite as well the said complainants, as the head or second master against whom such complaint shall be made, to appear before him personally at such time and place as to him shall seem meet, and by examination of witnesses upon oath (which oath the said Lord Bishop is hereby empowered to administer), and otherwise to inquire into the truth of the complaint; and the said Lord Bishop is hereby further empowered, after such inquiry by him made, summarily to decide upon the matter, and to decrée the avoidance of the office and place of the said head or second master, if there shall seem to him sufficient cause for his removal, and to revoke, by instrument under his episcopal seal, any licence held by the said head or second master; and the said Lord Bishop shall cause the said avoidance and revocation to be forthwith sent to the mayor of the said town of Shrewsbury for the time being, who shall notify the same, by letter or otherwise, within fourteen days, to the master and fellows of Saint John's College aforesaid, who shall, within two calendar months after the said notification, proceed to the election of a new head master or second master to fill up such vacancy, in the manner herein-before directed: Provided that it shall and may be lawful for the said head master to displace, remove, or discharge any or either of the said ushers, on account of immorality, neglect of duty, incapacity, or other reasonable cause; and no licence which such ushers might have before obtained to teach in such school shall be of any avail whatever after such removal to authorize him to teach in the said school.

For obtaining Possession of Premises from displaced Masters.

And be it further enacted, that in case the head master, second master, or ushers of the said school, shall at any time or times hereafter be discharged for any of the causes, and in manner herein-before prescribed and mentioned, and at the time of such discharge he or they, or any person or persons whomsoever by his or their authority, privity, or permission, shall be in the possession of, inhabit, or occupy any of the school-houses or school-rooms, or any other room or rooms now or hereafter to be erected or used as an addition or additions to the said school, or which is, are, or shall be occupied therewith, or shall be in the possession of, inhabit, or occupy any of the messuages or dwelling houses, buildings and premises, now or hereafter belonging to the said school, and which shall be the property of the governors and trustees thereof for the time being, and such head master, second master, or ushers, or any one or more of them, shall refuse or neglect to deliver up possession of the said premises respectively to the said governors and trustees, or to such person or persons as they, or any five of them, shall appoint and direct to receive the same (three calendar months notice to quit the same premises having been first given to the said head master, second master, or ushers so discharged or removed as aforesaid, or left at his or their then or last place of abode, under the hands of the said governors and trustees for the time being, or any five of them, or under the hand of their bailiff for the time being), then it shall be lawful for any justice of the peace for the town and liberties of Shrewsbury aforesaid, or county of Salop, upon the complaint and at the request of the said governors and trustees, or any five of them, or their bailiff for the time being, by warrant under his hand and seal, to order a constable or other peace officer, with such assistance as shall be necessary, to enter into and upon such messuages, dwelling houses, buildings, school houses, and school-rooms and premises (of which possession shall be withheld) in the day-time, and to remove the person and persons who shall be found therein, together with his, her, or their goods out of the same, and to put the governors and trustees of the said school for the time being into the possession thereof.

Head Masters not to let their Houses.

And be it further enacted, that no head master, second master, or usher shall, at any time during their continuance in their said office, set, let, or otherwise dispose of the said school-houses or school-rooms which he or they shall be put in possession of by the said governors and trustees, as such master or usher as aforesaid, to any person or persons

whomsoever, for any length of time whatsoever; and if such head master, second master, or usher, or any or either of them, shall cease to reside in such school-houses belonging to the said school, and of which he shall have possession as aforesaid, by quitting the same for the space of three calendar months at any one time together, in any one year, without the previous consent of the said governors and trustees for the time being, or any five of them, signified under their hands respectively, that then and in every such case such head master, second master, or usher, shall lose, forfeit, and vacate his said office of such master or usher respectively, and all rights, profits, and emoluments whatsoever belonging to the same.

Appointment of Bailiff, Receiver, and Treasurer.

And be it further enacted, that it shall and may be lawful to and for the said governors and trustees of the said school for the time being, or any five of them, from time to time, by writing under their common seal, to appoint a proper person to be and act as their bailiff, receiver, and treasurer, and such bailiff, receiver, and treasurer shall be and is hereby required, from time to time, to enter all the proceedings of the said governors and trustees, or any of them, in meetings assembled, in a book or books to be kept for that purpose, and (out of the rents and revenues arising from the said trust estates) the said governors and trustees shall pay or cause to be paid to such bailiff, receiver, and treasurer, such an yearly salary or other allowance for and in consideration of his employment, as the governors and trustees for the time being shall judge reasonable, not exceeding the sum of one shilling in the pound of the clear yearly rents and interest of the said trust estate and monies which such bailiff, receiver, and treasurer shall receive, and so as the salaries of the head master or second master of the said school be not thereby reduced to less than as before mentioned; and that it shall and may be lawful for the governors and trustees of the said school for the time being, or any five of them, to take such security as they shall think proper from such bailiff, receiver, and treasurer for the due and faithful execution of his office, and also from time to time, at their free will and pleasure, to displace and remove such bailiff, receiver, and treasurer, and appoint another in the room and stead of such bailiff, receiver, and treasurer as shall be so displaced or removed, or who shall die, or may discontinue any such office or offices, when the said governors and trustees, or their successors for the time being, shall think proper.

Empowering the Governors to apply the Revenues of the Schools.

And be it further enacted, that it shall and may be lawful to and for the said governors and trustees of the said schoo for the time being, or any five of them, to lay out, expend, and employ so much and such part of the rents and profits of the said trust estates, monies, and revenues, as they shall from time to time deem necessary or expedient for the support and improvement of the said school, school houses, and the estate and revenues thereof: Provided always, that after the payment of all taxes, salaries, scholarships, exhibitions, charges, and repairs of the said school, school houses, library, and of the lodgings of the school masters, and of all other things belonging to the said school, and of all expenses in riding and travelling about the necessary business of the said school, and of all charges to be sustained by reason of any suits in law which shall happen for and concerning any of the possessions and other the premises given and assured to and for the maintenance of the said school, and also, after the payment of all such other charges and expenses as shall be from time to time thought necessary or convenient by the said governors and trustees, and after such a sum as the said governors and trustees shall deem necessary shall have been retained in the hands of the treasurer for the discharge of the current expenses of the trust, then and in such case the whole of the surplus of the said revenues shall be employed in founding, creating, and maintaining exhibitions in the Universities of Cambridge and Oxford, or either of them, in manner herein-after mentioned.

Accounts to be laid before the Bishop quarterly.

And be it further enacted, that four times in every year, that is to say, on the 5th day of January, the 5th day of April, the 5th day of July, and the 10th day of October, there shall be made out and printed an account of the whole of the receipts, arrears, debts, bills outstanding, and also of all the expenses, and of the surplus of the whole of the said revenues, and twelve printed copies thereof shall be lodged with the corporation, and shall at all times be open to the inspection of the mayor, aldermen, and assistants of the said town of Shrewsbury, and six printed copies thereof shall be transmitted to the master and fellows of Saint John aforesaid for their information.

Governors empowered to make Byelaws, &c.

And be it further enacted, that it shall and may be lawful to and for the governors and trustees of the said school, and their successors, or any five of them, by and with the consent and approbation of the Lord Bishop of Lichfield and Coventry for the time being, from time to time to make fit and wholesome statutes and ordinances, in writing, touching and concerning the ordering and directing of the head master, second master, ushers, and scholars of the said school for the time being, and also touching and concerning the stipends and salaries of the said head master, second master, and ushers to be appointed to the same school, and the ordering and governing, preservation, and disposition of the estates, rents, monies, and revenues, and sustaining of the same school, and touching and concerning all other matters whatsoever relating thereto, not otherwise regulated and provided for by this Act; all which statutes and ordinances shall be binding to, and upon, and observed by all persons: Provided always, that the said governors and trustees shall not make or enact any statutes or ordinances which may in any way tend to alter or defeat the original institution of the said school as a free grammar school as aforesaid.

Application of Surplus of the Revenue of the School Estates.

And be it further enacted, that the surplus of the said estates and revenue of the said school, which shall remain over and above the different payments, charges, expenses, matters, and things before directed and authorized to be made and done, shall be by the said governors and trustees applied and appropriated towards the founding, creating, and maintaining of one or more exhibition or exhibitions in either of the said Universities of Oxford and Cambridge, as the said governors and trustees, and the said Lord Bishop of Lichfield and Coventry for the time being, shall think fit, for such scholars as shall have been educated and brought up in the said free grammar school, of the description herein-after mentioned; and such surplus shall, when and as often as the same shall amount to 100*l.* or upwards, be laid out in the purchase of lands, tenements, and hereditaments, or in the purchase of stock in any of the different funds created by any Act or Acts of Parliament, or in such other way or manner as the said governors and trustees, and the said Lord Bishop of Lichfield and Coventry for the time being, shall think best; and the rents and produce of the said lands, tenements, and hereditaments, and the interest of the said stock so to be purchased as aforesaid, shall be also applied and appropriated to the aforesaid purpose, and shall, as often as and when the same shall amount to the sum of 100*l.*, be also laid out in the same manner as before, in addition to the said other principal sum or sums of 100*l.*, and so toties quoties, until the yearly rents, produce, or interest of the said different sums so joined and added as aforesaid, shall amount to such sum as shall be sufficient, in the judgment of the said governors and trustees, and the said Lord Bishop of Lichfield and Coventry for the time being, to support and maintain one exhibitioner in either of the Universities as aforesaid; and after the founding and creating of one such exhibition, then the said surplus shall in like manner be applied and appropriated towards the founding of another such exhibition, and so toties quoties, unless the said governors and trustees, and the said Lord Bishop for the time being shall, at any future period, see just and meet occasion to increase or add to the salaries or stipends of the then scholars or exhibitioners, or any or either of them; or if they shall see just and meet occasion at any time to add to or augment the stipends and salaries of the said vicar of Chirbury, and curates of Saint Mary's, and of Astley and Clive, or any or either of them, then and in such case or cases it shall and may be lawful for the said governors and trustees, by and with the consent of the Lord Bishop of Lichfield and Coventry for the time being, to apply such surplus money, or any part thereof, to such purposes, and in such ways and means as to the said governors and trustees, and the said Lord Bishop of Lichfield and Coventry for the time being, shall seem best: Provided always, that no such exhibition shall endure for any greater length of time than five years, and that the same shall, at the expiration of such time, cease and determine, and be no longer paid to any such exhibitioner, and a new election shall be had of some other exhibitioner in manner herein-after mentioned.

Choice and Election of Exhibitioners.—Exhibitions.

And be it further enacted, that the election and choice of the said exhibitioners, as often as there shall be a vacancy, or as often as a new exhibition shall be created as aforesaid,

shall be in the said governors and trustees, and that every such election shall be had as follows; first, of such scholars of the said school as have been or shall be born in the said town of Shrewsbury or in the suburbs thereof, or in the Abbey Foregate adjoining thereto, being the legitimate sons of burgesses of the same town, if they be found by the said governors and trustees meet and apt for the same; and for default of such, then of such scholars as have been or shall be born in the parish of Chirbury, within the said county of Salop; and for default of such, then the choice to be of such scholars as have been or shall be born within the said county; but that no person shall be eligible to such exhibition, unless he shall have duly attended the said school for the space of two years immediately preceding his going to any college in either of the said Universities, and shall have obtained from the master of the said school a certificate of such attendance under his hand, and also that such scholar so offering himself a candidate for such exhibition is duly qualified in respect to learning, and of good morals and behaviour; and in case there be no such scholars of the description aforesaid in the said school, when any vacancy of an exhibition shall happen, or in case the person offering himself a candidate for the same shall, in the judgment of the said governors and trustees, be unfit and ineligible, either for want of learning, or for any other cause or defect, to have or enjoy such exhibition, then and in such case the money which would otherwise have been applied and appropriated to the use of such exhibitioner, shall be applied to and appropriated, in the way and manner herein-before directed, towards increasing the fund for founding and creating a new exhibition, and so toties quoties; and also towards increasing the stipends or salaries of the said vicar of Chirbury, and curates of Saint Mary, Astley, and Clive as aforesaid.

Not to diminish Stipends now paid to Scholars or Exhibitioners at St. John's College.—Governors and Trustees, with Consent of Bishop, may augment Exhibitioners Stipends.

And be it further enacted, that all the annual stipends, payments, or sums of money which are now paid out of the rents and revenues of the said school estates for the better maintenance and support of scholars or exhibitioners from the said school, unto or for the use and benefit of such scholars or exhibitioners, at the said college of Saint John the Evangelist in the University of Cambridge, under the said ordinances of the said Thomas Ashton, shall not at any time hereafter be lessened or diminished, but shall at all times continue to be paid by the said governors and trustees to the same amount at the least as they are at present paid; and that it shall and may be lawful for the said governors and trustees, with the consent of the Lord Bishop of Lichfield and Coventry for the time being, from time to time, out of such surplus, to augment or increase the salary or stipend of any such scholar or exhibitioner, which is now or shall be at the said college of Saint John the Evangelist, under the said ordinances of the said Thomas Ashton.

No Ordinance to be made, altered, or repealed, unless Five Governors be present.

Provided always, and be it further enacted, that no statutes or ordinances shall be made, amended, altered, or repealed, unless a motion for that purpose shall be made and entered in the books of the governors and trustees, and unless a subsequent meeting shall be called for the express purpose of considering such motion, and six days notice of the time and purpose for holding such meeting, exclusive of the day of the delivery of such notice, and the day of such meeting, shall be given to or left at the house or place of abode of every governor and trustee, nor unless five of the governors and trustees shall be present.

Mayor, &c. to present to Chirbury, St. Mary's, Astley, and Clive.

And be it further enacted, that the right of nomination, appointment, and presentation to the respective advowsons, vicarages, curacies, and all other ecclesiastical benefices, and other ecclesiastical offices belonging and appertaining to the said school, except the office of catechist and reader, shall be and is hereby declared to be in the mayor, aldermen, and assistants of the said town of Shrewsbury, and their successors for the time being for ever, and they shall and are hereby empowered upon any future vacancy, either in the said vicarage of Chirbury, curacies of Saint Mary's, Astley, or Clive, or any other ecclesiastical endowment, benefice, or other office belonging as aforesaid to the said school (except that of catechist and reader, which is always to be holden by the head master of the said school as before provided,) to nominate, appoint, or present, as the case may require, a fit and proper person (duly qualified according to law) to hold, possess, and enjoy any or either of the said benefices or other offices before mentioned; and the said advowson or right of presentation to the said vicarage of Chirbury, and the nomination to the respective curacies of Saint Mary's, Clive, and Astley, and to other ecclesiastical offices, except as before excepted, is and are hereby vested in the said mayor, aldermen, and assistants, and their successors for ever: Provided always, that in the presentation, nomination, or appointment to the said curacy of Saint Mary's, Clive, and Astley, such person shall be preferred (*cæteris paribus*) who shall have been brought up at the said school, by having been there at least two years immediately preceding his going to either of the Universities of Oxford or Cambridge, and who shall be a graduate of one of the said universities, and also the son of a burgess of the said town of Shrewsbury; and if there be no burgess's son of this description, then a preference shall be given in like manner to such person of the above description born in the parish of Chirbury, in the said county of Salop: And provided also, that in the presentation, nomination, or appointment to the said cure or vicarage of Chirbury, such person shall be preferred (*cæteris paribus*) who shall have been brought up in the said school as aforesaid, and a graduate of one or other of the said two universities, and born within the said parish of Chirbury, except that it shall and may be lawful for the said mayor, aldermen, and assistants to give or bestow any or either of the said livings or benefices upon either of the masters of the said school, after he shall have resigned or vacated the place of head or second master, notwithstanding any such claim or preference as last aforesaid; and such head or second master shall be capable of receiving, holding, and possessing such livings or benefices equally the same as if he had been of the description herein-before mentioned.

Expenses of Act to be defrayed out of Revenues of the School.

And be it further enacted, that all the costs, charges, and expenses incidental to and attending the obtaining and passing of this Act, shall be paid and defrayed out of the estates and revenues belonging to the said school.

Public Act.

And be it further enacted, that this Act shall be deemed, taken, and adjudged a public Act, and be judicially taken notice of as such by all judges, justices of the peace, and other persons whomsoever, without specially pleading the same.

General Saving.

Saving always to the King's most Excellent Majesty, his heirs and successors, and to the Lord High Chancellor, or the Lord Keeper, or the Lords Commissioners of the Great Seal of Great Britain for the time being, as visitor of all royal foundations, and to all and every other person and persons whomsoever (other than and except those persons whose interests are meant to be affected by this Act), all such estate, right, title, interest, claim, and demand, of, in, to, or out of the premises hereby vested in the said governors and trustees hereby appointed, and their successors, as he, they, or any of them had before the passing of this Act, or could or might have had in case this Act had not been made.

V. Schedule to the Report of John Elijah Blunt, Esq., one of the Masters of the Court of Chancery, (containing a Scheme for the Management of the Free Grammar School of King Edward the Sixth, at Shrewsbury) amended and confirmed by Order of Court, dated 1st August 1853.

What the Scholars are to be taught.

That the scholars in the said grammar school be carefully and diligently taught by the head master, second master, and ushers thereof, under the direction of the said head master, in the Holy Scriptures, the Church catechism, the liturgy, doctrine, and discipline of the Church of England; and that they be also carefully and diligently taught by the said masters and ushers, and by the assistants who from time to time may be employed in the said school, in the Greek, Latin, English, and French languages, reading, writing, and grammar, in ancient and modern history, sacred as well as profane, and geography, in arithmetic and mathematics, and also in such other modern languages, arts, and sciences as the said governors and trustees, with the consent and approbation of the Lord Bishop of Lichfield for the time being shall think proper and direct.

Admission of Scholars (as amended by the Order).

That no boy shall be admitted into the said grammar school under the age of eight years, and who shall not,

previously thereto, be able to write and read English; and the head master of the said school, or some person to be from time to time appointed by him for that purpose, shall examine every boy who shall be offered for admission; and if on such examination it shall appear that such boy has not attained to the said age, or is not able to write and read as aforesaid, he shall not be admitted to the said school. And no boy hereafter to be admitted shall continue in the said school after the end of the half-year which shall expire next after he shall have attained his age of 20 years.

Sons of Burgesses.

That such boys as are the legitimate sons of burgesses of the said town of Shrewsbury, within the meaning of the Act of Parliament for the government and regulation of the said school, and who are as such entitled to be taught therein without fee or reward, shall be admitted into the same without being required to make any payment in respect of such admission; and that no payment in respect of any such boy shall at any time be required or taken by any master or usher of the said school for instruction in any matter which may be prescribed to be taught in the said school.

Scholars not Sons of Burgesses (as amended by the Order).

That any boys, other than such as are the sons of such burgesses as aforesaid, may be admitted into the said school, subject to such other regulations not inconsistent with this scheme, as shall from time to time be made by the said governors and trustees, with the consent and approbation of the said Lord Bishop of Lichfield.

Admission Fees.

That for every boy who shall be hereafter admitted into and continued in the said school, and who shall not be a son of such burgess and entitled as aforesaid, there shall be paid an admission fee of two guineas, and the yearly sum of 15 guineas, such yearly sum to include all charges for instruction in the several matters prescribed to be taught in the said school. That all such admission fees shall be paid to the head master immediately before the admission of the boy for whom the said sum is so payable, and all such yearly sums shall be paid to and received by such head master during the continuance of such boys in the said school by equal half-yearly payments to be made in advance; and one-sixth part of the amount so received for such yearly sums shall be paid by the said head master to the second master for his own benefit; and the residue thereof, and the said admission fees, shall be retained by the said head master, and applied by him for the benefit of himself and of the ushers and assistants, or of any or either of them, in such manner and in such proportions as the said head master shall direct.

Alteration of Admission Fees (as amended by the Order).

That the said governors and trustees and their successors, or any five of them, with the consent and approbation of the Lord Bishop of Lichfield, may, from time to time, make such regulations as shall seem fit for an increase or diminution, uniform as to all boys liable thereto, of the amount of the admission fees and yearly sums respectively herein-before directed to be paid, and for varying the application of the amount received for the same, provided that the amount so received be applied for the benefit of the masters, ushers, and assistants in the school, or of some or one of them.

Boarders.

That the head master and second master, and with the consent of the head master any other master of the said school, for the time being, shall respectively be at liberty, subject to the regulations to be from time to time made by the said governors and trustees, with the consent and approbation of the said Lord Bishop, to take boys as boarders into their respective houses, or into any other house or houses under their respective immediate inspection and control, and to educate such boys in the said school, and to receive from the friends of such boarders payment in respect of their board and lodging, such friends paying also the admission fees and annual sums herein-before in that behalf mentioned. But that no preference whatever shall be shown to such boarders over other scholars.

Library, &c.

That the library of the said school shall be properly kept up by the governors and trustees for the use of the masters and boys; and for that purpose the said governors and trustees shall yearly and every year set apart out of the income of the said charity, such sum of money, not exceeding 70*l.* in any one year, as in their discretion they shall think fit, and shall apply the same in the purchase and repair of such books, mathematical and philosophical and other instruments, and other articles for instruction, as may be desirable; and shall also allow out of the said income, yearly and every year, such sum as they shall think proper, not exceeding in any one year 50*l.*, for rewards and prizes, to be paid or applied by the head master to or for the benefit of such one or more than one such meritorious and deserving scholar educated in the said school, in such manner, and if more than one, in such proportions, as he shall think proper.

Scholar misconducting himself.

That any scholar who shall misconduct himself, either at the school or elsewhere, be punished at the discretion of the head master by dismissal from the school or otherwise, and that the said governors and trustees may in any case in which they shall think proper so to do, direct that any scholar so misconducting himself be formally and publicly expelled; provided that in all cases of dismissal or expulsion, the same shall be subject to an appeal to the said Lord Bishop of Lichfield, whose decision thereon shall be final.

Provided also, that if the said head master shall at any time be of opinion that a special meeting of the said governors and trustees should be held for the purpose of deciding as to any such formal and public expulsion of any scholar, it shall be lawful for the said head master to notify such opinion in writing to the bailiff of the said school, and the said bailiff shall forthwith communicate the same to any three or more of the said governors and trustees, and such last-mentioned governors and trustees or any three of them shall forthwith, upon receiving such communication, summon in the manner directed by the tenth section of the Act of Parliament for the government and regulation of the said school, a special meeting of the said governors and trustees to be held for such purpose, and the same shall be held accordingly.

Registry of Scholars.

That the head master keep a correct registry of the scholars in the said school, distinguishing boarders from such as are not boarders, and such as are entitled as aforesaid to gratuitous education from such as are not so entitled, and also showing the daily attendance of the respective scholars, and that a report be transmitted twice at least in every year to the parents or guardians respectively of each scholar, showing his progress and general conduct during the half-year then preceding.

Examination of Scholars.

That the scholars of the said school shall be examined yearly, at such times and by such persons or person as the Lord Bishop of Lichfield shall appoint, and that the said examiners or examiner shall ascertain the proficiency of such scholars in learning, and especially whether they are respectively well grounded and instructed in the principles and doctrines of the Christian religion, and shall particularly examine all such scholars as shall be candidates for exhibitions and shall have obtained such certificate of attendance in the said school, and of good morals and behaviour as required in that behalf by the said Act of Parliament for the regulation of the said school. And the said examiners or examiner shall report to the said Lord Bishop and to the said governors and trustees the result of such examination, and shall report the names of all such of the said candidates as they or he shall deem eligible for an exhibition, and shall class the names of such eligible candidates according to their respective abilities and acquirements.

Election of Exhibitioners.

That of the candidates so classed the said governors and trustees shall forthwith after receiving such report, elect so many as shall be necessary to fill the exhibitions then to be filled up according to the order of preference in respect of birth herein-after mentioned, that is to say :—

First, such as shall have been born in the town of Shrewsbury, or in the suburbs thereof, or in the Abbey Foregate adjoining thereto, being the legitimate son or sons of a burgess or burgesses of the same town within the meaning of the said Act of Parliament for the regulation of the said school.

Second, such as shall have been born in the parish of Chirbury within the said county of Salop.

Third, such as shall have been born in the said county of Salop.

Provided always, that in case any two or more of such candidates as are herein-before firstly, secondly, or thirdly mentioned, shall be entitled to the same preference in respect of birth, then the election shall be made between them according to the order in which they shall have been placed in the said class.

Fourth, for default of such candidates so born and

deemed eligible as aforesaid, then the said governors and trustees shall elect so many of such candidates as shall be necessary as aforesaid, without reference to the place of their birth, but according to the order in which they shall have been classed by the said examiners or examiner as aforesaid.

And in case any two or more of such candidates who shall be entitled to an equal preference in respect of birth, or of whom neither shall be entitled to any such preference, shall be classed by the said examiner as equal in attainments, then the said governors and trustees shall in making choice between such last-mentioned candidates elect such one or more as shall appear to them, the said governors and trustees, to be from pecuniary circumstances or general character or otherwise best entitled to the benefit of such election. And in case there shall be no person reported eligible for an exhibition, then the money which would otherwise have been applicable to the use of such exhibition shall be applied in the manner in that behalf directed by the last-mentioned Act of Parliament.

What Exhibitions shall be open to either University.

That all exhibitions other than the two which were founded in the year 1656 and the four which were founded afterwards, but before the passing of the Act of Parliament for the better government and regulation of the said school, which exhibitions respectively have been heretofore limited to St. John's College, Cambridge, shall be open to any College or Hall in either of the Universities of Oxford or Cambridge.

Regulations as to Exhibitions.

That the rules at present existing respecting exhibitions shall continue in force so far as they regard exhibitions heretofore granted and not now vacant until such exhibitions respectively become vacant, and that all elections to exhibitions now vacant, or which shall hereafter become vacant, shall be made according to the following regulations, that is to say :—

That each of the said exhibitions shall be of the clear yearly value of 50*l.*, and may be held for such time not exceeding four years, to be computed from the commencement of the university Michaelmas term next after the election of such exhibition, as the holder thereof shall duly and bonâ fide keep such residence as the college to which he shall belong shall require. And in case any of the exhibitions shall become vacant by death or otherwise before the expiration of such four years, the said governors and trustees may, if they shall think fit, give the exhibition so vacant for the residue of the said four years either to any scholar then member of the said school who shall have been reported as aforesaid eligible for an exhibition, although he may have failed in obtaining the same and who shall be going to college, or to any scholar formerly member of the said school, and reported to be eligible as aforesaid, who shall be then a resident member of one of the said universities and under the degree of bachelor of arts, preference being always given in the order herein-before in that behalf mentioned.

That each exhibition shall be paid by the treasurer out of the income of the estates of the said school by equal half-yearly payments, on the 24th day of June, and the 25th day of December in each and every year, upon the exhibitioner entitled thereto producing a certificate under the hand of the head or governor of his college or hall of the due residence and general good conduct of such exhibitioner, and in case any such exhibitioner shall vacate his exhibition by resignation, death, or otherwise than by the efflux of time, a proportionate part of his exhibition for the then current half-year, calculated to the day of such vacancy, shall be paid to such exhibitioner, or as the case may be to his personal representative, or if within six calendar months next after the decease of any such exhibitioner there shall be no such personal representative, then to his parent or guardian, upon the production of a like certificate of the due residence and good conduct of such exhibitioner for the time for which such proportionate part shall be claimed.

That no exhibition from the funds of the said school be awarded to or held by any person who shall hold any other exhibition or exhibitions granted to him as scholar of the said school, if such other exhibition or exhibitions shall exceed 35*l.* per annum.

Head Master or Second Master not to hold other Employments without Permission (as amended by the Order).

That no head master or second master hereafter to be appointed shall at any time during his tenure of office take upon himself to hold, receive, or exercise any cure or employment whatsoever, either ecclesiastical or civil, without the express assent in writing of the said governors and trustees, nor continue to exercise any such cure or employment for more than three calendar months next after he shall have been required in writing by such governors and trustees to cease to exercise the same. And in case they or either of them shall without such permission first had and obtained, undertake any such cure or employment, or shall continue any such cure or employment for more than three calendar months next after having been so required as aforesaid to cease to exercise the same, they or he so undertaking or continuing such cure or employment shall be deemed guilty of neglect of duty in his office of master, and shall be subject to be removed from such office accordingly.

Application of Rents, &c.

That the annual and other rents, issues, and profits of the real and personal estates vested in the said governors and trustees shall be applied by the said governors and trustees in manner following, that is to say :—

First, in repairing and keeping in repair the said school and school-house and chapel, houses, buildings, and appurtenances belonging to the same, and in payment of the costs, charges, and expenses of or incident to the management and repairs and maintenance of the estates and premises belonging to the said governors and trustees for the said school, including therein all rates and taxes of such houses and buildings, and a salary to the person who for the time being shall be the bailiff, receiver, and treasurer of the said school, not exceeding the sum in that behalf specified in the said Act of Parliament for the regulation of the said school, and the salaries and wages of such servants and other persons as may be necessarily employed in the due management of the said estates and premises.

Stipends of Clergy.

Secondly, in payment to the curate of the parish of Saint Mary in Shrewsbury aforesaid of the yearly sum of 300*l.*; to the vicar of the vicarage of Chirbury, of the yearly sum of 200*l.*, and the further sum of 80*l.*, to be applied by him towards providing a curate for the better discharge of the duties of the said parish.

To the curate of the curacy of Clive the yearly sum of 90*l.*

To the curate of the curacy of Astley, the yearly sum of 70*l.*

Provided always, that the said governors and trustees, for the time being, or any five of them, may, with the consent and approbation of the Lord Bishop of Lichfield, from time to time, add to or diminish the said several sums, or any or either of them, as occasion may require.

Thirdly, in payment of such sum or sums of money, by way of subscription or otherwise, for or towards the establishment or maintenance in each of the said several parishes and places of St. Mary, Chirbury, Clive, and Astley, and in the parish of St. Chad in Shrewsbury, of one or more school or schools for the education of the children of poor persons in such parishes and places respectively, according to the principles of the Church of England, as the said governors and trustees, with the consent and approbation of the said Lord Bishop, shall think fit, not exceeding the sum of 15*l.* in any one year in respect of either of the said several parishes or places of St. Mary, Chirbury, and St. Chad, respectively, and not exceeding the sum of 5*l.* in any one year in respect of either of the said places of Clive or Astley respectively.

Salaries of Masters.

Fourthly, in payment to the head master of the said school of the yearly sum of 425*l.* as such head master, including therein an allowance of 100*l.* for mathematical instruction, and of the further sum of 40*l.* as catechist and reader to the said school.

And to the second master the yearly sum of 200*l.*

To the usher or third master the yearly sum of 100*l.*

To the French and German master the yearly sum of 50*l.*

To the accidence master, who shall also teach writing and arithmetic, the sum of 50*l.*

To such other masters, ushers, or assistants, as the said governors and trustees or any five of them shall from time to time, with the consent and approbation of the said Lord Bishop, deem necessary or desirable, such sum or sums of money as the said governors and trustees, with such consent and approbation as aforesaid, shall think fit.

Provided always, that the said governors and trustees for the time being, or any five of them, may from time to time, with the consent and approbation of the said Lord Bishop, and subject to the provisions made by the said Act of Parliament for the regulation of the said school, add to, diminish, or vary the said several sums hereby directed to be paid to the said several masters, ushers, and assistants, respectively, or any or either of them, as occasion may

require, and may also from time to time, with such consent and approbation and subject as aforesaid, add to or diminish the number of masters, ushers, and assistants respectively employed in the said school.

Payment of an Examiner.

Fifthly, in payment to such persons or person as shall be appointed as aforesaid to examine the said school of such sum as the said governors and trustees shall think proper, not exceeding the sum of 15*l.* 15*s.* for each such examiner, which sum shall be taken to include his travelling and all other expenses.

Sixthly, in payment of the several exhibitions for the time being payable.

Library, &c.

Seventhly, in providing books, instruments, and articles herein-before mentioned or referred to, for the use of the library of the said school, and for rewards and prizes as aforesaid.

Playground.

Eighthly, in providing and paying rent and incidental charges for a suitable piece of land, to be used as a playground for all the scholars in the said school, until a proper piece of land shall have been purchased as herein-before provided for such purpose.

Reserved Fund.

Ninthly, in providing and keeping up a reserved fund not exceeding the sum of 5,000*l.*, to be applied from time to time under the direction of the Court of Chancery, as occasion may require, for repairs and other expenses affecting the buildings or estates of the said school.

Accounts to be prepared Annually.

That the accounts of the said Governors and Trustees of the said school be made up, printed, and rendered as heretofore, once only in each year, and at the termination thereof.

SCHEDULE OF ESTATES AND PROPERTY belonging to the Royal Free Grammar School of King Edward the Sixth at Shrewsbury.

TITHES.	Annual Rent-charge according to Tithe Commutation. £	s.	d.
Chirbury Parish, Great and Small Tithes of	1,000	0	0
IN ST. CHAD'S PARISH.			
Betton Township, Great and Small Tithes of	123	0	0
Bicton and Calcot Township, Great and Small Tithes of	214	0	0
Frankwell Township, Great and Small Tithes of ..	112	0	0
Woodcot and Horton Township, Great and Small Tithes of	165	11	0
Shelton and Oxon Township, Great and Small Tithes of	84	0	0
Whitley and Welbatch Township, Great and Small Tithes of	92	16	0
IN ST. MARY'S PARISH.			
Albrighton Chapelry, 4-5ths of the Tithes of Corn, Grain, and Hay	93	10	0
Almond Park, Great and Small Tithes of .. .. Great and Little Berwick, and Newton, Small Tithes of	129	10	8
Astley Chapelry, Great and Small Tithes of	210	0	0
Castle Foregate Township, Small Tithes of	53	5	0
Clive and Sansaw Chapelry, Great and Small Tithes of	334	8	6
Leaton Township, Great and Small Tithes of	157	10	0
Wollascott Township, Small Tithes of	15	16	0

RENTS.	Annual Rents.		
Grinshill School House and Lands	29	0	0
Spiritual Jurisdiction of St. Mary's	1	6	8
Encroachment on School Garden, (now held by Mr. Richard Wilkes)	0	3	0

CHIEF RENTS.			
Chief Rent of Astley.	0	10	3
Chief Rent of Sansaw	0	8	0

INVESTMENTS OF STOCK.	Annual Dividends.		
£6,000 in 3 per Cent. Consols	180	0	0
£3,000 Reduced 3 per Cents.	90	0	0

DISBURSEMENTS, as authorized by the Scheme and Order of Court.

SALARIES.	Per Annum. £	s.	d.
Head Master, (including allowance of 100*l.* a year for Mathematical Instruction, and 40*l.* as Catechist and Reader)	465	0	0
Second Master	200	0	0
Third Master	100	0	0
French and German Master	50	0	0
Accidence Master	50	0	0
Bailiff, Receiver, and Treasurer	105	0	0
EXHIBITIONS, &c.			
To St. John's College, Cambridge, for Scholarships or Fellowships	70	0	0
Five Exhibitions, each of the value of	50	0	0
STIPENDS TO CLERGY.			
Incumbent of St. Mary's	300	0	0
Vicar of Chirbury	200	0	0
Incumbent of Middleton	80	0	0
Curate of Clive, not exceeding	70	0	0
Curate of Astley, not exceeding	90	0	0

Also for the Repairs of the School and School House, Chapel, Houses, Buildings, &c. belonging to the same; in Payment of Rates and Taxes; and in discharge of the Contingent Expenses of the Establishment.

	Per Annum.		
Likewise, To the Library, &c., not exceeding	70	0	0
Rewards and Prizes, not exceeding	50	0	0
To the Examiner, not exceeding	15	15	0
To Parochial Schools, not exceeding ..	55	0	0

Certain sums to be invested for the purpose of providing Residences for the several Incumbents of St. Mary's, Middleton, Clive, and Astley, and for purchasing a suitable piece of Land as a Play Ground for the Scholars; and the annual Surplus to be applied to the formation of a Reserved Fund.

LONDON:
Printed by GEORGE E. EYRE and WILLIAM SPOTTISWOODE,
Printers to the Queen's most Excellent Majesty.
For Her Majesty's Stationery Office.